

Positive Behaviour Policy

Review Date	October 2015	Leader of Policy Review	Mr. S. Budgen
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The school is fully committed to maintaining an environment in which each member of our community, irrespective of age, gender, race, sexuality or disability, is able to work and learn without fear of any form of bullying or harassment.

The success of the school in developing the full potential of pupils, teaching and support staff, is based upon mutual respect.

The school recognises its responsibility to work towards minimising or removing any barriers to learning for individuals and groups of students.

The school aims to support each student in order for them to progress and develop to the stage where they accept personal responsibility for their own actions and make a positive contribution to the wider social setting.

The school will work towards this aim in two ways –

- Through the positive reinforcement and encouragement of desirable behaviours and attitudes.
 - Through the use of a clearly outlined and hierarchical system of suitable sanctions combined with appropriate counselling and support.
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Positive Behaviour Policy

REWARDS

Finding the capability to reward students and express a positive recognition of the hard work and commitment the majority of them give is a challenge in any school.

The use of material rewards seems to be obsolete. The financial climate in education does not allow the funding available to make the presentation of material 'prizes' appeal to the modern student.

Students have indicated that a reward involving an official recognition of their attainment that is clearly communicated to parents, is more effective than a small material prize. However, the chance to aim for something more substantial was popular.

To recognise and encourage positive behaviours Hawarden High School will use a system based on the existing and widely understood 'RED MARK' used in student planners to highlight behavioural issues and communicate with other stake holders.

Teaching staff are asked to recognise student's positive contributions through the use of 'GREEN MARK' in planners.

It is felt that this helps to create a more balanced approach and students are able to easily identify and recognise when and where they are making positive contributions to school life and their own progress and development.

Ultimately it is hoped that all students will make conscious and determined efforts to ensure the 'GREEN MARK' becomes dominant.

As with 'RED MARK' the group tutor and HOH will be able to closely monitor 'GREEN MARK' and use this information to help develop a more positive approach to student management.

MONITORING CLASSROOM PROGRESS

To be able to monitor in class achievements and progress we use a scoring system when taking the class register.

'1' indicates a pupil has worked above expectation.

'2' indicates a pupil has worked as expected.

'3' indicates a pupil has worked below expectation.

'6' indicates a very significant failure on behalf of the pupil.

These scores can be quickly and easily analysed by HOH and praise or intervention is quickly given.

Any of these scores will also indicate the pupil is present in the lesson.

Any '1' scored allows individual pupils to contribute to the overall HOUSE POINT totals.

Positive Behaviour Policy

REWARDS AT HAWARDEN HIGH SCHOOL

GREEN MARK

To recognise a positive contribution to a student's educational experience, staff should place a 'Green Mark' in to the student planner – either in the appropriate weekly section if a comment is to be made, or in the pre-printed section if simply a signature – please do not sign both as this will lead to the green mark being counted twice.

'Green Marks' should be awarded in recognition of positive contributions such as –

- Completion of a high standard of class work.
- Making a positive contribution to a lesson.
- Making a positive contribution outside of lessons.
- Achieving a pre-determined target (work and behaviour).
- In recognition of an improvement.

Each 'Green Mark' will also enable individual pupils to contribute to the overall 'HOUSE POINT' totals.

PRAISE POST CARD KS4

To recognise when a student has made a significant positive contribution to their educational experience a 'Praise Postcard' should be completed and sent to the parents to inform them. The 'Praise Postcard' should be signed by the awarding teacher and passed to group tutor before being issued.

Group tutor to record the 'Praise Postcard' in order to maintain a running total for each student.

'Praise Postcards' should be issued in recognition of a significant contribution such as –

- When a student achieves multiples of '20' number of 'Green Marks'.
- Completes a significant piece of class work.
- Shows a significant improvement/achievement in earlier performance.
- Makes a significant contribution to school e.g. helping at parents evening, representing the school at an event, participating in a performance or assembly etc.
- Shows a maturity and responsibility beyond their peers.

HOH COMMENDATION

Awarded following review of student progress following production of progress assessment reports, annual reports etc. In recognition of pupils who have gained highest achievements and shown greatest improvement. Certificate awarded during formal assemblies as appropriate but at least termly.

