

BRIDGEWATER HIGH SCHOOL

BEHAVIOUR MANAGEMENT POLICY

Written by:	P Jones	Date	November 2017	Policy ref	A11
-------------	---------	------	---------------	------------	-----

Section A Introduction

- The school's behaviour policy has been adopted by the Governing Body.
- The school has ensured that parents/carers are fully informed of the behaviour policy by communicating it through the school rules, school prospectus, home-school agreements, newsletters and other normally used channels including planner, lesson charter and class charter.
- The school has communicated the behaviour policy to all new and existing pupils through the school and class codes, school prospectus, pupil notice boards, school assemblies and within the curriculum wherever relevant.
- The school will seek to ensure that the policy and procedures- as detailed in the accompanying document "Manual of Procedures", are accessible to parents/carers and pupils by providing these in appropriate languages and formats where available,
- The school will ensure that all staff are consulted regularly about the policy and its implementation and are fully versed in the Manual of Procedures.
- The school has communicated the behaviour policy to all teaching and non-teaching staff by providing copies of the policy and through the staff training programme accompanied by the Manual of procedures.
- This policy should be read in conjunction with Behaviour Management Manual of Operational Procedures and the Positive Handling Policy.

Section B Statements

Acceptable and unacceptable behaviour

- The school defines acceptable behaviour as that which promotes courtesy, co-operation and consideration from all pupils in terms of their relationships with other pupils within/outside the school, teachers and other school staff and with visitors or other persons within/outside the school premises.
- The school has identified examples of unacceptable behaviour as that which includes name calling, verbal abuse, threatening language or behaviour, intimidation, physical abuse, bullying and harassment, including racist, sexist and homophobic abuse.
- The school communicates regularly the standards of acceptable and unacceptable pupil

behaviour to pupils and parents/carers through the school rules, rewards system 'S For Success', school prospectus, school assemblies, notice boards, The Bridge newsletter and letters to parents/carers,

- The school communicates the standards of acceptable and unacceptable pupil behaviour to staff through the staff handbook, daily briefings and staff training opportunities and most significantly the Manual of Procedures.

Recognition, rewards and sanctions

- The school will promote good and improved behaviour by pupils through a system of recognition and reward. This will include the use of:
 - S For Success Positive Points
 - Praise and feedback
 - commendations and awards;
 - letters to parents/carers;
 - extension of school privileges
 - reward trips;
 - positive points;
 - display of work;
 - badges
 - Annual Awards Evening
 - Student Leadership Opportunities
- The school will review the support available to individual pupils who may be at risk of disaffection or exclusion, including:
 - learner support;
 - mentoring;
 - individual education planning;
 - curriculum and curriculum resources;
 - teaching strategies;
 - study support;
 - personalised curriculum
 - managed transfer
 - dual registration
- The school will implement a range of strategies to deal with inappropriate behaviour by pupils, including:
 - talking 'privately' with the pupil;
 - verbal reprimand;
 - time out;
 - referring matters to Class Teacher/Form Tutor/Subject Leader/HoF/Pastoral and Achievement Leader/Pastoral and Achievement Manager/ SENCO/Head of Site/the Deputy Headteacher/ and the Headteacher (as appropriate);
 - use of the Lower School REMOVE suite (Lower School)
 - use of the Hub (upper school)
 - instituting pupil detentions as appropriate;
 - withdrawal of school privileges;
 - letters to parents/carers;
 - meetings with parents/carers;
 - placing pupils on report
 - modifying the curriculum;

- referral to external agencies;
- resolution meetings
- detention;
- isolation
- fixed-term or permanent exclusion (see Exclusion Policy).

FOR FURTHER DETAIL SEE THE MANUAL OF PROCEDURES

The school will monitor the use of rewards and sanctions to ensure that its arrangements operate with due regard to equal opportunities and anti-discrimination.

