




Bridgewater High School

BRIDGEWATER HIGH SCHOOL

BEHAVIOUR MANAGEMENT POLICY WITH MANUAL OF PROCEDURES

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Behaviour Management Policy

Contents

1	AIMS	3
2	LEGISLATION AND STATUTORY REQUIREMENTS	3
3	DEFINITIONS	3
4	BULLYING	4
5	ROLES AND RESPONSIBILITY	4
6	PUPIL CODE OF CONDUCT	5
7	REWARDS AND SANTIONS	6
8	BEHAVIOUR MANAGEMENT	7
9	PUPIL TRANSITION	8
10	TRAINING	9
11	MONITORING ARRANGEMENTS	9
12	LINKS WITH OTHER POLICIES	9
	APPENDIX 1 – Manual of Procedures	9

1. Aims

This policy aims to:

- Provide a **consistent approach** to behaviour management
- **Define** what we consider to be unacceptable behaviour, including bullying
- Outline **how pupils are expected to behave**
- Summarise the **roles and responsibilities** of different people in the school community with regards to behaviour management
- Outline our system of **rewards and sanctions**

2. Legislation and statutory requirements

This policy is based on advice from the Department for Education (DfE) on:

- Behaviour and discipline in schools
- Searching, screening and confiscation at school
- The Equality Act 2010
- Use of reasonable force in schools
- Supporting pupils with medical conditions at school

It is also based on the special educational needs and disability (SEND) code of practice.

- Schedule 1 of the Education (Independent School Standards) Regulations 2014; paragraph 7 outlines a school's duty to safeguard and promote the welfare of children, paragraph 9 requires the school to have a written behaviour policy and paragraph 10 requires the school to have an anti-bullying strategy
- DfE guidance explaining that academies should publish their behaviour policy and anti-bullying

This policy complies with our funding agreement and articles of association.

3. Definitions

We believe that all pupils can thrive when they are in an environment where they feel safe and valued. Our primary aim is to ensure that through strong relationships, a positive ethos of inclusivity and a fair and proportionate response to poor behaviour that pupils will behave well, expect others to behave well and where there is need to, will improve their own behaviour.

We place the utmost importance on the Personal Development of pupils. Through the highly structured Personal Development curriculum pupils will develop a sense of respect, resilience and an understanding of equality and diversity within the context of the modern world. This alongside our ethos, a skilled workforce in managing behaviour and robust systems and structures for responding to poor behaviour will, we believe lead to positive behaviour in school.

To ensure consistency in the management of behaviour we follow the definitions below:

Misbehaviour is defined as:

- Disruption in lessons, in corridors between lessons, and at break and lunchtimes
- Non-completion of classwork or homework
- Poor attitude
- Incorrect uniform
- Failure to follow a reasonable request linked to class and school expectations
- Mis-use of mobile phone

Serious misbehaviour is defined as:

- Repeated breaches of the school rules

- Any form of bullying
- Sexual assault, which is any unwanted sexual behaviour that causes humiliation, pain, fear or intimidation
- Vandalism
- Theft
- Fighting
- Smoking
- Racist, sexist, homophobic or discriminatory behaviour
- Mis-use of controlled substances
- Malicious allegations against members of staff
- Possession of any prohibited items. These are:
 - Knives or weapons
 - Alcohol
 - Illegal drugs
 - Stolen items
 - Tobacco and cigarette papers
 - Fireworks
 - Pornographic images
 - Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil)

4. Bullying

Please refer to the schools Anti-bullying policy

The school's Anti-Bullying Policy is updated annually and states:

Bullying is any deliberate behaviour repeated over time that physically or emotionally hurts someone.

Bridgewater High School is committed to ensuring that all stakeholders are aware of what bullying is, why it is wrong, what their responsibilities are to prevent bullying, how the school responds to bullying and how it monitors the impact of its policy.

Bridgewater recognises that bullying is a serious issue that can have substantial impacts on the wellbeing of victims therefore the school has a zero-tolerance approach to bullying of all kinds. We believe that it is the right of every pupil and every staff member to work in a positive and safe environment and that it is the responsibility of everyone in the school community to ensure that this happens. The aim of this policy is to promote the effective prevention of bullying and a consistent approach to dealing with bullying incidents when they occur.

5. Roles and responsibilities

5.1 The Governing Body-

The Personal Development, Behaviour and Attitudes and Safeguarding Advisory committee (PDBA/Safeguarding) will review this behaviour policy in conjunction with the headteachers and monitor the policy's effectiveness, holding the headteachers to account for its implementation. The committee will also review the Manual of Procedures for staff alongside this policy.

5.2 The Headteachers

The headteacher lower school is responsible for reviewing this behaviour policy in conjunction with the PDBA/Safeguarding Advisory Committee giving due consideration to the school's Manual of Procedures. The headteacher upper school will also approve this policy.

The headteacher of each site will ensure that the school environment encourages positive behaviour and that staff deal effectively with poor behaviour. They will ensure monitoring of how staff implement this policy to ensure rewards and sanctions are applied in line with the agreed policy.