HEADTEACHER COMMENDATION

Awarded to students who gain the highest achievements and make the greatest improvements over the course of the academic year. Each recipient will also be awarded a book token in recognition of their achievements.

Positive Behaviour Policy

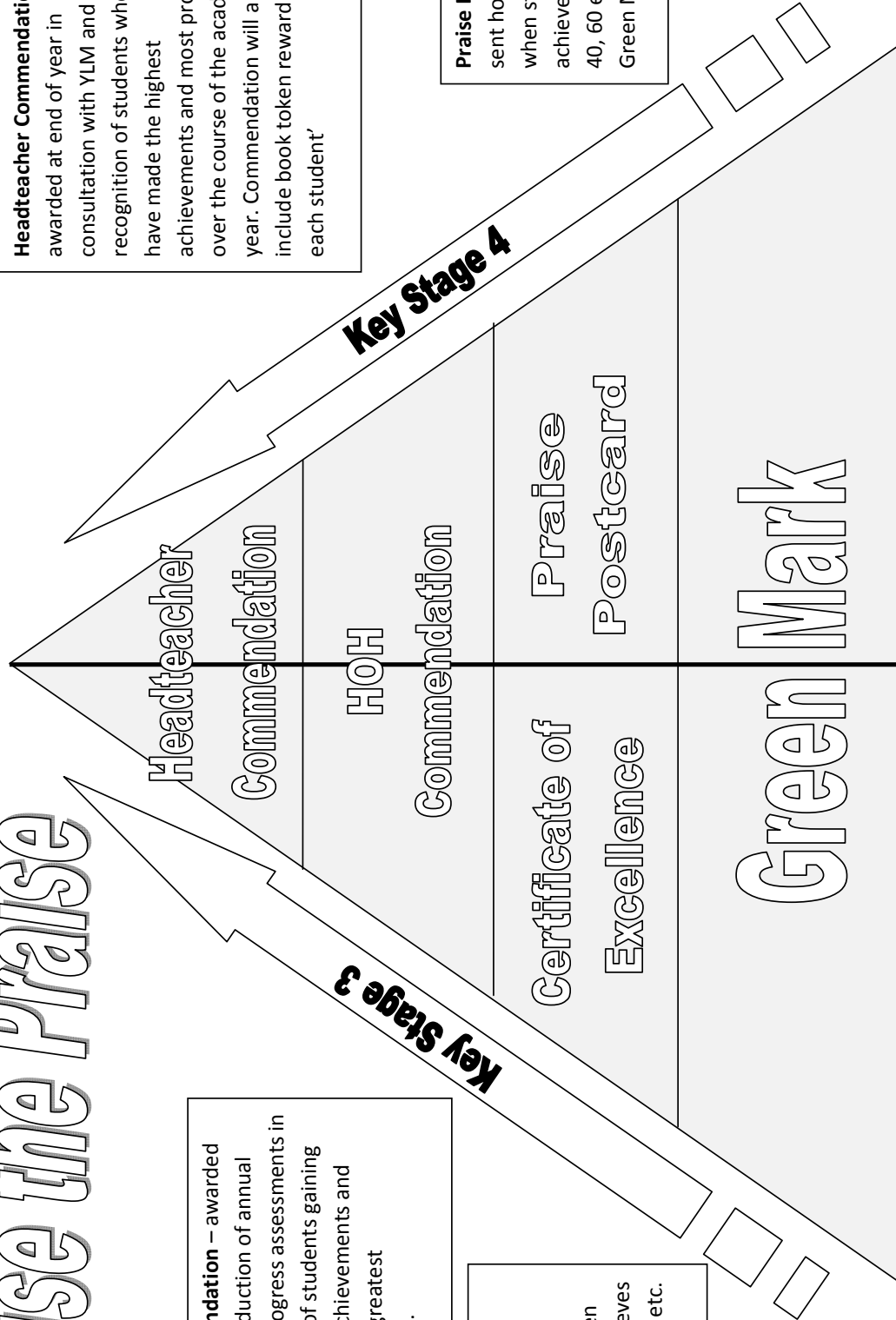
Raise the Praise

Headteacher Commendation – awarded at end of year in consultation with YLM and CM in recognition of students who have made the highest achievements and most progress over the course of the academic year. Commendation will also include book token reward for each student'

Praise Postcard
sent home when students achieves 20, 40, 60 etc Green Marks

HOH Commendation – awarded following production of annual report and progress assessments in recognitions of students gaining the highest achievements and showing the greatest improvement.

