

**JOHN SPENDLUFFE
TECHNOLOGY COLLEGE**



**BEHAVIOUR MANAGEMENT
POLICY**

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BEHAVIOUR MANAGEMENT POLICY

Date of Review – September 2019

Overall rationale

JSTC is an inclusive school and wants all students to excel and achieve. Staff value all learners in the school community. Everyone has the right to learn, work and develop in a safe community. As staff, students, parents/carers and Governors we want to work together to achieve high standards of conduct and achievement. We recognise that effective behaviour management requires good relationships, mutual respect and a shared responsibility. Our policy aims to adhere to these principles to ensure that all students can learn and become resilient, respectful and independent learners.

The policy demonstrates the roles that key staff have within our learning community. Different roles and responsibilities are outlined for the staff below but students and parents play a key role to ensure that behaviour can support effective learning.

Students and parents are made aware of this policy during Y7 Induction Days and through information in their Student Planner.

Key staff responsibilities are :

Class teachers

- to address concerns that arise during lessons and other aspects linked to their teaching of students including communication with parents.
- to ensure the right climate for learning is achieved through well planned lessons and that positive, punctual 'meet and greet' practice establishes the tone for the lesson.
- to consistently apply school expectations and policies
- to reward students who demonstrate good behaviour and effort
- to record negative behaviours on Facility in a timely manner.

Tutors

- to act as a key point of contact for students and parents, addressing concerns from students, parents, school staff and other areas of school life.
- to monitor behaviour through the Daily Tutor report.
- to reinforce good behaviour, challenge poor behaviour and set the tone for the day with clear, established routines linked to consistent application of school policies including behaviour and uniform. A copy of the required uniform is within the student planner.
- to deliver a tutor time programme of appropriate activities to support learning and personal development.

- To monitor and mentor academic and pastoral progress

Heads of Department

- to monitor and evaluate the behaviour management in their departments, support teaching staff in addressing concerns and ensuring that any additional steps are taken - detentions and havens - to support good practice including communication with parents.
- to monitor the behaviour of students in their areas through tracking systems
- to liaise with the Pastoral Teams as required.

Pastoral Teams

- to monitor and evaluate the behaviour management in their year group, support departments in addressing concerns, liaise with parents to address concerns and take additional steps linked to the Lincolnshire Learning Ladder.
- to address concerns where behaviour is causing concerns linked to student progress across a number of curriculum areas.
- to arrange placement of students into the ILB where appropriate and year group detentions. The pastoral team will work closely with the attendance officer and inclusion team to address concerns of poor attendance and truancy which might be linked to poor behaviour.

Deputy Headteacher (SLT)

- to support the pastoral teams to ensure that behaviour management is efficient and effective and links to all the required stakeholders.
- to monitor behaviour across the school.
- to arrange placement of students into the ILB where appropriate and whole school detentions.
- to address parental concerns about how a behaviour concern has been addressed.

Headteacher

- to ensure that the behaviour management systems support development of resilient, respectful and responsible learners and meets student need.
- to identify areas for improvement and secure staff accountability.
- to take the decision to seek a managed move, exclude a student and deal with any complaints that have not been resolved by other routes.

Parents – please see Learner Agreement (Appendix 1)

Students – please see Learner Agreement (Appendix 1)

Governing Body

- to approve and monitor the application of the policy and ensure that legislation and statutory guidance are adhered to.
- To hold the school to account for the consistent and fair application of this policy.

Rewards – House points are awarded to students in all year groups for consistent good work and effort or an outstanding piece of work, good test results over time and sustained progress. They may also be awarded for success in a range of events including sporting, drama, music or participation in primary school days together with other out of school activities. Tutors monitor the house points awarded and a graded rewards system operates for accumulation of points. Awards Evening – held annually in June – recognises academic progress, effort and achievement in all subjects and service to the school through the presentation of prizes.

Sanctions – detentions are issued by staff in line with the information within this policy (Appendix 2). The system follows a prescribed format to ensure consistency. Detentions are recorded on school central system to ensure an overview is seen by the pastoral team and tutors. Other monitoring systems include the Daily Tutor report and the Pastoral Support Programme (PSP). These both involve the recording of student behaviour within school and involve parents in the monitoring of outcomes. Within the PSP process external support agencies may be involved such as BOSS (Behaviour Outreach Support Services) for intervention. In specific circumstances, linked to poor behaviour or prior to /following a fixed term exclusion, the student may be placed in the Independent Learning Base (ILB). If necessary, a reduced timetable may be permitted but this is at the discretion of the Headteacher. If there is no sustained improvement in behaviour, the Headteacher and Chair of Governors may consider a Managed Move.