5.3 Staff

Assistant Headteachers Behaviour

Will support the headteacher in ensuring that the school environment encourages positive behaviour and that staff deal effectively with poor behaviour. They will monitor how staff implement this policy to ensure rewards and sanctions are applied in line with the agreed policy. They will monitor how staff implement this policy to ensure rewards and sanctions are applied in line with the policy and with the Manual of Procedures for staff. **(see appendix 1)**

Teaching Staff/Support Staff are responsible for:

Reading and fully understanding the policy

- Implementing the behaviour policy, routines and expected standards and the Manual of Procedures consistently
- Using lesson score to track behaviour and engagement lesson by lesson
- Working with pupils on Re-track as advised
- Working with pupils in Re-engage as advised
- Working with pupils with SEND and or identified vulnerabilities as advised
- Modelling positive behaviour
- Providing a personalised approach to the specific behavioural needs of particular pupils

5.4 Parents

Parents are expected to:

Support their child in adhering to the behaviour expectation for all pupils

Inform the school of any changes in circumstances that may affect their child's behaviour

Discuss any behavioural concerns with the Head of Year or Assistant Head of Year

Support the school in implementing appropriate sanctions in line with school policies

6. Pupil expectations

Pupil expectations are made clear to all pupils through regular assemblies, Personal Development tutorials and through signage in the classrooms and around the school building. Pupils are reminded of classroom routines and expectations through posters in each classroom explaining the routines and rules for lesson score (see appendix 1)

Pupils are expected to:

- Behave in an orderly and self-controlled way
- Show respect to members of staff and each other
- In class, make it possible for all pupils to learn
- Move quietly around the school
- Treat the school buildings and school property with respect
- Wear the correct uniform at all times
- Accept sanctions when given

- Refrain from behaving in a way that brings the school into disrepute, including when outside school

7. Rewards and sanctions

We believe that children and young people work best and are most successful when they are praised rewarded and encouraged. We use a variety of methods to reward pupils for hard work, good effort and good conduct and contribution to school life:

7.1a Rewards

Use of lesson score 1 in lessons

Praise emails and letters home

Vouchers in monthly draw

Termly Subject Recognition postcards

Reward assemblies

Rewards Trips and events

Formal Awards Evening

Termly Recognition in The Bridge

Recognition and celebration through school website and associated social media

We also understand that at times pupils will behave in a way that warrants sanction. We use a variety of sanctions linked to the school behaviour management strategies of Remove, Re-Track and Re-engage. The sanctions listed below are examples of the range of sanctions, they are not hierarchical but show the range of sanctions that can be applied. They will be proportionate to the mis-behaviour or serious mis-behaviour displayed.

7.1b Sanctions

Use of lesson score 4 and daily detention

Move in class

Brief time out of classroom

Removal from lesson

Buddying

Loss of social time

Isolation

Fixed Term Exclusion

Permanent Exclusion

7.2 Off-site behaviour

Sanctions may be applied where a pupil has misbehaved off-site when representing the school, such as on a school trip or on the bus on the way to or from school.

7.3 Malicious allegations

Where a pupil makes an accusation against a member of staff and that accusation is shown to have been malicious, the headteacher will discipline the pupil in accordance with this policy.

Please refer to our [safeguarding policy/statement of procedures for dealing with allegations of abuse against staff] for more information on responding to allegations of abuse.

The headteacher will also consider the pastoral needs of staff accused of misconduct.

8. Behaviour Management Procedures

All incidents of poor behaviour are taken seriously and sanctions applied which are proportionate and which take account of any mitigating circumstances.

The school's use of lesson score enables ongoing management of an individual's behaviour. School systems of Remove, Re-Track and Re-Engage allow for interventions alongside sanction to provide the pupil with the best possible chance to modify their behaviour choices and to engage in education.

8.1a Lesson score

The use of lesson score ensures consistency of expectations for pupils and staff. Pupils start each lesson with a lesson score of 2. They can be moved to lesson score 1 for outstanding effort/attainment and can be moved to lesson score 3 if mis-behaviour is preventing them or others from their learning. Repeated mis-behaviour and/or serious poor behaviour will result in lesson score 4 which at the very least will lead to daily detention.

8.1b Remove

Within any lesson a teacher may call for 'Remove' if the behaviour of a pupil is significant and is consistently preventing the learning of others or placing the pupil or others at risk of harm.

8.1c Re-Track

Half termly reviews of lesson score will identify pupils securing the lowest lesson score. These pupils will have targeted intervention put in place: these may be:

- Subject or pastoral monitoring
- Increased contact home
- Pastoral touchdown
- Specific programme of intervention for SEMH needs
- Change of class teacher
- Use of the inclusion bases
- Consideration will also be given to any mitigating factors which are potentially causing the poor behaviour and if the pupils has underlying SEND needs.

8.1d Re-engage

Pupils whose behaviour is failing to improve despite re-track interventions over time or repeated significant serious mis-behaviour which is severe and repeated will be placed on a Re-engage plan. This will be personalised to the need of the pupil and may include

- Re-Track interventions as above
- Temporary reduction of timetable
- Use of alternative provision
- Use of home tutoring
- Managed Move to another school

8.1e Behaviour in unstructured times

Pupils are expected to treat the building and other with respect and courtesy. This includes moving sensibly around the building, obeying one-way systems where appropriate. Following school rules on mobile phones and prohibited items. Pupils should not show aggression either through their conduct or language. If pupils are poorly behaved during unstructured times then school based sanctions of detention, isolation and where necessary exclusion will be enforced.

8.1f Serious One-off Incidents

All incidents of serious misbehaviour will be fully investigated and appropriate sanctions put in place. We will always allow the victim, perpetrator and witnesses to provide their view of what happened prior to deciding on a sanction. In the event of the sanction being a fixed term or permanent exclusion only the Headteacher or the Principal will make that decision. Parents/Carers will be contacted at the earliest time should such serious sanctions be issued.