Certificate of Excellence - awarded in assembly when students achieves 100, 200, 300 etc. Green Marks



'Green Mark' awarded in recognition of high standards of work, behaviour, responsibility and consideration of others.

Positive Behaviour Policy

GENERAL BEHAVIOUR MANAGEMENT

An attempt to review the positive reward and discipline procedures at Hawarden High School must be in line with the school's ethos and all students and all staff should share the key principles.

The development of positive and effective relationships between teachers and pupils is vital to the effective management and of pupils and the raising of attainment within a modern school.

Through this, many of the issues that concern us during the school day become easier to manage and, in some cases, cease to be a problem.

Staff who accept a lower standard make life difficult for their colleagues.

Staff who do not support a consistent, school wide approach to behaviour management can isolate themselves, confuse students and make things more difficult for others.

Therefore, it is important that all staff think of their discipline and reward as part of a whole school behaviour management process.

Why a whole school approach?

CONSISTENCY.

- Create a positive ethos and classroom climate conducive to learning.
- Personal Development- main purpose of education.
- Shared care values for all members of the school community.
- Practice must equal POLICY.
- Learn from our whole school experience – reflect, review.
- Use positive role models.
- Everyone - teachers, students, parents and Governors understand procedure and consequences.

TEACHERS HAVE A RIGHT TO TEACH AND PUPILS HAVE A RIGHT TO LEARN

Any behaviour in the classroom, which prevents learning, needs to be addressed, challenged, managed and monitored. Equally, positive behaviour and learning should be recognised, rewarded and encouraged.

Positive Behaviour Policy

Hawarden High School has an established Code of Practice and the following is a proposal to enhance what already exists and not an attempt to rewrite the schools behaviour policy.

An effective policy could be based on the three following principles:

1. All students have the right to be taught in a positive learning environment, where effort and achievement are recognised and rewarded.
2. All staff have the right to teach in a positive learning environment.
3. All students and staff have the right to feel safe and secure.

Any behaviour that affects these rights must be challenged, managed, monitored and changed.

It is suggested that the following is accepted and applied by all teaching staff and used to enhance the existing code of conduct.

