

Behaviour Management Manual of Procedures



Bridgewater
High School



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BEHAVIOUR MANAGEMENT MANUAL OF PROCEDURES

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CONTENTS

Page 3	Introduction
Page 4	Overview of Behaviour and Levels of Responsibility.
Page 6	Level 1 behaviour in class
Page 7	Level 2 behaviour in class
Page 8	Level 1 behaviour around school
Page 9	Level 2 behaviour around school
Page 10	Level 3 High Level Challenging behaviour in and out of class.
Page 11	List of Appendices
Page 13	APPENDIX 1 - Creating the Positive Learning Environment
Page 14	APPENDIX 2 - Setting up a Buddy System
Page 15	APPENDIX 3 - Contacting Parents
Page 16	APPENDIX 4 - Leadership Callout Protocols
Page 17	APPENDIX 5 - Protocols for Isolation Upper and Lower Sites
Page 18	APPENDIX 6 - Reporting and Recording Incidents
Page 20	APPENDIX 7 - Managing a difficult Incident Checklist
Page 22	APPENDIX 8 – SLT Callout for Remove

INTRODUCTION: *Statement of Intent*

AIMS

The Manual of Procedures aims to put strategies, structures and procedures in place which help develop a positive culture where students feel empowered and are able to successfully manage their own behaviour. The Manual offers guidance to all practitioners to support them in fulfilling their responsibility in meeting this aim.

RATIONALE

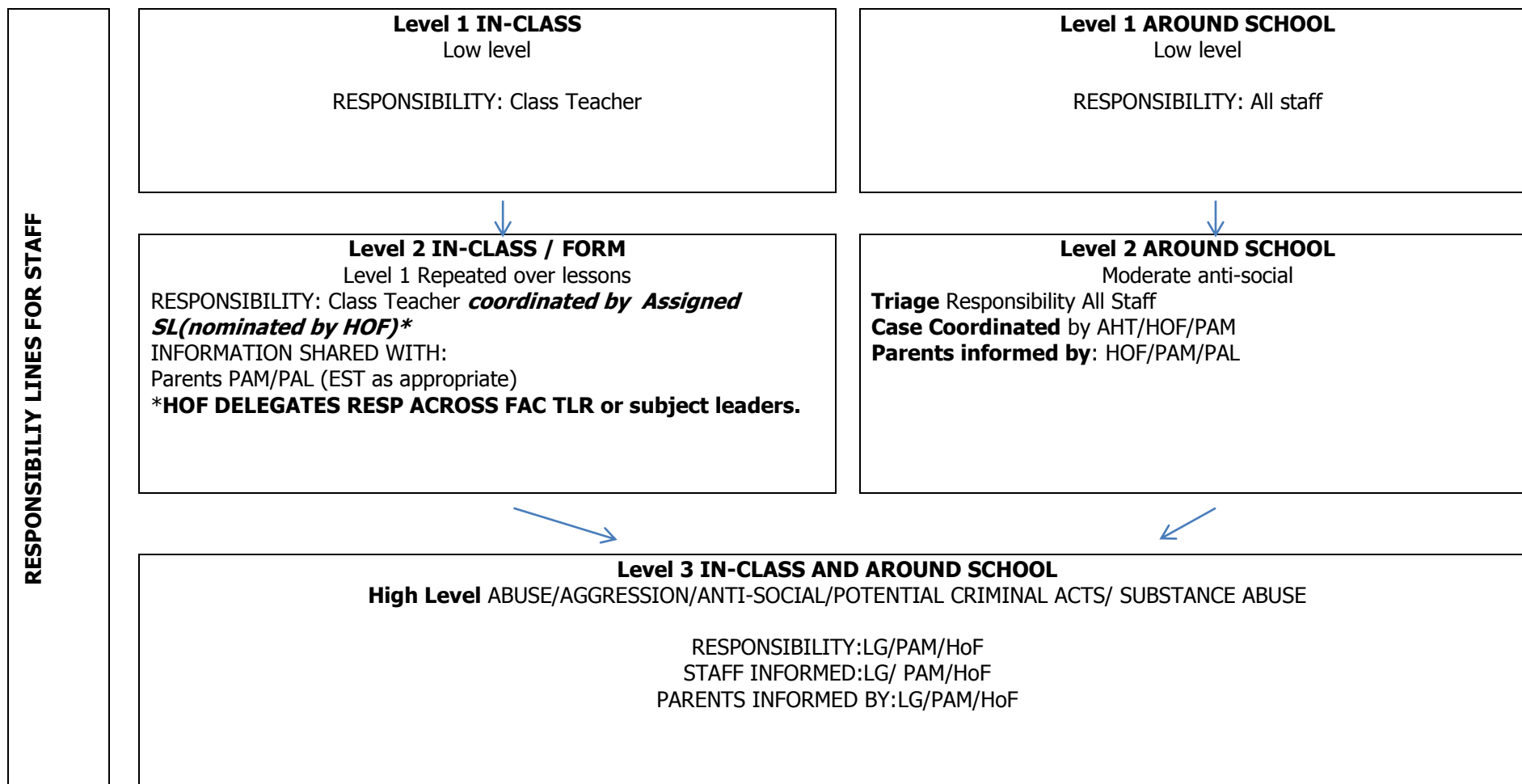
The rationale behind the Manual is that behaviour is a choice: students learn that positive and negative behaviour leads to positive and negative consequences respectively.

