

**JOHN SPENDLUFFE
TECHNOLOGY COLLEGE**



**BEHAVIOUR MANAGEMENT
POLICY**

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BEHAVIOUR MANAGEMENT

We endeavour to provide and reinforce positive strategies for managing student behaviour. A clear range of rewards and sanctions applied fairly and consistently by all staff.

At JSTC we adopt procedures and practices that help children learn how to behave. It is an expectation that good behaviour is modelled by all staff in their interactions with students.

We believe that there are 10 aspects of college practice that when effective will contribute to the quality of student behaviour:

- A consistent approach to behaviour, classroom management, teaching and learning
- College leadership
- Rewards and sanctions
- Behaviour strategies
- Staff development and support
- Student support systems
- Liaison with parents and other agencies
- Managing student transition
- Organisation and facilities

We believe consistent experience of good teaching engages students in their learning and this reduces the instances of poor behaviour. The consistent application of good behaviour management strategies helps students understand the college's expectations and allows staff to be mutually supportive.

We put strategies into action through:

- A clear Code of Conduct
- Extensive use of Serco system to monitor behaviour
- Regular parental contact via phone/letter/email/e.portal
- Enforcement of the dress code
- High expectations
- Consequence culture
- Ensure Head of House's use assemblies to articulate our expectations and reinforce them by their visibility around the college during the day
- Senior leaders model the behaviour and social skills they want the school community to use
- Ensure staff are sufficiently trained and supported and know how to exercise their individual responsibility in the implementation of this policy
- Guidance to students on how to improve their work

Aims of this Policy

To have a college behaviour, attendance and discipline policy that shapes the college ethos and makes a statement about how the college values and includes all the people that are part of it.

To have a policy that reinforces our belief that positive behaviour and attendance are essential foundations for a creative and effective learning and teaching environment in which all members of the college community can thrive and feel respected and be safe and secure.

To create an ethos whereby students fully understand that consequences are linked to actions both in a negative and positive way. Personal responsibility is a constant theme and students are encouraged to account for their own actions.

To ensure that the college has a well-implemented policy that will gain students' and parents' confidence and attract and retain good quality and well-motivated staff.

To provide a framework within which staff and students know the reward and discipline code of the college.

To ensure that a fair-minded system is in operation that takes account of both the needs of students and staff.

To ensure parents are informed and aware of college standards and procedures by a variety of means.

Objectives:

- 1 All staff are aware of and will follow the Behaviour Management/Rewards and Sanctions Policy.
- 2 A copy of the procedures will be put in the Staff Handbook and issued to all staff.
- 3 Students are made aware of the systems during Y7 Induction Days, on the first day of the Autumn Term and any on going developments during Tutor Periods.
- 4 All students who are enrolled at times other than at the beginning of Y7 will be acquainted of the codes by the appropriate Head of House or Assistant Head of House.
- 5 Parents will be notified as appropriate.
- 6 The Chair of Governors and the Governing Body will be regularly updated on the implementation of the policy.

HOUSE POINTS AND REWARDS SYSTEM

House Points will be awarded to students in all year groups for:-

Good work over a period of time
Consistent high level of effort
An outstanding piece of work
Good test results
Progress
Sporting success etc

This list is by no means finite and teachers can use the House Point system in a flexible manner. Out of college activities can be encouraged via house point awards.

All individual house points won will also count towards the 'Cumulative House Total'.

HOW THE SYSTEM OPERATES

Tutors monitor number of House Points for their own tutor group and keep pupils updated on progress, offering praise and incentives to continue to gain points.

Assistant Head of Houses collate on a weekly basis and monitor whole college House Point numbers.

SERCO is used to manage the process.

House Point Certificates

10 House points gains Certificate
25 House Points gains Bronze Certificate with a badge
50 House Points gain Silver Certificate with a badge
75 House Points gains Gold Certificate with a badge
100 House Points gains Platinum Certificate with a badge.

Names of weekly winners of certificates are sent to main office for administrative purposes. Certificates are then generated and handed out in House assembly.

Cumulative awards

At the end of each term we hold a full college assembly and draw various prizes.

House prize end of term draw 5 winners per house

10 House Points names in draw for £5 gift voucher
25 House Points names in draw for £10 gift voucher
50 House Points names in draw for £15 gift voucher
75 House Points names in draw for £20 gift voucher
100 House Points names or highest number in college
Gift offered, eg MP3 IPod etc.

Together with the individual prizes the Houses are able to gain recognition for House Point totals.

Head of Houses award a personal prize for progress made.