8.2 Physical restraint

We recognise that some pupils with Special Educational Needs may require an individual Positive Handling Plan. In this instance the plan will be drawn up with the SENCO, DSL. Parent and pupil, all staff who teach the pupil and those who are likely to encounter the pupil to will be made aware of the plan and members of staff involved in carrying out the interventions will receive Team Teach training.

In some circumstances, staff may use reasonable force to restrain any pupil to prevent them:

- Causing disorder
- Hurting themselves or others
- Damaging property

Incidents of physical restraint must:

- **Always be used as a last resort**
- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Be recorded and reported to parents

8.3 Confiscation

Any prohibited items (listed in section 3) found in pupils' possession will be confiscated. These items will not be returned to pupils.

We will also confiscate any item which is harmful or detrimental to school discipline. These items will be returned to pupils after discussion with senior leaders and parents, if appropriate.

Searching and screening pupils is conducted in line with the DfE's [latest guidance on searching, screening and confiscation](#).

8.4 Pupil support

The school recognises its legal duty under the Equality Act 2010 to prevent pupils with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour may be differentiated to cater to the needs of the pupil.

The school values inclusion and pupils who require support will be supported through the Pastoral Support Teams the Education Support Teams on either site

The school's special educational needs co-ordinator and or Assistant Headteachers for behaviour will evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met. This will inform advice and guidance issued to staff to best support that pupil.

Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.

When acute needs are identified in a pupil, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis.

9. Pupil transition

To ensure a smooth transition into school we will hold an induction experience for pupils moving from Year 6 into 7. This will include:

- Visit to primary school to meet key staff and talk to pupils
- Collation of key data
- Visit to school

- Additional visits for pupils with additional needs or vulnerabilities
- Parents Information Evening

To ensure a smooth transition for pupils Year 9 into Year 10 pupils will be invited to a Curriculum Open evening to support the process of Options and will move to the upper school to gain familiarity with the site from the first week of July. Pupils with additional needs/vulnerabilities will be supported by a more personalised plan.

To ensure a smooth transition for Year 11 into further education, employment or training all pupils will be supported by a structured programme of CIAG through the Personal Development curriculum and have access to careers advisers and tutors to support application to college and employers. Those pupils with additional needs/vulnerabilities will have personalised support.

10. Training

Our staff are provided with timely briefings on behaviour management and the whole school approach.

Effective Behaviour Management forms part of the induction for Initial Teacher Training and Newly Qualified Teachers.

Behaviour management will also form part of continuing professional development and all staff have access to the National College suite of CPD resources

Where monitoring of behaviour whole school and/or Quality Assurance processes suggest a member of staff is struggling in their management of behaviour additional training will be provided.

11. Monitoring arrangements

This behaviour policy will be reviewed by the headteacher and PDBA/Safeguarding committee every 2 years or earlier if guidance changes or specific incidents require a rapid review. At each review, the policy will be approved by the headteacher and Chair of Governors.

12. Links with other policies

This behaviour policy is linked to the following policies:

- Exclusions policy
- Safeguarding and Child Protection Policy
- SEND Policy
- Looked after and Previously Looked after Children Policy.



Bridgewater High School

Appendix 1

BEHAVIOUR MANAGEMENT MANUAL OF PROCEDURES

Bridgewater High School

CONTENTS

Page 3-5	Introduction
Page 6	Overview of Behaviour and Levels of Responsibility.
Page 7	Level 1 behaviour in class
Page 8	Level 2 behaviour in class
Page 9	Level 1 behaviour around school
Page 10	Level 2 behaviour around school
Page 11	Level 3 High Level Challenging behaviour in and out of class.
Page 12	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 17	APPENDIX 4 – Senior Staff Callout Protocols and Removal
Page 18	APPENDIX 5 - Protocols for Isolation Upper and Lower Sites
Page 19	APPENDIX 6 - Reporting and Recording Incidents
Page 20	APPENDIX 7 - Managing a difficult Incident Checklist
Page 22	APPENDIX 8 - Bullying Behaviours
Page 23	APPENDIX 9 - Discrimination Behaviours
Page 24	APPENDIX 10 – Re-Track and Re-Engage
Page 25	APPENDIX 11 - Guidance on Daily Conduct Detention and Compulsory Detention
Page 26	APPENDIX 12 – Classroom Conduct Poster

INTRODUCTION: *Statement of Intent: Dealing with Negative Behaviour*

AIMS

The Manual of Procedures aims to put strategies, structures and procedures in place which help develop a positive culture where students feel empowered to learn 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.

As professionals, we must never allow conduct to be a fixed barrier to educational success. Therefore, the contents of this manual aim both to support and advise practitioners whilst clarifying the range of sanctions that are utilised by the school. This manual also refers to other policies that support positive behaviour for learning, in particular the Behaviour Policy, Exclusion Policy, Drugs Policy, Child Protection Policy and Anti-Bullying Policy.

The policy is rooted in respect. We are professional colleagues who should speak and act courteously to students. In doing so, we model out appropriate adult behaviour and so educate students to show similar respect towards staff and each other. It is important that all stakeholders (by which we mean staff, students and parents) understand that when a student behaves unacceptably, it is the behaviour that is seen as unacceptable and not the child. This belief should underpin the language used by all colleagues. For instance, we should avoid comments such as "This pupil is an absolute disgrace!" and instead, comment on primary behaviour using terms that are not inflammatory or emotive, e.g., "That behaviour / comment / attitude is not acceptable because..." etc.