Conduct behaviour can never be a fixed barrier to educational success and therefore the contents of the Manual look to both support and advise practitioner's whilst clarifying the range of sanctions that are utilised by the school. This manual also refers to other policies that a pupil's Behaviour is likely to be addressed by in particular the Behaviour Policy, Exclusion Policy, Drugs Policy, Child Protection Policy and Anti-Bullying Policy.

The policy is rooted in respect - where staff speak and act courteously to students and so educate students to show similar respect towards staff and each other. It is important that all stakeholders, that is, staff, students and parents understand that when a student behaves unacceptably, it is the behaviour that is seen as unacceptable, not the child.

The purpose of this Manual is to produce a working document which reflects the current needs of the school. The Manual is intended to build upon previous practice and has been the result of review, evaluation and consultation.

Overview of Typical Behaviours at BHS and Levels of Responsibility



IN-CLASS BEHAVIOUR

THE LIST OF EXAMPLES OF BEHAVIOUR PROVIDED AT EACH LEVEL IS NOT EXHAUSTIVE OR MEANT TO BE PRESCRIPTIVE. THE EXAMPLES ARE GUIDELINES AND TEACHERS ARE EXPECTED TO USE PROFESSIONAL JUDGEMENT AND CONSIDER THE *CONTEXT* OF THE BEHAVIOUR WHEN DETERMINING IF ANY, OR WHAT, ACTION MAY FOLLOW.

**LEVEL 1 BEHAVIOUR IN CLASS
(Low Level Challenging Behaviour)**

RESPONSIBILITY FOR ACTION: CLASSROOM TEACHER

Examples	Suggested strategies for class teacher	Appropriate sanctions taken by CT
<p>Disruption e.g. Chatting /shouting out/ noisy distracting others not listening to instructions out of seat without permission late to lesson</p> <p>Silliness e.g. throwing things passing notes time wasting teasing / play fighting inappropriate comments</p> <p>Non-disruptive off-task: e.g. chewing daydreaming fiddling rocking on chair applying make-up etc</p> <p>Inappropriate actions Having Mobile phone Drinking or eating Applying make up Homework concerns</p>	<ul style="list-style-type: none"> ✓ Fixed start of lesson routine. ✓ Known Seating Plan (T&L focused) ✓ Learn your class profile and their potential needs well ✓ Well-planned lessons ✓ Pupils on task immediately ✓ Change of activity ✓ Use of visual prompts and resources for engagement ✓ Refocusing (desk tap/ questioning) ✓ Varied teaching style ✓ Proactive deployment of T.A.(where appropriate) ✓ Use of IEPs(where appropriate) ✓ Time limits on tasks ✓ Countdown/wait for silence ✓ Manage pace of learning ✓ Use of broken record/ maybe but/ Thank You techniques ✓ Walking round room ✓ Agreed Class Rules task dependent ✓ Verbal and non-verbal praise: smile/wink/thumbs up ✓ Sign instructions as walk around room ✓ Calming down, heads down 'Quiet Time' ✓ Diffusing with humour ✓ Concentrate primary behaviour ✓ Put distracting item away time given for compliance ✓ See advice in the setting of appropriate homework 	<ul style="list-style-type: none"> • Pupil Conference • Move seat • Out of classroom- NO LONGER THAN 5 MINUTES. • Catch up missed work • Note to parent in planner • Loss of free time following warning • Confiscation of mobile phone • Note in planner for new homework deadline • Contact Parent (see appendix 3)