Managed Move – a managed move is a formal agreement between the school, student and parent to seek a place at an alternative school initially for a period of 16 weeks. This process enables the student to make a fresh start at another school. During this time the student remains on a PSP. If the process is successful and the student's behaviour improves arrangements are made to transfer the pupil permanently to the managed move school. Managed moves are usually entered into if there is a risk that the student may be permanently excluded from school if the behaviour continues. If the managed move fails and the student returns to school. In this situation unless there is real improvement in the student's behaviour the next stage may involve a permanent exclusion.

A managed move may also be used as a last resort when a permanent exclusion has already been given. In this case the permanent exclusion is suspended and the school, student and parent enter into the formal agreement for a managed move to take place. If however the managed move breaks down the student does not return to school. In this situation the permanent exclusion is activated and alternative educational provision is sought from the out of school team from the LA.

Searching Students – staff have the power to search without consent for the 'prohibited items' including knives/weapons, alcohol, illegal drugs, stolen items, tobacco/cigarettes, fireworks, pornographic images, any article likely to be used to cause an offence, cause personal injury or damage to property and any item banned by school rules which has been identified in the rules as an item which may be searched for. Staff must be mindful of the protocol and sensitivities linked to carrying out a search with no removal of clothing next to skin, in presence of another member of staff and by a member of staff of the same gender.

Use of reasonable force – staff at JSTC want all students to feel safe and happy in school. The use of force on any student is a serious matter and only considered as a last resort. However, should this prove necessary the Governing Body has a responsibility to all in our learning community to support staff who use reasonable force in accordance with the law and this policy.

Reasonable force covers a broad range of actions that involve some degree of physical contact with students. This can range from guiding a student to safety by the arm, to breaking up a fight where a student needs to be restrained to prevent further injury to themselves or others. The force used would be appropriate to the circumstances and therefore reasonable. Under normal circumstances staff should not block the exit or entrance to a room

Staff would always try to avoid contact that might cause injury but in extreme and rare cases this may not be possible.

Force cannot be used as a punishment but only when the situation justifies the action and the chance of achieving the desired outcome by non-physical means is low. Parental permission is not required to apply reasonable force on a student.

Confiscation – personal property such as mobiles and other electronic devices should be ‘off and away’ and are not permitted to be used in school during lesson times or in the school buildings. Staff will confiscate such property if out in lesson or used in the school building. Confiscated items will be locked in the school office – as will such items if the student is placed in the ILB. These will be returned at the end of the school day unless there are repeated instances of such use or refusal to hand the phone over initially. In these cases parents will be contacted and a plan of action agreed with the Progress Leader and parent for the return of the confiscated item. The Governing Body nor the school will not be responsible for such an item brought into school. Staff should not keep confiscated mobile phones or other items in their classrooms or offices.

If an item is confiscated as part of a potential police investigation, the item will be retained by the school until such time as consent from the police has been received to release it.

Respect Rules – please see Learner Agreement (Appendix 1)

Bullying – Governors and staff believe that all students are entitled to come to school free from intimidation, harassment, oppressions, humiliation and abuse. All members of the learning community in school have a responsibility to play their part. (See Anti-Bullying Policy)

Involving the Police – the school reserves the right to contact the Police if a disciplinary infringement constitutes an illegal act. Students need to be aware that this may have wider implications beyond school – as it does in the wider community.

Complaints and Appeals – if a parent is unhappy with how a specific behaviour management situation has been addressed, they may communicate their concerns to the Deputy Headteacher. Should the complaint involve the Deputy Headteacher this is addressed to the Head. Should the complaint remain unresolved, parents should use the schools’ complaints policy. Parents who will to appeal an exclusion should refer to the information that is sent with the exclusion letter.