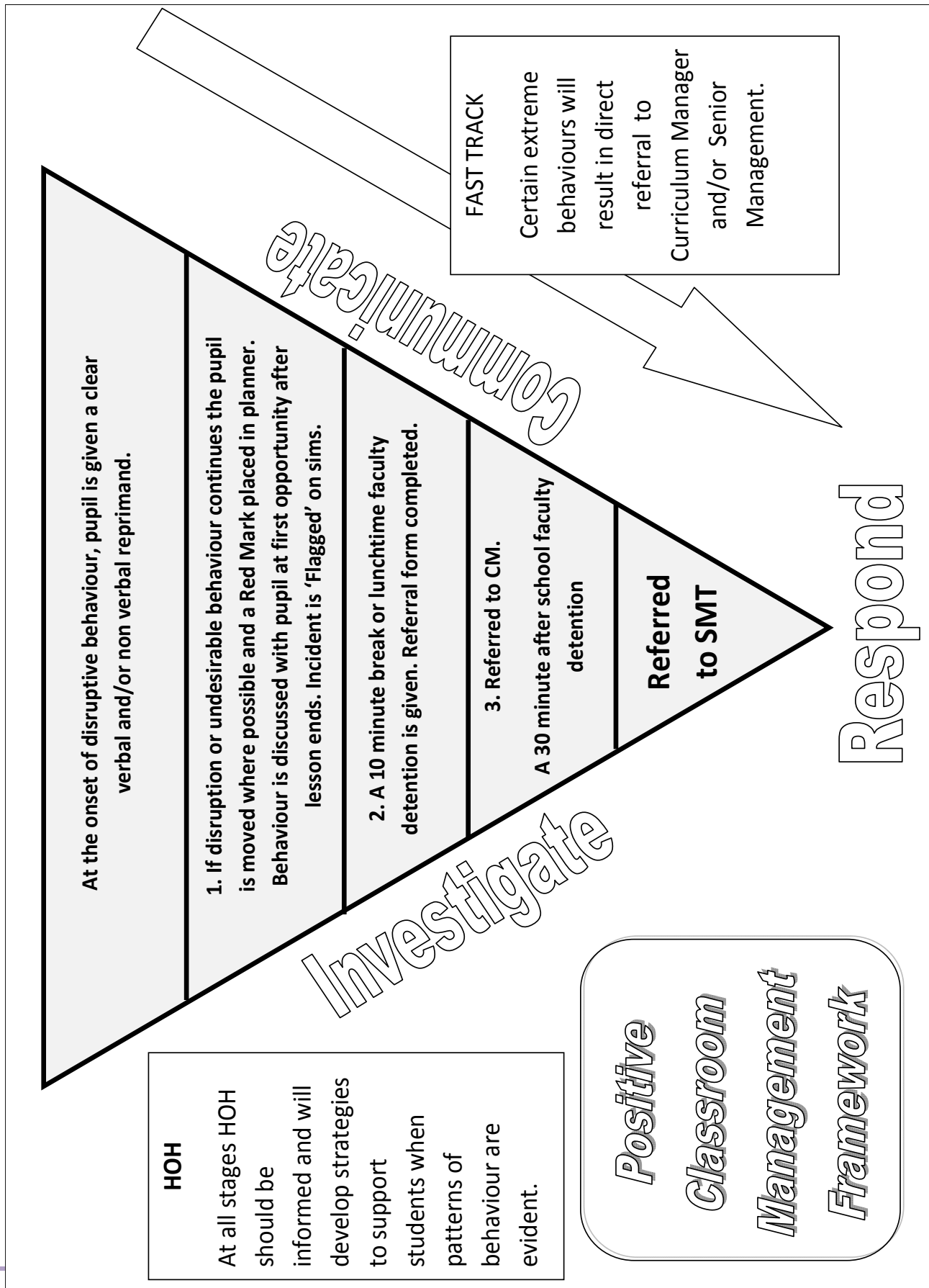
SERIOUS SINGLE INCIDENTS

There are certain examples of behaviour that should never be tolerated in a classroom and the pupil should be immediately referred to CM, HOH or SMT.

- Violent behaviour towards others.
- Verbal or physical abuse of staff.
- Deliberate and sustained disruption of lesson.
- Defiance of authority.
- Deliberate damage of personal or school property.
- Any form of sexual or racial abuse or harassment.
- Other individual incidents of an extreme nature.

These forms of disruption form a very small minority in the day to day running of a classroom and the following is a proposal to allow a more consistent approach to general classroom management

Positive Behaviour Policy



Positive Behaviour Policy

BASIC FRAMEWORK – LOW LEVEL DISRUPTION

It is expected that if a lesson is going to run smoothly then staff and students must be focused on teaching and learning. Most students conform to these standards at all times and should receive recognition for doing so.

It is expected that all students should be able to:

WORK RELATED

- Bring basic equipment to lessons.
- Complete homework satisfactorily.
- Try to make a positive effort.
- Take pride in their work and its presentation.
- Planner used effectively and available for staff.

BEHAVIOUR RELATED

- Follow basic, reasonable instructions.
- Focus on their work and not distract others or themselves.
- Concentrate on the work being studied.
- Be punctual for lessons.
- Conduct themselves in a mature and respectful manner at all times.

The following pages outline the roles in this process.

What do I need to do as

.... a classroom teacher?

Teachers should consistently apply the following procedure within their classroom management.