LEVEL 2 BEHAVIOUR IN CLASS
(Level 1 behaviours which increase in severity or frequency)

Responsibility: Coordinated by PAL/ASSIGNED SL (Subject Leader) with class/form teacher.
Information shared with PAM and EST as appropriate.

Examples	Suggested Strategies Proactive	Suggested Strategies Reactive
Refusal to move seats Refusal to leave the room Constantly stopping others from working Constant lateness to lesson / form Repeated lesson truancy Repeated lack of class work / homework Repeated Equipment Problems	<ul style="list-style-type: none"> ✓ Establish calm lesson start ✓ Start lesson positively but subtly ✓ Establish strong relationship time and time again ✓ Acknowledge by <i>delay response</i> ✓ Commentary of decision making ✓ Look forward not back ✓ Find solutions ✓ Focus on work to be completed ✓ Find out more about the pupil ✓ Seek advice on challenging classes ✓ Refer to EST for assessment 	<ul style="list-style-type: none"> • Utilise Faculty Buddy System (see Appendix 2) • Faculty Report Card • Utilise SMT Call out support • **Utilise REMOVE Suite KS3 only(see appendix 8) • Faculty Detention • Single Issue/concern parental contact • Intervention Classes • Referral to Learning Support • Parental Contact/Parental meeting

LEVEL 1 LOW-LEVEL CHALLENGING BEHAVIOUR AROUND SCHOOL

RESPONSIBILITY FOR ACTION: ALL STAFF

Departments responsible for their corridors / area during break and lesson change- over

Site LG on corridors at each lesson change over.

ALL STAFF RESPONSIBLE FOR GENERAL BEHAVIOUR AROUND SCHOOL

Examples of poor conduct behaviour outside the classroom	Suggested strategies Preventative	Suggested actions Reactive.
Running in corridors Pushing in corridors Misuse of walk on left Shouting/screaming on corridors Attention seeking behaviours Loitering Eating / drinking on corridors. Dropping litter	<ul style="list-style-type: none"> ✓ Be punctual to duty slots ✓ Staff present on corridors at lesson change-over allow pupils in m/p classes ✓ Learn names and use them ✓ Class meeting point agreed in advance ✓ Staff arrive on time ✓ Establish expectations of lining up for lesson ✓ Act as role model e.g. pick up litter, walk on left ✓ Staff to refrain from eating / drinking on corridors ✓ Reinforce expectations in form time, lessons and assemblies 	<ul style="list-style-type: none"> • Positive instructions e.g. "Stop and walk. Thank you." / "Go to your next lesson now. Thank you." • Remind pupils of safety rules • Ask students politely to pick up litter / put sweets etc. away and direct them to a bin • Refrain from shouting at student in front of audience; rather take him /her to one side • To stop the poor conduct as opposed to sanction it is the right thing to do • Refer to signage which remind of rules

LEVEL 2 MODERATE LEVEL CHALLENGING BEHAVIOUR AROUND SCHOOL

Staff responsible for triage :All Staff
Staff responsible to Coordinate and manage Case Work: PAM /HOF/LG