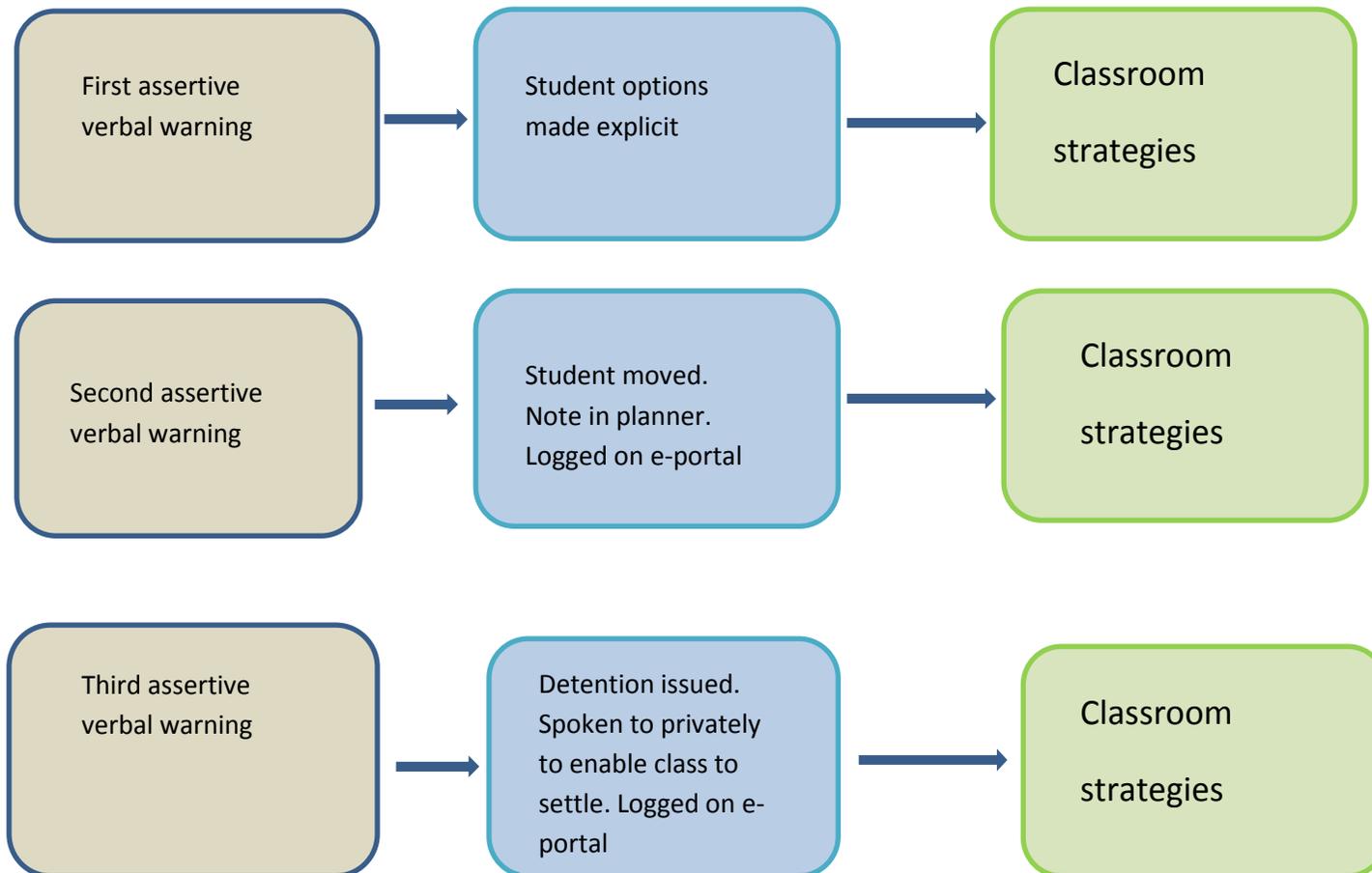
Disciplinary Investigations – these are conducted and supported by the most appropriate staff available at the time as decided by SLT.