The document discusses negative behaviour at different levels, described as 1,2 & 3. Where appropriate a level of school response is also advanced, class room, faculty, pastoral or the senior leadership team. All behaviours must be logged on SIMS and if in the classroom a lesson score allocated. Advice is given in the manual as to what level of behaviour warrants a corresponding lesson score. This is only a guide and at all time professional discretion is advised. Lesson scores are vital in the management of behaviour at Bridgewater High School and inform all decisions regarding both positive rewards and negative sanctions.

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.

Statement of intent – Dealing with Negative Behaviour and Lesson Marks

In every classroom on both school sites is the basic classroom standards poster.

The standards are a guide to both students and staff on the school behaviour code of conduct.

All lessons are graded 1,2,3 or 4.

A 4 triggers a daily conduct detention (see appendix 11).

Pastoral and Faculty leads will use the lesson mark data to inform interventions.

For those students who average above 2 consistently will be referred to Panel.

Students referred to panel will automatically join the Re-Track programme (see appendix 10).

Those students whose behaviour continues to deteriorate will be referred to Re-Engage (see appendix 10).

Classroom STANDARDS



Lesson Marks

Every lesson you are in is graded by your teacher **1,2,3 or 4.**

1. Outstanding Lesson

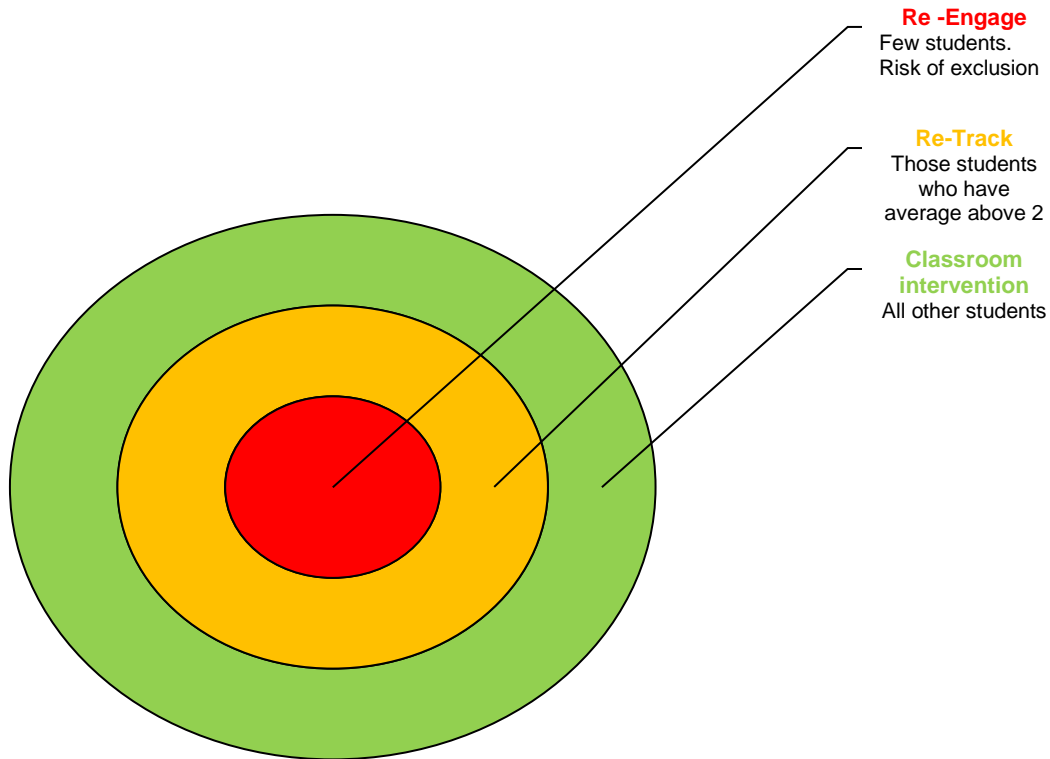
2. Good Lesson

3. Unsatisfactory Effort

4. Poor Behaviour = After School Detention

	I will attend EVERY lesson, on time, EVERY day, EVERY week.
	I will arrive to school fully EQUIPPED for every lesson.
	I will take RESPONSIBILITY for my actions.
	I will not fight or show AGGRESSION to other students in school.
	I will treat ALL staff and ALL students with respect.
	I will complete ALL my work to the best of my ability.
	I will not DISRUPT other students learning.
	I will not have my MOBILE phone out in lesson.