1. Take a register as early as possible within each lesson.
 2. Manage students with the usual professional strategies in the first instance.
 3. Manage any problem behaviour in the following way:
 - When a pupil displays unacceptable behaviour they are given a verbal/non verbal warning and asked to conform as necessary. Move pupil if appropriate.
 - If the pupil chooses to continue their negative behaviour they are challenged a second time and a red mark should be recorded in pupil planner to inform parent and group tutor of incident. A 10 minute departmental detention may be given. Parent and tutor should be informed by class teacher or CM.
 - Use SIMS and 'flag' your concerns in the register to alert following staff.
 - **The teacher should counsel the pupil at the end of the lesson (certainly before the start of the next).**
 - If the pupil continues to disrupt then staff should seek support initially from within the department/faculty then HOH and SMT. Student may be removed from the classroom to allow the effective teaching of the rest of the class. Parent and tutor informed.
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Positive Behaviour Policy

The management of this form of disruption is the responsibility of the individual subject teacher and department initially. **Parents should be contacted as necessary and the tutor should be fully informed at all stages.**

Give students a chance to think before being punished and allow a cooling period before accelerating the situation.

4. Record the incident in your teaching planner and use when discussing with CM.
5. Review planner frequently. When patterns of repeated offences are shown, discuss with the relevant CM and HOH to agree appropriate strategies to allow pupil to fully engage in future lessons.

.... a Curriculum Manager?

1. Consider regular agenda item in departmental meetings to discuss behaviour management strategies, sharing of good practice etc.
2. Ensure the support systems in their areas reinforce the code of conduct and take positive action to reduce the frequency of indiscipline in classrooms.

This should include reviewing the grouping/setting procedures used and ensuring there is an established network within the curriculum area to support all team members and allow speedy and effective support and or referral if necessary.

3. Develop a recording system that supports the referral of an individual, including the action taken within their area.
4. Discuss the student with tutors/HOH so a sound picture of the student is gained and the issue can be categorised as either:
 - A department issue.
 - A wider issue that can be referred to the tutor.
5. Use the tutor as a good source of knowledge and potential advisor.
6. Discuss informing parents of behaviour concerns with the tutor.

.... a tutor?

1. Have a clear knowledge of the members of your tutor group. Alert all teaching staff of any personal issues pupils may have that could affect their behaviour patterns.

Use SIMS and 'flag' the student to alert all staff teaching that day.

When opening register avoid use of 'short cuts' in order to have the current 'week' on display so that you can immediately identify any issues that have arisen and been 'flagged'.

2. Record reported incidents in teacher planner and regularly review to identify developing patterns of behaviour.
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Positive Behaviour Policy

3. Contact parents early to discuss concerns where necessary.
4. Meet with parents to discuss behavioural concerns and the setting of appropriate sanctions or support measures as appropriate.
5. Referral to HOH/AHOH depending upon nature and severity of concern.
6. Contribute to frank, open and factual discussions regarding student concerns within the year team forum.

The role of the Head of House/Assistant Head of House

In this context it is the function of the HOH to work with the more persistent offenders in the year group. It is crucial they have evidence of any work already done at previous levels, unless the incident is a repeat of one previously addressed or constitutes a single serious incident.

Involvement in these “one-off” serious breaches of our code of conduct will be dealt with in the usual manner with a combination of sanction, counselling and support explored.

Students’ behaviour will not be corrected by just being punished.

This should not, however, imply that HOH should only be involved as and when behavioural concerns become a major issue.

Throughout a period of concern the HOH and tutor should be kept informed and at times involved.

SMT will be available to support the HOH as necessary and to replace HOH at times when they may not be available.