Examples	Recommended actions taken by PAM/HOF A selection may be used from the (non exhaustive) list below
Off-site at break / lunchtime without permission Out of bounds at break / lunchtime Persistent lateness to school Silly behaviour practical joke behaviour Failure to meet cooperative behaviour expectations	Detention Parental Meeting Behaviour Contract Pastoral Report/Faculty Report Punctuality Report Isolation

LEVEL 3 HIGH LEVEL CHALLENGING BEHAVIOUR IN OR OUT OF CLASS

RESPONSIBILITY FOR ACTION : LG coordinated with PAM/HOF in liaison with CT

STAFF INFORMED: AH/LG

PARENTS INFORMED BY PAM/AHT/LG

Examples	Links with Other policies: Child Protection/Drugs Policy/Exclusion Policy/ Anti-Bullying Policy/Racial Incident Reporting and Positive Handling Policy.	
	Strategies to prevent	Strategies to react and responsibility
	<ul style="list-style-type: none"> • Advice to staff who teach challenging pupils • Updates to staff who teach vulnerable or challenging pupils on changing circumstances using CPOMS by PAM'S • Tackling comments prior to action • Passing on concerns early • Seeking advice from Pastoral Support • Seeking advice on managing the Challenging Class or Pupils 	<ul style="list-style-type: none"> • Detentions • Apology • Resolution • Isolation • Exclusion <p align="center">] LG/PAM/HOF</p> <p>For Repeated level 3 behaviours LG/PAM AS CASE COORDINATOR</p> <p>Class Change/Timetetable change Referral to Inclusion Support Referral for Assessment from EST Managed Transfer Alternative Provision Early Help** Behaviour Contract Exclusion</p> <hr/> <p>**All racial incident must be passed to CU/MM site specific **Physical Aggression involving staff intervention consider HSA2 FORM AXL</p>

APPENDICES

- Appendix 1 Creating the Positive Learning Environment.
- Appendix 2 Setting up a buddy system
- Appendix 3 Contacting Parents
- Appendix 4 Leadership Call Out Protocols
- Appendix 5 Protocols for isolation
- Appendix 6 Reporting and Recording of incidents
- Appendix 7 Managing the Difficult Incident
- Appendix 8 Remove Procedures and Protocols

APPENDIX 1

Creating the Positive Learning Environment.

Best Practise

- Meet the students at the door and greet them into class.
- Have an activity ready or jobs ready for pupils to start with.
- On second bell silence class for your formal start and register.

Acceptable and Common Practise

- Know if class will be in or out of room and establish 'waiting rules' with them.
- On arrival enter the class first.
- Welcome pupils in whilst prompting instruction for formal start.
- Once all in the room Your Formal start and register.

Leaving the Learning Environment

- End with focus on Learning Objective and progress made.
- Positive comment on what went well.
- Share responsibility for clearing and tidying and leave time.
- Uniform check and quiet.
- Check corridors for safe dismissal.

APPENDIX 2

The Buddy System

Setting up a Buddy System

- A buddy system is where a department or even faculty establish other classes where students can be moved to temporarily to improve the learning opportunities for all, including the pupil being removed.
- A successful buddy system should be compiled with the department together, this ensures a shared understanding of how and when it should be used and provides a clearer understanding of the challenges that each member of staff may have on their timetables.
- Tips! (one way but certainly not the only way).
- Create a Spread sheet with all classes on it.
- Go through each class and colour code Green = no expected problems / amber = may have expected problems / red = likely to have problems.
- Filter to Red: allocate a class/teacher and room that the teacher of the red class can use as their buddy.
- Filter to amber and see if one can be allocated to those classes also.

APPENDIX 3

Contacting Parents Advice to Staff

Level 1 : type behaviours: routinely contact made by ALL STAFF via planner/email/phone/letter.

Planner: Make concern clear, date, sign and ask for countersignature to read next lesson.

Email: Ensure email is formal and proof read. Keep the email brief matter of fact and thank in advance of their support.