Statement of intent – Dealing with Negative Behaviour Escalation Target Chart



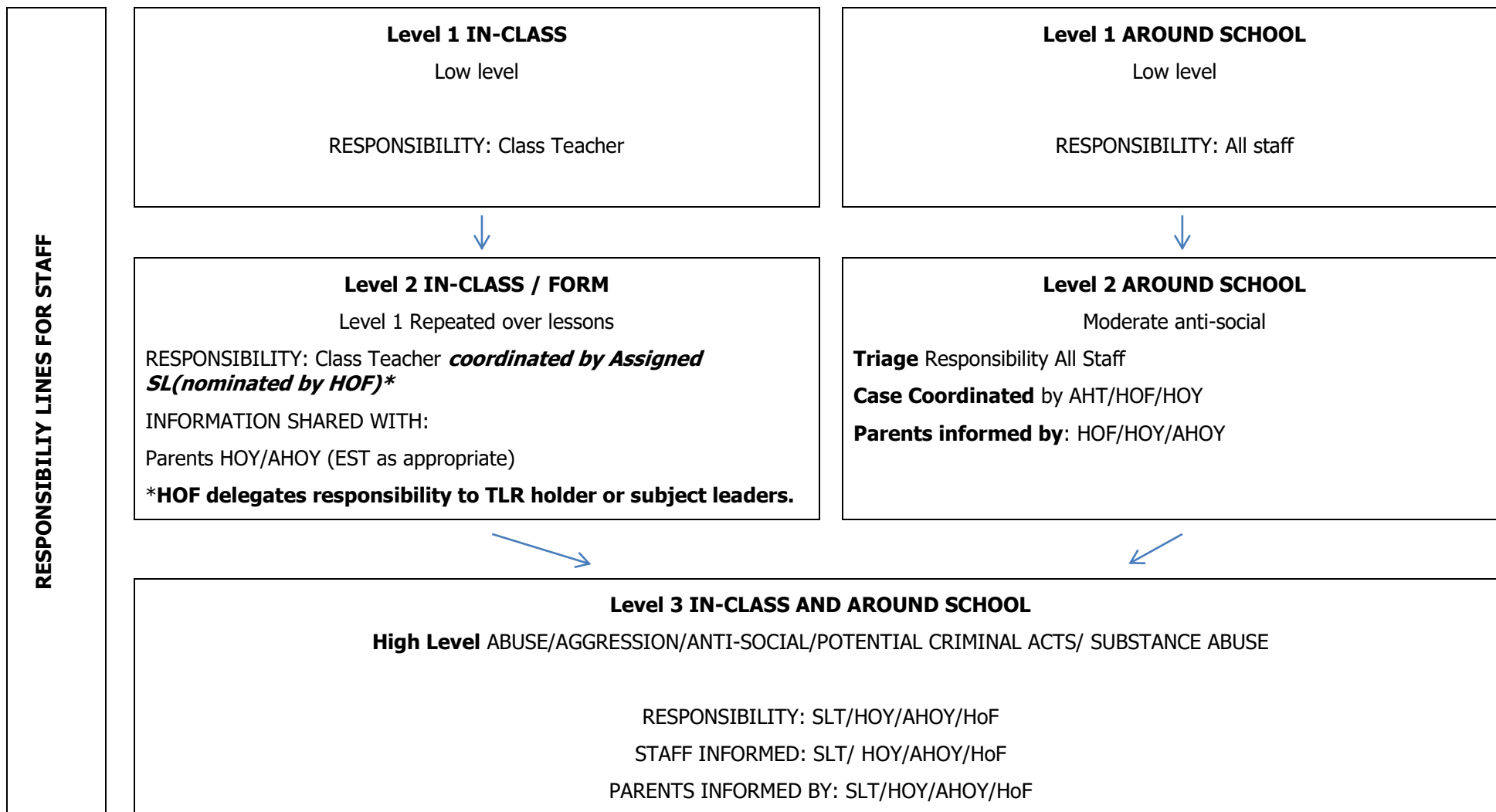
Re-Engage

Students at Bridgewater High School respond well to pastoral and faculty intervention. Bridgewater High School accepts that for some students the daily routines are often challenging and those students regardless of faculty/pastoral input will continue to cause disruption. Bridgewater High School as an inclusive school will attempt to engage these students via the Re-Engage Programme (See appendix 10).

Re-Track

Some students at Bridgewater will require further support to ensure they meet their target. They generally will not be at risk of fix term exclusion but typically will get 3's in lessons and therefore will have a lesson score average of above 2. Initially these students will be referred to pupil panel and will be discussed at site specific leadership meetings. Interventions outlined in Appendix 10.

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><u>Disruption e.g.</u> Chatting /shouting out/ noisy distracting others not listening to instructions out of seat without permission late to lesson</p> <p><u>Silliness e.g.</u> throwing things passing notes time wasting teasing / play fighting inappropriate comments</p> <p><u>Non-disruptive off-task: e.g.</u> chewing daydreaming fiddling rocking on chair applying make-up etc</p> <p><u>Inappropriate actions</u> 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 • Parental contact (email or telephone call) See appendix 3 • Loss of free time following warning • Confiscation of mobile phone • Change lesson mark from 2 to 3

LEVEL 2 BEHAVIOUR IN CLASS

(Level 1 behaviours which increase in severity or frequency)

Responsibility: class teacher / subject leader. Information shared with HOY/AHOY/Pastoral Support if appropriate.

Examples	Suggested Strategies Proactive	Suggested Strategies Reactive
<p>On-going defiance Refusal to follow instructions On-going reluctance to complete work On-going disengagement Use of inappropriate language Refusal to move seats Persistent lateness Constantly stopping others from working</p>	<ul style="list-style-type: none"> ✓ Establish calm lesson start ✓ Start lesson positively but subtly ✓ Establish strong relationship ✓ Acknowledge by <i>delay response</i> ✓ Commentary of decision making ✓ Look forward not back ✓ Find solutions ✓ Focus on work to be completed ✓ Avoid being drawn into dealing with secondary behaviours ✓ Find out more about the pupil ✓ Seek advice on challenging classes ✓ Refer to EST for assessment 	<ul style="list-style-type: none"> • HOF / HOD referral • Seek advice from EST • Change lesson mark to 3 or 4 as appropriate • Call for Remove • Buddy system • Parental contact • Faculty report

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 SLT on corridors at each lesson change over.