Positive Behaviour Policy

GUIDELINES FOR CONSISTENCY

PUPIL ORGANISATION

SITUATION	CONSEQUENCES	FOLLOW UP
Repeated lateness – Registration.	Tutor/Subject Teacher initiates Punctuality Report. Detention.	Tutor contacts parents to inform. (Standard letter).
Repeated lateness – Lessons.	Departmental detention. Tutor initiates Punctuality Report.	CM contacts parents to discuss.
Repeated lateness – Failure to respond to initial stages above.	Departmental/Year Group After School Detention as appropriate.	CM/HOH contacts parents to discuss.
Repeated failure to comply with uniform policy.	Detention, Isolation Unit.	Group Tutor/ HOH/AHOH to contact parents to discuss issue.
Repeated failure to bring essential equipment.	Record in planner Faculty Detention.	Faculty makes contact with parents.
Repeated failure to complete homework satisfactorily.	Referral Slip to CM Faculty Detention.	Faculty makes contact with parents.
2 or more incidents recorded from same subject area.	Faculty After School Detention.	Faculty investigates cause and makes contact with parents to discuss. Faculty Report to monitor if relevant.
2 or more incidents recorded from different departments.	Tutor/HOH instigates investigation to discuss with subject staff.	Lesson-by-Lesson Report. Contact with parents.
Failure to attend 2 consecutive Faculty Detentions.	Record in Planner After School Faculty Detention. Parents informed.	Departmental/Faculty Report. CM to monitor.
Abuse of Faculty property.	CM instigates investigation and contacts parents to discuss cost implications. Faculty Detention if appropriate.	HOH informed and incident logged. Option for isolation if appropriate.
Abuse of school property.	HOH instigates investigation and contacts parents to discuss cost implications	Detention and/or community service as appropriate. Option for isolation.

VERBAL ABUSE

SITUATION	CONSEQUENCES	FOLLOW UP
Unacceptable or inappropriate comments or actions. Display poor manners	Instant reprimand by member of staff.	Counselled by member of staff at next opportunity/end of lesson
Repeated unacceptable comments or actions.	Record incident in planner Counselled by CM/HOH.	Letter of apology to member of staff involved. Letter to parents.

Positive Behaviour Policy

Swearing in the presence of staff.	Instant reprimand and apology.	Incident recorded in planner
Repeated swearing in presence of staff.	Faculty Detention as appropriate.	CM instigates contact with parents. Letter of apology to staff involved.
Swearing at member of staff.	Internal isolation Member of staff submits a written report as early as possible.	SLT/HOH contacts parents to discuss situation. Fixed term exclusion. Letter of apology to staff involved.
Repeated offence of swearing at member of staff.	Senior member of staff isolates pupil at earliest opportunity. Parents collect pupil. Member of staff submits a written report as early as possible.	Letter of apology to staff involved. Fixed term exclusion. Re-admittance meeting with parents and students to discuss future.

PHYSICAL ABUSE

SITUATION	CONSEQUENCES	FOLLOW UP
Inappropriate physical contact.	Reprimand and apology.	
Inappropriate physical contact leading to injury (not assault).	Recorded in planner. After School Detention.	Letter of apology to injured party. Parents contacted if appropriate. Instigated by Tutor/HOH.
Threatening behaviour and invasion of personal space towards other pupil.	After School Detention/ isolation dependant upon situation.	Letter of apology. Parents contacted.
Threatening behaviour and invasion of personal space towards member of staff.	Fixed Term Exclusion. Permanent Exclusion.	Readmitted to school following School – Parent Interview. Letter of apology to member of staff.
Physical aggression towards another pupil.	Situation investigated fully. Internal isolation if appropriate. Parents collect from school to 'cool off' if appropriate. Senior Member of staff to instigate.	Letter of apology to injured party if appropriate.
Repeated physical aggression towards another pupil.	Fixed Term Exclusion.	School – Parent interview prior to re-admittance. Possible Behaviour Contract. Letter of apology to injured party if appropriate.
Physical aggression towards member of staff.	Fixed Term Exclusion.	School – Parent Interview prior to re-admittance. Behaviour Contract. Letter of apology to member of staff. Pupil removed from classes of member of staff if appropriate.

Positive Behaviour Policy

OTHER

Walking away from member of staff.	Member of staff produces written report of incident as soon as possible. HOH/SLT investigates and acts according to situation and background. Possible outcomes include; parental contact, letter of apology, detention, report, isolation, F.T.E. behaviour contract.
Being disrespectful to members of staff.	
Challenging the authority of staff.	
Refusal to follow reasonable instructions.	

The above is intended as a framework to assist in the management of pupil behaviour and will work most effectively if applied consistently. However, incidents are not always black and white situations, and some flexibility will be applied at times as and when appropriate. Also, staff should always avoid the use of ultimatums, which are not usually appropriate or effective and can often make a situation worse.