Positive Behaviour Policy

Blackwood Comprehensive School

Ysgol Gyfun Y Coed Duon

This document contains the specific policy and associated information relating to Positive Behaviour at Blackwood Comprehensive School



2018

Responsible Staff Members Mrs J Wilkie (Headteacher)

Mrs N Griffiths ( Assistant Headteacher)



**Blackwood Comprehensive School
Ysgol Gyfun Y Coed Duon**

**Positive Behaviour Policy**

**2018/2019**

**Approved by the Governing Body on:**

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**The Blackwood Way - Positive Behaviour Policy**

**Introduction**

Blackwood Comprehensive School believes that positive behaviour is essential for effective teaching and learning. We believe that all pupils and staff have the right to learn in an environment which is safe, calm and fair and meets the academic and pastoral needs of all our pupils. Blackwood Comprehensive School has a very clear shared understanding of the attitudes to learning that all pupils need to develop to become successful young adults and ensure future success. There are a clear set of non-negotiable standards of personal behaviour, which are based on being **ready, respectful and safe**, so that everyone in the Blackwood School Community can flourish and learn in safety. Positive behaviour and relationships must be carefully developed and supported as pupils learn best when they feel secure and happy in the school setting. Blackwood Comprehensive School believes that it is our responsibility to widen pupils’ aspirations and enable each and every child to thrive. We will do this within a motivating, supportive and respectful environment that allows pupils to develop into mature, confident and successful young adults.

The school embraces three rules:

* to Be Ready;
* to Be Respectful;
* to Be Safe.

**Objectives:**

To give all pupils the opportunity to develop as:

* ambitious, capable learners, ready to learn throughout their lives;
* enterprising, creative contributors, ready to play a full part in life and work;
* ethical, informed citizens of Wales and the world;
* healthy, confident individuals, ready to lead fulfilling lives as valued members of society.

**To create a positive school community where:**

* there is a consistent approach to behaviour for learning where pupils, parents and all staff are clear about the standards of behaviour expected;
* good relationships between staff and pupils are fostered;
* pupils and staff feel respected, safe and happy;
* pupils take responsibility for their learning and achieve their potential;
* there is a clear definition of what we consider to be unacceptable behaviour and an appropriate set of sanctions with clear guidelines on how these will be applied;
* positive behaviour and attitudes are nurtured and rewarded;
* there is an atmosphere of mutual respect;
* there is equality of opportunity for all.

**1**

**The Blackwood Way – Attitudes to Learning**

At Blackwood Comprehensive School we encourage excellent attitudes to learning:

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| --- |
| ATL 1 Excellent **(The Blackwood Standard)****I am a pupil who is always:*** a consistently positive **role model** to others and **ready to learn**;
* an **independent** learner who is driven to succeed and **resilient**;
* **ready to learn** and achieve;
* ready to attempt all work to the best of my ability and will **independently** check my work against the success criteria;
* contributing fully to lessons and works **effectively** with staff to improve;
* **ready to learn** and offer **support** to fellow pupils;
* ready to attend school and has **very good** attendance;
* ready to attend revision sessions and opportunities that are provided for me.
 |
| ATL 2 Good**I am a pupil who is mainly:*** **respectful**, hard-working, **ready to learn** and can be a **role-model** to others;
* ready to attempt **all** work to a standard which meets most of the success criteria and to the best of my ability;
* **ready to learn** in terms of my equipment and uniform;
* able to work well with staff and **listen** to advice given;
* able to hand in **all** work to a good standard;
* able to meet **all** deadlines;
* reaching my **potential**;
* ready to attend school and has **good** attendance;
* ready to attend **most** of the revision sessions and opportunities that are provided for me.
 |
| ATL 3 Cause for Concern**I am a pupil who sometimes:*** makes an acceptable effort but is sometimes **distracted**;
* needs to be **prompted** by staff to concentrate and be ready to learn;
* has **basic** equipment and does **not always** show a readiness to learn in lessons;
* fails to set a good example to others in the classroom;
* **coasts** and **does not** work towards achieving my full potential;
* has a readiness to attend school and has **reasonable** attendance;
* attends revision sessions and opportunities that are provided for me.
 |
| ATL 4 Unsatisfactory**I am a pupil who:*** is rarely ready to learn;
* is **affecting** the learning of others as well as my own so is rarely on-task;
* has a **lack of** equipment on a **regular** basis;
* regularly **fails** to co-operate in class and **disrupts** others;
* **rarely completes** tasks and **does not** meet deadlines;
* will only complete work under **close teacher supervision** or will **not** complete work at all;
* **refuses to follow** instructions and is not achieving my potential;
* is **disrespectful** and **argumentative** in class and does not follow the school rules of **ready, respectful, safe;**
* who rarely attends school and whose attendance is a **cause for concern**;
* **rarely** attends revision sessions and opportunities that are provided for me.