ALL STAFF RESPONSIBLE FOR GENERAL BEHAVIOUR AROUND SCHOOL

Examples of poor conduct behaviour outside the classroom	Suggested Preventative Strategies	Suggested actions Reactive. Note: stopping the poor behaviour should take priority over issuing a sanction
Running in corridors Pushing in corridors Misuse of walk on left guidance Shouting/screaming on corridors Attention seeking behaviours Loitering Eating / drinking on corridors. Dropping litter	<ul style="list-style-type: none"> ✓ Be punctual to lessons and duty slots ✓ Staff present on corridors at lesson change-over, unlocking classrooms and allowing pupils inside. ✓ Learn pupils' names and use them ✓ Class meeting point agreed in advance where there are issues preventing pupils having unsupervised access to classrooms ✓ Establish expectations of lining up for lesson where there are issues preventing pupils having unsupervised access to classrooms ✓ 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 ✓ Avoid direct confrontations on corridor or public spaces by picking up a pupil later in the day 	<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 • Refer to signage which remind of rules <p>Note: stopping the poor behaviour should take priority over issuing a sanction</p>

LEVEL 2 MODERATE LEVEL CHALLENGING BEHAVIOUR AROUND SCHOOL

Staff responsible for triage: All Staff

Staff responsible to Coordinate and manage Case Work: HOY/AHOY/P support /HOF/SLT

Examples	Recommended actions taken by HOY/AHOY A selection may be used from the (non-exhaustive) list below
<p>Off-site at break / lunchtime without permission</p> <p>Out of bounds at break / lunchtime</p> <p>Persistent lateness to school</p> <p>Silly behaviour / practical joke behaviour</p> <p>Failure to meet cooperative behaviour expectations</p> <p>Walking off on / ignoring a teacher</p>	<p>Re-track programme</p> <p>Detention</p> <p>Parental Meeting</p> <p>Behaviour Contract</p> <p>Pastoral Report/Faculty Report</p> <p>Punctuality Report</p> <p>Isolation</p>

LEVEL 3 HIGH LEVEL CHALLENGING BEHAVIOUR IN OR OUT OF CLASS

RESPONSIBILITY FOR ACTION : SLT coordinated with HOY/AHOY/HOF in liaison with CT

STAFF INFORMED: AH/SLT/HOY/AHOY

PARENTS INFORMED BY HOY/AHOY/p Support/AHT/SLT

Examples	Links with Other policies: Child Protection/Drugs Policy/Exclusion Policy/ Anti-Bullying Policy/Racial Incident Reporting and Positive Handling Policy.	
	Strategies to prevent	Reactive strategies (and responsibility)
<ul style="list-style-type: none"> Physical / Verbal aggression to pupils or staff Wilful damage to property Absolute refusal to follow a reasonable request, e.g., move seats, step outside classroom for conference 	<ul style="list-style-type: none"> Provide advice to staff who teach challenging pupils Updates to staff who teach vulnerable or challenging pupils on changing circumstances using CPOMS by HOYS 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"> Lesson mark changed to 4 Call for SLT Detentions Apology Resolution Isolation Exclusion <p align="center">SLT/HOY/AHOY / HOF</p> <p>Follow-up may include isolation, exclusion, resolution meeting, parental contact, change of class, pastoral support, EST intervention</p> <p>For Repeated level 3 behaviours SLT/HOY AS CASE COORDINATOR</p> <p>Re-Engage Class Change/Timetable change Referral to Inclusion Support Referral for Assessment from EST Managed Transfer Alternative Provision Early Help** Behaviour Contract Exclusion</p> <p>**All racial incident must be passed to HOY/AHOY site specific **Physical Aggression involving staff intervention consider HSA2 FORM</p>

List of Appendices

- APPENDIX 1 - Creating the Positive Learning Environment
- APPENDIX 2 - Setting up a Buddy System
- APPENDIX 3 - Contacting Parents
- APPENDIX 4 - Leadership Callout Protocols and Removal
- APPENDIX 5 - Protocols for Isolation Upper and Lower Sites
- APPENDIX 6 - Reporting and Recording Incidents
- APPENDIX 7 - Managing a difficult Incident Checklist
- APPENDIX 8 - Bullying Behaviours
- APPENDIX 9 - Discrimination Behaviours
- APPENDIX 10 - RE-track and RE-engage
- APPENDIX 11 - Guidance on Daily Conduct Detention and Compulsory Detention
- APPENDIX 12 - Classroom Conduct Poster

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
- Wait for silence then register your class

Acceptable and Common Practise

- Know if class will be in or out of room and establish 'waiting rules' with them.
- On arrival enter the classroom first.
- Welcome pupils 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.

The Buddy System

Setting up a Buddy System

- A buddy system is where a department or faculty establishes 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 all department colleagues present. 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 to deal with within their classes

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.

Contacting Parents: Advice to Staff

(Level 1: Type behaviours: routinely contact made by ALL STAFF via email/phone call /letter)

Email:

1. Ensure email is formal and proof-read. Keep the email brief matter of fact and thank in advance of their support. Check that multiple recipients are BCC so that any private email addresses are not shared. Avoid forwarding emails which are part of a chain of correspondence as there may be earlier communications containing information that should not be shared. When emailing staff about pupils, avoid sending anything that you would not wish a parent to read.