Early intervention

- The school will undertake reviews of the educational needs' of pupils, as appropriate. Details of reviews undertaken will be included within each pupil's file.
- The school will involve external agencies where it is appropriate to do so, for the purposes of pupil education and guidance.
- The school will develop measures to encourage students to take responsibility for their own behaviour and to help them to recognise the consequences of inappropriate behaviour. (See Manual of Procedures)
 - The school will provide appropriate training for all staff in order to promote positive and consistent behaviour standards within the school. (See Manual of Procedures).
 - Parents/carers will be contacted promptly by the school and normally within one working day to notify them of any reported serious incidents of misbehaviour in which their child has been involved.

Investigating cases

- The school will investigate, as appropriate, reported incidents of pupil misbehaviour.
- The school will ensure that relevant staff receive adequate and appropriate training for the conduct of any investigations, including in respect of the recording of evidence and the taking of witness statements (See Manual of Procedures).
- The school will provide adequate non-contact time for the conduct of investigations or deploy pastoral support staff to conduct an investigation.
- The school will notify the police and other relevant bodies of incidents where it is appropriate to do so.
- The school will complete investigations within a reasonable timescale and not normally exceeding two days.
- The school will ensure that appropriate feedback from any investigation undertaken is provided to relevant persons together with recommendations for action.
- A copy of the results of all investigations undertaken will be held on record until such time as the pupil leaves the school. Where an investigation finds that there is no case to be

heard, the report will be held by the school but will not be kept within the pupil's file.

- The investigation will consider the impact that the incident has had on the victim and ensure that the needs of the victim are taken into account when deciding an appropriate sanction.

Training and professional development for all staff (See also Manual of Procedures)

- The school has provided and will continue to provide behaviour management training which has been reviewed to ensure that it is appropriate to the needs of staff and the circumstances of the school.
- The School publishes BEAM termly to promote positive behaviour strategies.
- The school reviews regularly the health, safety and welfare of all its staff and provides for professional and personal support (including counselling and training)
- The school undertakes annual reviews of the continuous professional development needs of all staff.
- The school provides opportunities for staff to develop their knowledge and skills in relation to such issues as:
 - implementing the school's behaviour policy;
 - logging and recording of incidents;
 - lunchtime supervision;
 - classroom management;
 - learning styles;
 - educational visits;
 - legislation affecting behaviour management (e.g. detention, exclusion, child protection, pupil restraint) ;
 - pastoral support;
 - equal opportunities and anti-discrimination;
 - techniques for promoting positive behaviour.

Clear roles and responsibilities (See also Manual of Procedures)

- The school ensures that all staff job descriptions include appropriate reference to the school's behaviour policy.
- The Governing Body is advised of the implications of the behaviour policy for their own practice and relevant committees recognise their responsibilities under the terms of the policy and any other Regulations and Government guidance.

Referral

- The school will undertake reviews of pupils' needs prior to identifying suitable educational plans, strategies and alternatives for pupils,
- The school undertakes regular monitoring and review of its internal and external arrangements for pupil referral and support.
- The school is aware of the main points of referral outside the school (including student counselling, education welfare officers, educational psychologists, voluntary sector, health

authority/trust, social services/child protection, and police).

- The school maintains appropriate records on the use of referrals, using the relevant referral forms. The school is committed to supporting the Early Help process as part of Warrington commitment to Warrington children.
- The school ensures that relevant staff are informed in full of the outcome of any referral.

Resources (See also Manual of Procedures)

- The school undertakes an annual review of the resources needed to ensure the effective implementation of the behaviour management policy, including reviews of the following:
 - (i) staffing issues:
 - staffing levels;
 - staff training and development;
 - provision for non-contact time;
 - workload;
 - health and safety.
 - (ii) record keeping:
 - provision of administrative and record keeping systems (including use of ICT);
 - monitoring arrangements (including use of ICT).
 - (iii) curriculum review and alternative provision
 - alternative education provisions for pupils, including the use of off-site provisions (where available);
 - review of curriculum appropriateness;
 - use of curriculum flexibility, including disapplication (where appropriate);
 - on-site facilities wherever possible and appropriate (e.g. "time out" room, access to learning support, mentoring).
- The school has secured access to appropriate specialist child and family support services (where available), including:
 - Pupil Referral Unit;
 - Education Welfare Service;
 - Education Psychology Service;
 - Health Services (including mental health);
 - Social Services;
 - Connexions Service;
 - Youth Workers;
 - Youth Offending Team;
 - Drug Counselling Agencies;
 - Learning Mentors;
 - Early Help Team
 - Home Tuition Service

Needs assessment/reviews (See also Manual of Procedures)

- The school will identify a named person(s) to undertake assessments and reviews of the needs of pupils whose behaviour is disruptive. Pastoral Support Staff from the PDC and the school's Mental Health Lead will routinely act as the lead on assessments under the guidance of Pastoral Managers and Deputy/Assistant Headteacher's of the Year group affected.