Attendance is highly regarded and weekly monitoring of attendance gains an additional 5 House points if a house has the highest total.

At the end of the summer term a House Point cup is awarded by the Head teacher for the House with the most House points.

A House Shield is awarded by the Head teacher to the house with the combined yearly House Points and sports results added together.

AWARDS EVENING

Prizes are given for academic success in all subjects and service to the college. These are presented at an Awards Evening held in the summer term.

DETENTIONS

The use of detentions is at the discretion of the Head teacher but is delegated to teaching staff in line with current regulations. Detentions are monitored by the Head of Houses or Assistant Head of Houses.

The JSTC has a personal approach to the management of behaviour. Students are treated as individuals. Sanctions are imposed according to severity of incidents and in order to bring about the most complete and effective closure to an event.

Procedure

If a student breaks the College Code of Conduct all staff should log and report the incident on the SERCO management system.

Basic entry procedures are set out below.

- Subject teachers set detention at break or lunch time, if served then **close on Serco**.
- If not served then set second detention. Again if served **close on Serco**.
- If not then it is passed on to the Head of Department.
- Head of Department to set a longer detention (lunchtime) and if served, **close on Serco**, if not then pass up to the Head of House for House after school detention.
- If served **close on Serco**, if not served then passed onto SLT after school detention and possible further sanctions.

These procedures are designed to monitor and analyse the negative offences that take place. We can then demonstrate to pupils and parents how issues have occurred and how vital it is that they are dealt with swiftly and effectively.

Serco data is analysed weekly to ensure that support is provided as soon as behaviour problems arise

Each week a member of the Senior Leadership team meets with the Assistant Head of House and the Progress and Data Manager. Serco is used to highlight the pupils who have been entered on the management system during that working week. The pupil's issues are discussed on an individual basis and it is decided if a letter should be sent home to make parents aware of the issues.

Assistant Head of Houses inform the relevant tutor so that they can play a supportive role.

Three negative entries usually generate a letter to parents but each case is treated individually by the team.

If a student receives a second letter in consecutive weeks then parents would be invited in for a discussion on the key issues from the data. They would be invited to offer suggestions on how to improve the situation but it is important that both parent and student understand that the JSTC need to see compliance with the college code of conduct.

The student may well be given some time in the ILB (Independent Learning Base) before being readmitted on a report back into normal lessons.

If there is no sustained improvement in behaviour then a reduced timetable would be considered and hold a Governor involved panel interview with the Head teacher and Chair of Governors to discuss final procedures and a possible managed move.

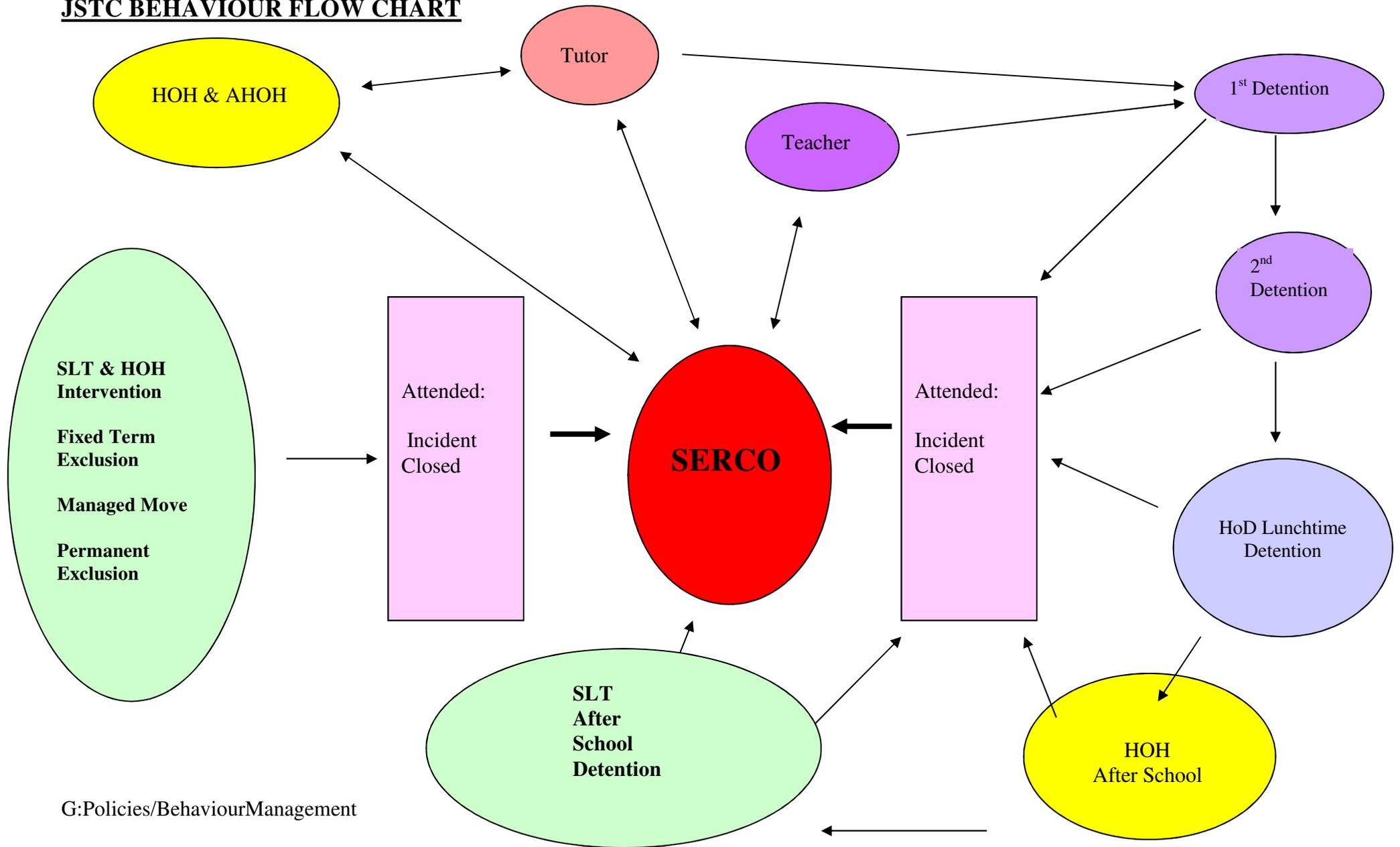
For certain serious offences and for persistent disruptive behaviour fixed term exclusions are used by the college