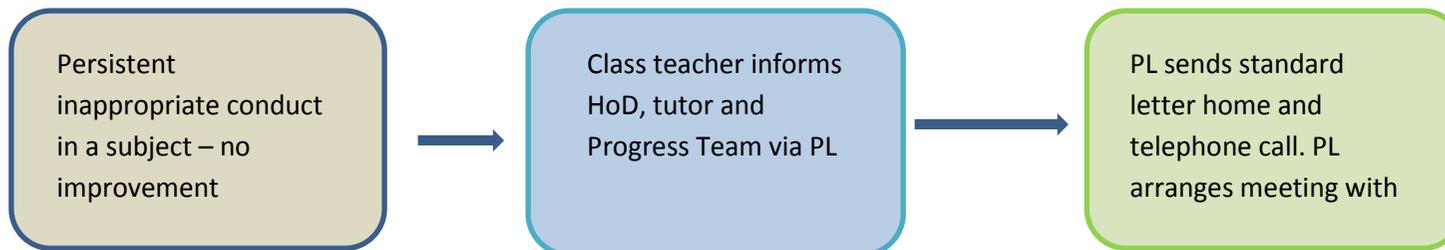
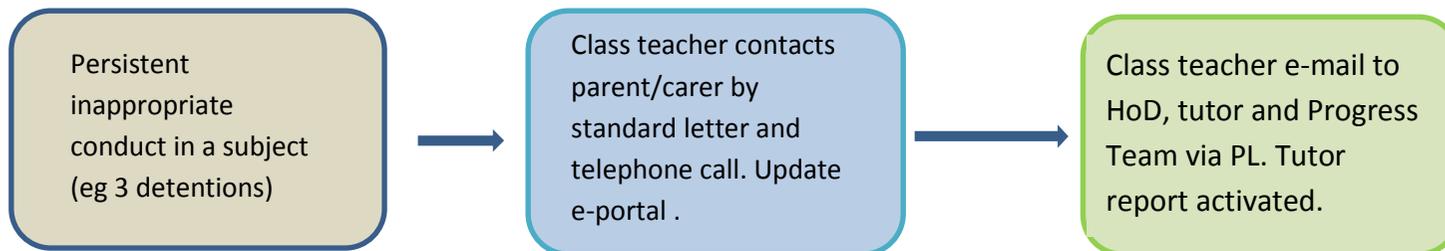
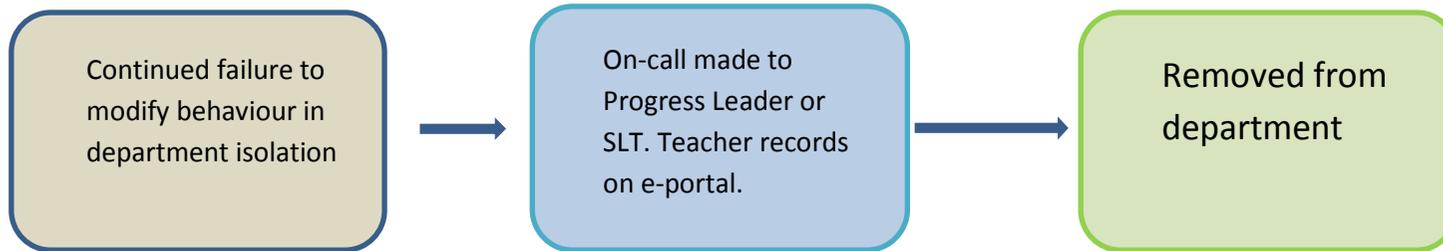
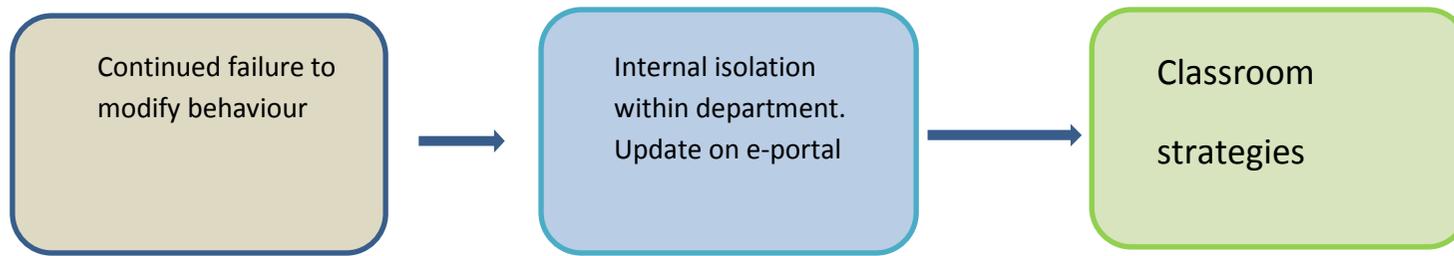
Behaviour Policy – ensuring consistency

Staff have overall responsibility for the behaviour in classrooms supported by their Head of Department and the systems and processes in school. Working together consistently as a team the school can address any poor behaviour to ensure students make good progress and staff can deliver the well planned lessons they have developed.

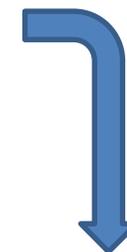
The following information outlines how this consistency can be achieved.