Telephone:

- Make sure you have the contact detail and correct name.
- Ensure the parents have time and privacy to talk if not arrange another time or method.
- Make clear who you are give your full title and calmly explain the nature of your call.
- Make clear that you feel the pupil will benefit by them knowing of your concerns and supporting you.
- If necessary agree time to and method to follow up.
- If the conversation goes onto another matter or something you feel ill prepared for reassure the parent that you will deal with that information at a more appropriate time or pass it on.
- If the conversation raises more concerns regarding you, your class, subject or relationship with the pupil invite the parent to meet with you with a line manager.
- If the call becomes lengthy or seems to be one where agreement or even understanding cannot be made invite the parent in for a meeting.

If a call 'goes badly' remain polite, professional and calm, repeat that you are doing your job and that at times whilst agreement is good sometimes it cannot be. If at any point the call becomes aggressive or abusive explain that as you feel there is nothing more that can be said you will be saying goodbye. Then formally end the conversation. Inform your line manager.

APPENDIX 4

Leadership Group EMERGENCY CALL-OUT

IT IS IMPORTANT THAT LEADERSHIP CALL-OUT IS ONLY TO BE USED IN AN EMERGENCY or SERIOUS INCIDENT

For example:

- Out-of control behaviour
- Concern over pupil health or safety
- Dangerous behaviour
- Repeated refusal to cooperate with a reasonable request
- Walking out of lesson (notify office only) the priority then will be to find the child)
- Unexpected incident and need to calm the class in order to sensibly proceed

Action to take:

Contact the office via a pupil with information on where and who the pupil is who is concerned.

A member of LG will attend and discuss the matter prior to taking action.

The incident will then be recorded on Sims by the member of Leadership Group.

Where the incident is a serious incident resulting in a sanction that will be the responsibility of LG to ensure that information is shared with class teacher/ pastoral leaders/subject leaders and parents if necessary.

APPENDIX 5

Protocols for placing pupils in Isolation

Subject leader PAL/PAM/SL/HOF request Isolation with PJ (LOWER) MM (upper)

Isolation can take place on either site with the agreement of DH/AHTs and Support Staff then responsible.

The decision to place or not place pupil in Isolation will be made by PJ/MM in liaison with Pam/HOF.

The length of time in Isolation will depend on the incident and the following factors will be taken into account:

- Nature of offence
- Impact of offence
- Significance of offence
- Pupils own response
- Behaviour profile of pupil to date
- Pupils own circumstances including, additional needs, personal circumstances and vulnerability.

All effort must be taken to:

Speak to parent prior to the Isolation

This is the responsibility of the PAM/HOF or AHT/DH.

Explain fully to the pupil why they are being Isolated.

Should a Parent not be supportive of Isolation

Meeting arranged with PAM/HOF and AHT to explain the reasons for the ISOLATION in an informal attempt to reach understanding.

THE ISOLATION MUST BE LOGGED ON SIMS

APPENDIX 6

Reporting and recording incidents

Level 1 – Classroom teacher

- ✓ Behaviour is to be recorded (if appropriate) straight onto SIMS by the classroom teacher (electronically or SIMS slip) – this will often be when a formal sanction has been triggered e.g., detention

Level 2 – Responsibility for action – CT in liaison with assigned SL or PAM/PAL

- ✓ The SIMS record should begin (electronically/SIMS paper slip) but then referred* by the 'reporter' who may be any teaching staff colleague.
- ✓ For all staff, it is good practice, if possible, to **first** discuss the issue with your assigned SL /PAM or PAL.
- ✓ The SIMS referral and concern raised will be completed by whoever the referral is sent to i.e. HOF/PAM/HOD/KS co-coordinator
- ✓ A SIMS alert will then be sent back to the 'reporter' to summarise the outcome of the referral

Level 3 – Responsibility for action –SLT /PAM

- ✓ The SIMS record should begin (electronically/SIMS paper slip) but then referred by the 'reporter' who may be any teaching staff colleague to SLT/PAM
- ✓ HOF/HOD should also **discuss** the issue with SLT line manager.
- ✓ Exceptional cases may require immediate referral to SLT.
- ✓ The SIMS referral* and concern raised will be completed by whoever the referral is sent to i.e. SLT/PAM
- ✓ A SIMS alert will then be sent back to the 'reporter' to summarise the outcome of the referral

APPENDIX 7

Managing a difficult Incident Checklist

1. Who is involved?
 - a. Does it include a student on the vulnerable student register?
2. Is anyone at immediate risk?
 - a. Withdraw from lesson.
 - b. Keep separate.
 - c. Keep supervised.
3. Is it possibly an exclusion?
 - a. Seek KP/TH
4. Do parents or carers need contacting immediately?
 - a. Is a decision likely to be made today?
 - b. Does a decision NEED to be made today?
 - c. Does a holding call need to be made?
 - d. Who will make that call?