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. Maybe use the line "I know that you'll want to be informed of this issue so that you can help us to support your child".
- If necessary, agree time and means of following 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 and your 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 of supporting the child's progress or well-being. Explain that it is inevitable that opinions / perceptions will sometimes differ and whilst agreement is good, sometimes it cannot take place. 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.

Senior Staff Emergency Call Out and Removal

It is important that leadership call-out is generally to be used in an emergency, serious incident or when other sanctions have been fully deployed but the problem persists.

For example:

- Out of control behaviour
- Concern over pupil health or safety
- Dangerous or destructive 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 the name and location of the pupil causing concern. A member of SLT will attend and discuss the matter prior to acting. The incident will then be recorded on Sims by the member of Leadership Group. Where the incident is serious, resulting in a sanction, it will be the responsibility of SLT to ensure that information is shared with class teacher/ pastoral leaders/subject leaders and parents if necessary.

When a member of leadership arrives to collect a pupil, speak to that person discreetly rather than openly criticising the pupil. The SLT colleague will quickly establish if there are other serious issues that need to be addressed within the classroom. Unless there is a serious issue, avoid using the SLT member's presence to point out other pupils or issues you may be unhappy with. Note, there may be times when the SLT colleague may return a pupil to our classroom if he or she believes that the issue has been resolved

Protocols for placing pupils in Isolation

Subject leader HoY/AHoY/SL/HOF request Isolation with AHT (Lower) AHT (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 AHT in liaison with HOY/AHOY/HOF.

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

- 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 HOY/AHOY/HOF or AHT.** Explain fully to the pupil why they are being Isolated.

Should a Parent not be supportive of Isolation

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

THE ISOLATION MUST BE LOGGED ON SIMS

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. All lessons deemed a 4 and therefore automatically triggering a daily conduct detention **must** have a corresponding behaviour log on SIMS.

Level 2 – Responsibility for action – CT in liaison with assigned SL or HOY/AHOY

- ✓ 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 /HOY or PAL.
- ✓ The SIMS referral and concern raised will be completed by whoever the referral is sent to i.e. HOF/HOY/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 /HOY/AHOY

- ✓ The SIMS record should begin (electronically/SIMS paper slip) but then referred by the 'reporter' who may be any teaching staff colleague to SLT/HOY
- ✓ 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/HOY
- ✓ A SIMS alert will then be sent back to the 'reporter' to summarise the outcome of the referral

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 AHT in the first instance, then any member of SLT
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?

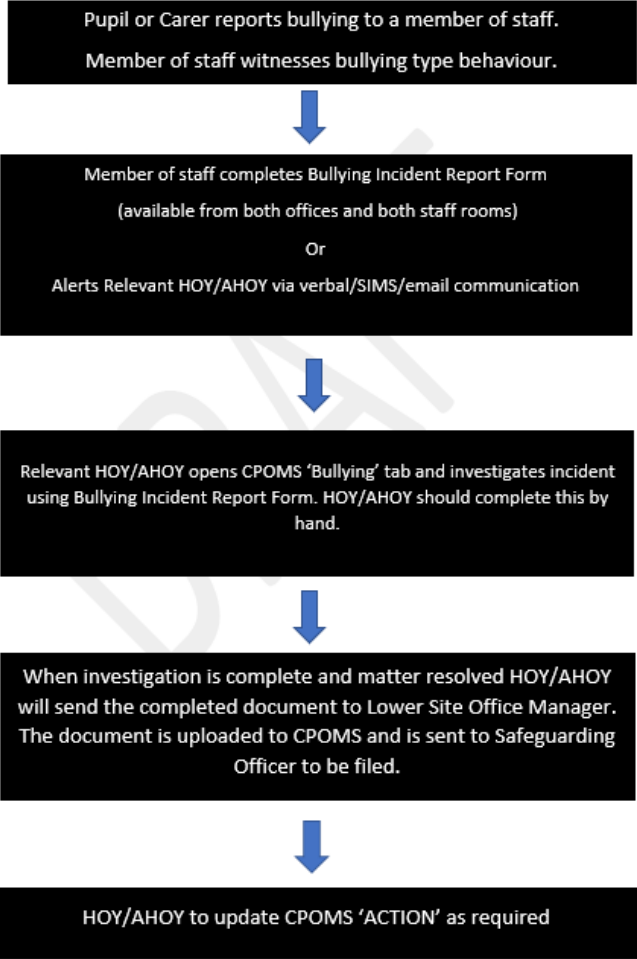
8. Contact home.
 - a. Who will contact home?
 - b. Who will be rung 1st?
 - c. Do you need to call in parents/carers?

9. Implement Action.

10. Record on SIMS.
 - a. Has everyone been informed that needs to be?

Bullying Behaviours

Bullying - Reporting and Recording Procedures



Bullying is any deliberate, repeated behaviour that physically or emotionally hurts someone.

Bridgewater High School is committed to ensuring that all stakeholders are aware of what bullying is, why it is wrong, what their responsibilities are to prevent bullying, how the school responds to bullying and how it monitors the impact of its policy.

Bridgewater recognises that bullying is a serious issue that can have substantial impacts on the wellbeing of victims therefore the school has a zero-tolerance approach to bullying of all kinds. We believe that it is the right of every pupil and every staff member to work in a positive and safe environment and that it is the responsibility of everyone in the school community to ensure that this happens.