Teacher responsibility

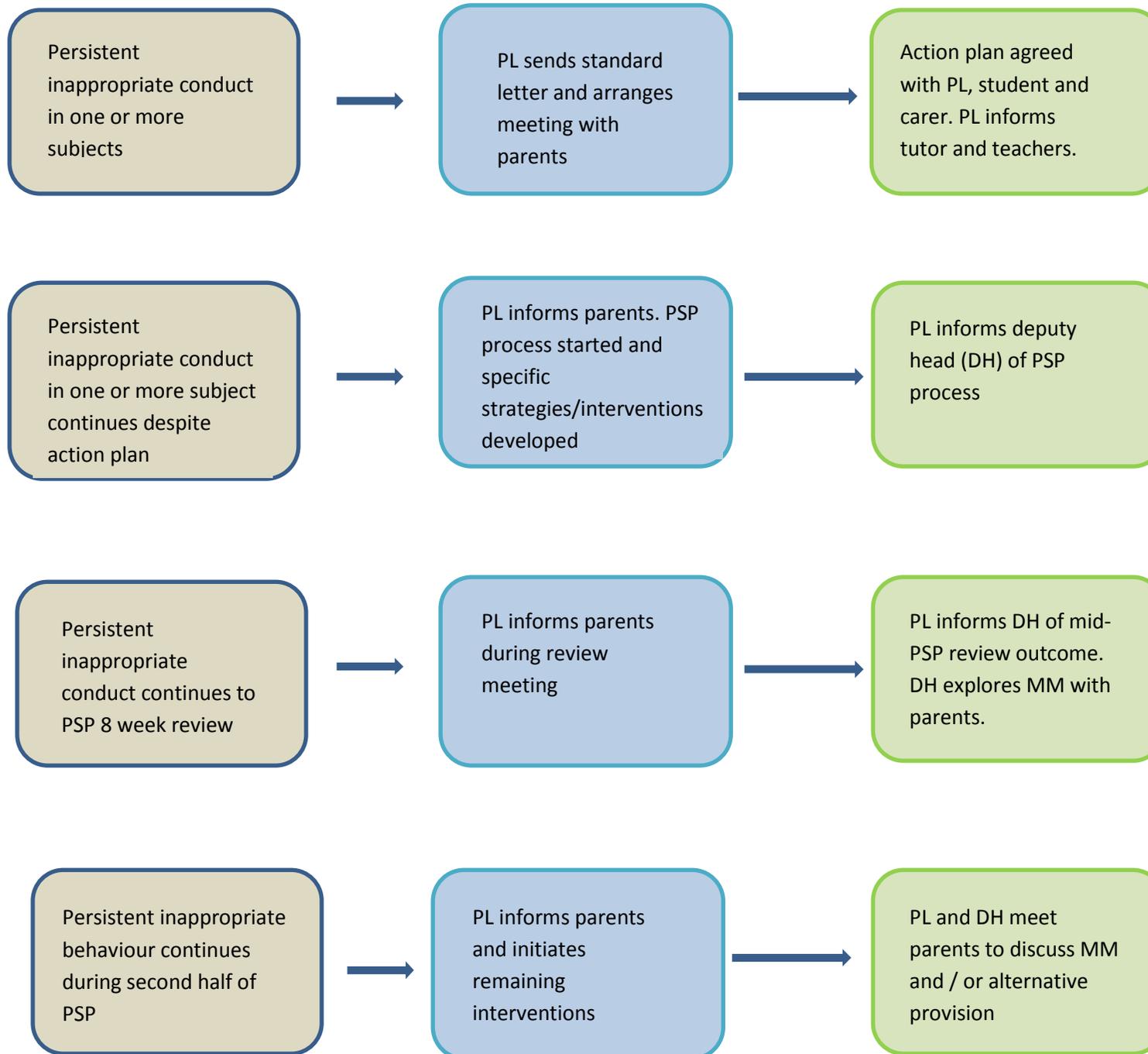




The use of the electronic tutor report should enable clear feedback on the student's work in lesson to be monitored. PL need to work with parents to assess the best way to keep parents informed about the progress of their child on the tutor report.



May progress to next stage depending on level of inappropriate behaviour



This stage may be reached through the previous step depending on level of inappropriate behaviour in one subject.

The details of the process involving PSP and related strategies will be linked to the Lincolnshire Ladder.

Discussions around dual or single registration will depend on the exact details of each case.

POLICY DOCUMENTS

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

Policy: Behaviour Management

Date: 15.10.2018