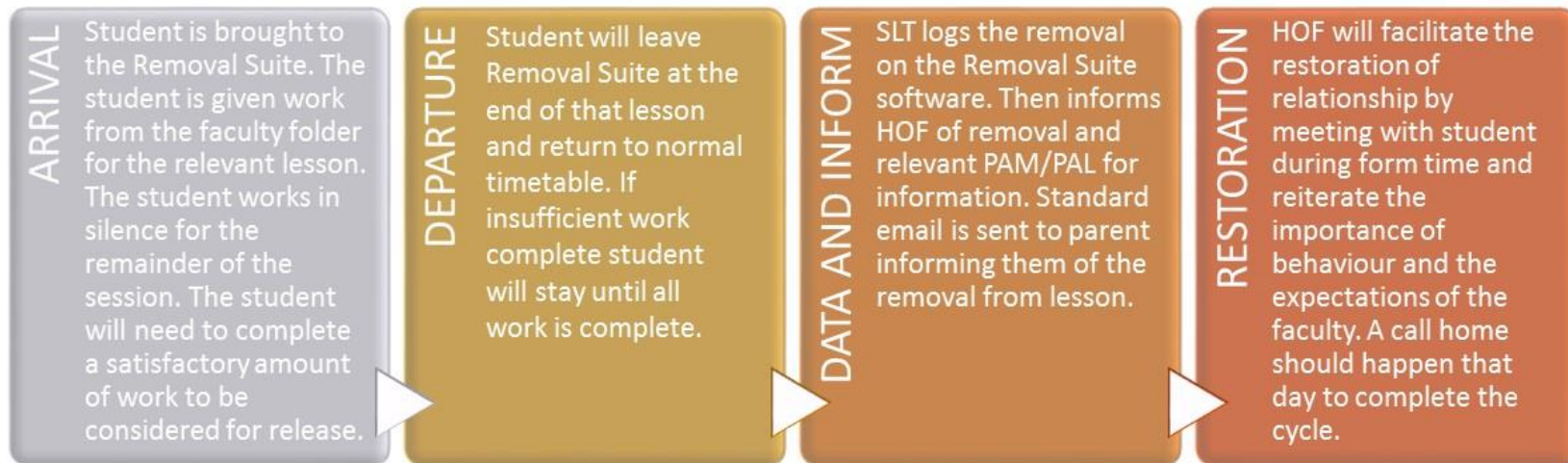
STOP THE CLOCK – Decide who will do what.

5. Collect information
 - a. Establish the FACTS
 - b. Talk to students directly involved
 - c. Collect statements from students involved
 - d. Are the students involved able to write down what happened?
 - e. Are students in the correct frame of mind to communicate what happened?

- f. What does their SIMS profile look like?
 - g. What does their CPOMS profile look like?
6. Review information collected.
- a. Does it provide a clear view of the situation?
 - b. Is any of the information questionable?
 - c. Do you need to collect further information from further witnesses?
 - d. Do you need to talk again to students involved?
 - e. Do you need to seek clarity from the students involved?
 - f. Do you need to check CCTV?
7. Make a decision on action.
- a. Have you considered all options?
 - b. Who will explain action to students?
8. Contact home.
- a. Who will contact home?
 - b. Who will be rung 1st?
 - c. Do you need to call in parents/carers?
9. Implement Action.
10. Record on SIMS.
- a. Has everyone been informed that needs to be?