The flow chart opposite outlines the responsibilities of all staff to report, deal with and record incidents of bullying.

Discriminatory Behaviours

Discriminatory Behaviour - Reporting and Recording Procedures



Pupil or Carer reports discriminatory behaviour to a member of staff.

Member of staff witnesses discriminatory type behaviour.



Member of staff alerts relevant HOY/AHOY via verbal/SIMS/email communication



HOY/AHOY opens CPOMS 'Discrimination' tab and investigates incident using Discriminatory Behaviour Incident Report Form. PAM/PAL should complete this by hand.



When investigation is complete and matter resolved relevant HOY/AHOY will send the completed document to Lower Site Office Manager. The document is uploaded to CPOMS and is sent to Safeguarding Officer to be filed.



HOY/AHOY to update CPOMS 'ACTION' as required

One off incident of Homophobic, Racial, Gender, Sexual or Disability Discrimination in school are reported, dealt with and recorded according to the opposite flow chart.

Re-Engage and Re-Track

Re-Track	Re-Engage
<p>Who?</p> <p>Tier 1 All students will begin on tier 1. Those students who present a higher need will be moved to Tier 2.</p> <p>Tier 2 This tier of students will be smaller in number and will require a more bespoke/intensive approach to support in school.</p>	<p>Who?</p> <p>Students at risk of permanent exclusion. Students with at least 2 FTE. Students whose behaviour in school has become a barrier to them accessing mainstream school.</p>
<p>Identified</p> <p>Tier 1 Students who regularly get 3s in lessons. These students will be involved in low level disruption and often fail to meet the required standards in class across the curriculum.</p> <p>Tier 2 Students who regularly get 3s and 4s in lessons. These students will often require a more labour-intensive support mechanism to manage their day in school. Typically, they will meet with staff daily and have altered timetables.</p>	<p>Identified</p> <p>These students will have a profile of FTE, isolations and regular 4s. They will also have been through Tier 1 & 2 of Re-Track.</p>
<p>Specific Interventions</p> <p>HOY/AHOY interventions Faculty Report, SLT interventions, Assertive Mentoring, close monitoring of lesson scores, use of 'R' Room, PDC, Re-Track challenge 12-week programme and the RESPECT course</p>	<p>Specific Interventions</p> <p>Managed Transfer Use of Hub, one 2 one tutors, PDC, alternative pathways and New Horizons</p>

Guidance on Daily Conduct Detention and Compulsory Detention

<p>Compulsory Intervention (Mon & Weds) As a consequence of gaps in learning.</p>	<p>Conduct Detention (Everyday)As a consequence of repeated level 1 behaviours and level 2 behaviours (See Manual of Procedures)</p>
<p>Clarification Typically - equipment issues, failure to homework, lack of effort, incomplete work, late to lesson. This will be once (or twice if required by faculty) a week, Monday or Wednesday on both sites. This will be managed by faculty staff with office admin support.</p>	<p>Clarification Typically- insolence, disruption, rudeness, phone issues, chewing, uniform etc... This will be every day on both sites managed by SLT with office support.</p>
<p>Example Student displays a lack of engagement in lesson (or over several lessons) characterised above. Teacher will put student on compulsory intervention using SIMS. This is done using the behaviour log. Teacher will select the appropriate type of behaviour i.e. 'poor work rate' and complete all other boxes such as subject etc.</p>	<p>Example Student displays level 1 behaviour and teacher changes lesson monitor from a 2 to a 3. Students behaviour does not improve. Teacher changes lesson monitor to a 4. Teacher may or may not call for remove/senior staff callout. SIMS behaviour log completed. DO NOT COMPLETE DETENTION DATE BOX</p>
<p>Compulsory Intervention As now, a behaviour log will not trigger faculty compulsory intervention automatically. Staff will need to select either 'compulsory faculty intervention upper/lower' from the list of sanctions. And then select the relevant date. The relevant date is essential in ensuring that the students are on the list. Staff will need to be clear on which day their faculty compulsory intervention is on and choose the relevant date from SIMS.</p>	<p>Detention A '4' will trigger a daily 20-minute standards detention automatically. This will naturally include anyone who was removed. Students will complete uniform written activity in silence. Students will not be given daily detention for work rate, equipment or engagement issues.</p>
<p>Collection Students will be collected p5 by SLT and will be met by a faculty representative.</p>	<p>Collection Students will be collected for the standards detention during p5 by a member of SLT</p>
<p>Staffing Staff will be directed to compulsory faculty intervention by HOF as part of their enrichment hours.</p>	<p>Staffing Staff are expected to attend wherever possible for standards detention to support SLT in the delivery of detention as part of their commitment to standards.</p>

Classroom Conduct Poster

Classroom STANDARDS

Lesson Marks
Every lesson you are in is graded by your teacher **1,2,3 or 4.**

1. Outstanding Lesson
2. Good Lesson
3. Unsatisfactory Effort
4. Poor Behaviour = After School Detention

	I will attend EVERY lesson, on time, EVERY day, EVERY week.
	I will arrive to school fully EQUIPPED for every lesson.
	I will take RESPONSIBILITY for my actions.
	I will not fight or show AGGRESSION to other students in school.
	I will treat ALL staff and ALL students with respect.
	I will complete ALL my work to the best of my ability.
	I will not DISRUPT other students learning.
	I will not have my MOBILE phone out in lesson.