Each Student has the opportunity to redress all issues of behaviour and every chance is given to comply with the rules of the code of conduct.

JSTC is an inclusive college in which we want students to excel and achieve.

Below is the new Behaviour flow diagram

JSTC BEHAVIOUR FLOW CHART



ANGER MANAGEMENT

Certain students will be issued with an Anger Management Card, to help them manage their own behaviour. Staff are notified about all students who hold this card.

OUT OF CLASSROOM BEHAVIOUR

Staff who observe poor behaviour in corridors or on the playground should deal with the matter at the time and should enter details on the Serco system. Staff should deal with situations but will find support at Student services via the Assistant Head of Houses and Head of Houses.

FORMAL WARNING

Dealing with issues of behaviour. This policy aims to explain how issues of behaviour are dealt with for the benefit of all in the school community. However, behaviour management can be complex and senior staff will deal with issues as and when they arise and respond appropriately using their professional judgement. This may mean, for example, the use of the ILB or similar significant sanction, including exclusion, as a first response to deal with an issue of misbehaviour should it be of a serious nature.

A student who shows continued disregard for the behaviour Code of Conduct will be given a formal warning by the Head of House or Assistant Head of House or a member of the Leadership Team and parents will be informed. In line with the new Detention and sanction system the head teacher reserves the right to use fixed term exclusions.

If there is no significant improvement in attitude/co-operation/behaviour a fixed term isolation will be issued by a member of the Leadership Team to be undertaken in the ILB.

A letter will be sent to parents and they will be invited into college to discuss the problems. Details will be recorded on Serco.

TRUANCY

The Head of House or Assistant Head of House will treat all issues of truancy seriously. Parents will be informed. Students will make up the work missed in after college detentions supervised by the Head of House or Assistant Head of House. Students' attendance and punctuality will be monitored through the attendance package within Serco. See the college's attendance policy for more detail.

UNIFORM

Students who persistently break the College's dress code will be interviewed by the relevant Head of House or Assistant Head of House. Appropriate action will be taken and parents informed.

Details of the student code for the college and recommended uniform are published in the student planner together with a page to record merits and rewards.

Our College Classroom Rules



Be on time, every time



Line up, enter and leave rooms quietly



Arrive equipped and be ready to learn



Listen and follow instructions



Earn respect by showing respect



No disruption, others want to learn !