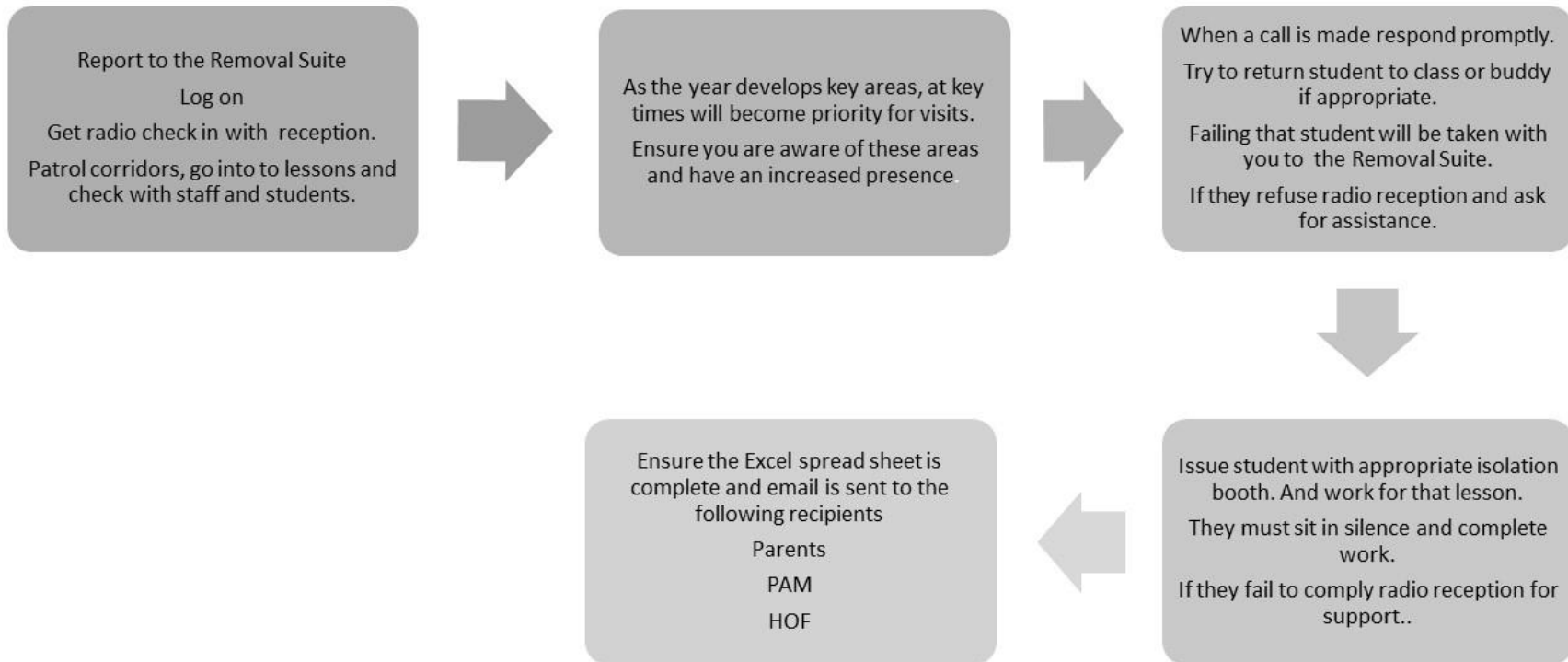
SLT Callout For Remove

Process



Procedures

Appendix 8



Recording and Reporting

Appendix 8

Admin

Please log all removals on the Excel document called Remove Data.

This file is located in
Pastoral/Remove/Data/Remove Data

Communication

Once a student has been removed an email will need to be sent to the parent/guardian informing them of the removal incident. A standard email has been prepared and needs updating with relevant information.

Important: This email needs to include the relevant PAM and the HOF. The HOF will respond to the incident on behalf of the school.

The standard email can be found in
Pastoral/Remove/Standard Email



Remove Rules

Your behaviour has led to REMOVAL

You own your behaviour

You will work hard in silence and complete all work

If **your** work is completed you will return to the main school