- The school provides appropriate training for all named person(s) responsible for the conduct of assessments and reviews.
- The school ensures that adequate time is given during the normal school day for the conduct of pupil assessments and reviews and for the development and implementation of the pastoral support programme.
- The school ensures that teachers receive adequate non-contact time to provide support to individual pupils.

Curriculum flexibility

- The school's curriculum is appropriate to the needs of pupils.
- The school's curriculum provides an opportunity for pupils to talk about behaviour issues and to formulate personal and group strategies to minimise and avoid conflict.

Pupil involvement (See also Manual of Procedures)

- The school encourages pupils to take responsibility for their own learning and behaviour.
- The school operates year group councils who help to develop a positive behaviour culture within school.
- The school provides opportunities for pupils' positive involvement in the life of the school and community.
- The school will ensure that pupils are aware of the impact that their actions and conduct may have on other pupils. Where this is significant and/or long term consideration will be given to the ways in which the victim/s can be supported as priority.

Parental/carer involvement (See also Manual of Procedures)

- The school ensures that parents/carers are informed promptly of any concerns regarding their child and are given the opportunity to be involved in responding to their needs.
- The school provides opportunities to encourage parental involvement and support for the behaviour policy.

Community involvement

- The school liaises with a range of bodies as appropriate, including the LEA, health services, police, voluntary sector, religious bodies and social services.

Record keeping (See also Manual of Procedures)

- The prompt and accurate reporting of incidents is considered particularly important to the effectiveness of the school's behaviour policy.

- The school maintains accurate records of behaviour incidents using the standard incident report forms and SIMS.
- The school has advised all staff of the need for timeliness, accuracy and completeness in recording of behaviour management incidents and has advised staff of the correct procedures for recording statements.
- The school provides for the use of ICT for logging of incidents and monitoring of trends as appropriate.
- The school deploys appropriate clerical staff to undertake routine administration and record keeping.

Monitoring and evaluation (See also Manual of Procedures)

- The school monitors behaviour incidents in order to identify issues and trends.
- The school makes effective use of SIMS facilities to support the implementation of its procedures.
- Staff receive individual and collective feedback (as appropriate) on behaviour management issues, trends and the outcome of referrals.
- The school monitors incidents of disruptive behaviour in terms of:
 - type of incident (including racist, sexist and homophobic incidents);
 - critical days/times in the week;
 - critical places within/outside the school;
 - pupils involved;
 - the teacher reporting
 - the subject the pupil is in
 - profile of students involved (ethnicity, gender, age, SEN);
 - timeliness of response;
 - outcomes
 - sanction
- The school ensures that its pupil record keeping systems provide analysis of the impact of its behaviour policy on particular groups of pupils and in respect of special educational needs, disability, ethnic origin, gender and children in public care.
- The school assures appropriate levels of confidentiality within its monitoring and reporting arrangements.
- The school evaluates its policy against key improvement objectives which include:
 - (i) individual measures:
 - improvement of individual behaviour
 - academic progress.
 - (ii) class/ faculty/whole school measures:
 - general behaviour patterns;
 - balance in the use of rewards and sanctions;

- staff support and training needs;
 - curriculum access and academic progress;
 - equal opportunities;
 - behaviour management trends over time;
 - exclusion data
 - effectiveness of the policy in encouraging positive behaviours;
 - report figures on behaviour and sanctions to the Governors' Safeguarding Committee.
- The school provides details of issues and trends to staff and the Governing Body as a basis for effective decision making.

Sharing good practice

- Relevant information is shared with all members of staff and the Governing Body to better inform decision making and to assist in meeting the educational needs of all pupils at the school.