Raise your hand for attention



Correct uniform all the time



Mobile phones and MP3s off and away



No chewing gum

Appendix

Please see guidance below adapted from the Department for Education document –

Behaviour and discipline in schools: Advice for headteachers and school staff

Discipline in schools – teachers' powers

Key Points

- Teachers have statutory authority to discipline pupils whose behaviour is unacceptable, who break the school rules or who fail to follow a reasonable instruction (Section 90 and 91 of the Education and Inspections Act 2006).
- The power also applies to all paid staff (unless the head teacher says otherwise) with responsibility for pupils, such as teaching assistants.
- Teachers can discipline pupils at any time the pupil is in school or elsewhere under the charge of a teacher, including on school visits.
- Teachers can also discipline pupils in certain circumstances when a pupil's misbehaviour occurs outside of school.
- Teachers have a power to impose detention outside school hours.
- Teachers can confiscate pupils' property.

Pupils' conduct outside the school gates – teachers' powers

What the law allows:

Subject to the behaviour policy, teachers may discipline pupils for:

- misbehaviour when the pupil is:
 - taking part in any school-organised or school-related activity or
 - travelling to or from school or
 - wearing school uniform or
 - in some other way identifiable as a pupil at the school.
- or misbehaviour at any time, whether or not the conditions above apply, that:
 - poses a threat to another pupil or member of the public
or
 - could have repercussions for the orderly running of the school
or
 - could adversely affect the reputation of the school.

Confiscation of inappropriate items

- 1) **Power to search without consent** for “prohibited items”⁹ including:
 - knives and weapons
 - alcohol
 - illegal drugs
 - stolen items
 - tobacco and cigarette papers
 - fireworks
 - pornographic images
 - any article that has been or is likely to be used to commit an offence , cause personal injury or damage to property; and
 - any item banned by the school rules which has been identified in the rules as an item which may be searched for.

Power to use reasonable force

1. Members of staff have the power to use reasonable force to prevent pupils committing an offence, injuring themselves or others, or damaging property, and to maintain good order and discipline in the classroom.
2. Head teachers and authorised school staff may also use such force as is reasonable given the circumstances when conducting a search without consent for knives or weapons, alcohol, illegal drugs, stolen items, tobacco and cigarette papers, fireworks, pornographic images or articles that have been or could be used to commit an offence or cause harm.
3. Schools can also identify additional items in their school rules which may be searched for without consent. Force **cannot** be used to search for these items.

4. Separate advice is available in 'Use of Reasonable Force – advice for school leaders, staff and governing bodies'. See Associated Resources section below for a link to this document.

Behaviour and sanctions

All sanctions are considered by the pastoral staff and are utilised in a proportionate manner in accord with the severity of the behavioural issue. Professional judgement of staff is used to make these decisions.

JSTC Behaviour Sanctions

- Verbal reprimand
- Parental contact-report HOH-Daily-Form tutor.
- Extra Work or repeating unsatisfactory work until required standard is met.
- The setting of written tasks as punishment.
- Loss of privileges- for instance the loss of a prized responsibility or not being able to participate in a non-uniform day or organised trip or activity.
- Missing break or part of lunchtime
- Detention during lunch time or after school.
- School based activity- picking up litter, tidying a classroom tidying dinner hall.
- Regular morning or scheduled checks on behaviour/ uniform / monitoring of behaviour.
- Internal isolation- working in a secluded designated place.
- Fixed Term and Permanent Exclusions will be considered for persistent disruption and breaching of the school behaviour guidelines OR for serious incidents deemed as proportionate by the Head teacher including violent conduct and drug/alcohol related issues.
- Reintegration back into lessons via monitoring and reporting process.

Seclusion / isolation rooms

Schools can adopt a policy which allows disruptive pupils to be placed in isolation away from other pupils for a limited period. If a school uses isolation rooms as a disciplinary penalty this should be made clear in their behaviour policy. As with other disciplinary penalties, schools must act reasonably in all the circumstances when using such rooms (see paragraphs 14 and 15). Any separate room should only be used when it is in the best interests of the child, and other pupils. Any use of isolation that prevents a child from leaving a room of their own free will should only be considered in exceptional circumstances. The school must also ensure the health and safety of pupils and any requirements in relation to safeguarding and pupil welfare.

It is for individual schools to decide how long a pupil should be kept in seclusion or isolation, and for the staff member in charge to determine what pupils may and may not do during the time they are there. Schools should ensure that pupils are kept in seclusion or isolation no longer than is necessary and that their time spent there is used as constructively as possible. Schools should also allow pupils time to eat or use the toilet.

POLICY DOCUMENTS

The following policy document was presented to the Governing Body of John Spendluffe Foundation Technology College and approved and adopted by them on the date stated.

Policy: Behaviour Management

Date: 10.07.2017