**All pupils are capable of moving from ATL 4 to ATL 3 to ATL 2 to ATL 1. Make sure you understand how you can do this** |

**2**

**The Blackwood Way - Non-Negotiables**

Positive behaviour is the responsibility of all staff and pupils at Blackwood Comprehensive School and each member plays a vital role in promoting it by emphasising pupils’ potential, rewarding success and giving praise for effort and achievement. This ethos underpins the agreed non-negotiables and expected standards of behaviour of all members of Blackwood School Community.

**All pupils will**:

1. Follow the school rules of **Ready, Respectful and Safe**;
2. Arrive on time to lessons with the correct uniform and equipment;
3. Enter the classroom as directed by the teacher;
4. Sit according to the seating plan/as instructed by a teacher;
5. Have respect for **all** staff and other members of the class;
6. Follow instructions promptly and not argue;
7. Listen respectfully when others are speaking;
8. Show they are ready to learn by remaining on task and completing work to the best of their ability;
9. Allow others to learn at all times;
10. Not eat or drink in class (only water is allowed in lessons);
11. Not use mobile phones in school or they will be confiscated.

**All pupils must understand that there will be consequences for their actions.**

**All staff will**:

1. Help to embed the school rules of **Ready, Respectful and Safe**;

2. Role model positive behaviour and build effective and respectful relationships;

3. Plan lessons that engage, challenge and meet the needs of all pupils;

4. Arrive to lessons on time and greet pupils at the door every lesson;

5. Monitor and reinforce rules on correct uniform;

6. Be calm and give ‘thinking time’ when going through the behaviour steps;

7. Follow up every time, retain ownership and engage in reflective dialogue with pupils, seeking support where necessary;

8. Never ignore or walk past pupils who are behaving badly;

9. Use praise and rewards for those pupils who consistently give their best and go ‘over and above’;

10. Monitor pupil attendance and take swift action where necessary.

**3**

**The Blackwood Way – Use of Detentions**

Detentions are a useful way to allow pupils to reflect upon their behaviour and provide time for the member of staff to employ restorative approaches, reminding the pupil the impact their behaviour has on their learning and the learning of others.

|  |  |
| --- | --- |
| **Class teacher detention** | Detention at any time. No longer than 10 minutes at break or 20 minutes at lunch to allow the pupil time to access the canteen and toilet facilities prior to their next lesson. After school detention will require 24 hours notice to be given. If the pupil fails to attend or behaviour is not modified this will graduated up to the next stage of the detention process. |
| **Subject Leader/Progress Manager** | Detention at any time. No longer than 10 minutes at break or 20 minutes at lunch to allow the pupil time to access the canteen and toilet facilities prior to their next lesson. After school detention will require 24 hours notice to be given. This will be run on behalf of your department or year group. |
| **Subject Leader/Progress Manager/Head of KS/SLT** | Lunchtime inclusion. Pupil is supervised for the whole of the lunchtime session and normally accesses the canteen and toilet facilities in a supervised manner. |
| **SLT** | After school detentions. One hour in length and held on Fridays after school. |

**SLT Learning Walks**

A member of SLT and Progress Manager Team is available every lesson on “Learning Walk” and can be contacted by the class teacher via walkie talkies based with ARi and reception, once stage 4 in the graduated response has been reached. SLT can also be contacted at stage 3, if the pupil has been asked to relocate to the Subject Leader and refuses. If the pupil is removed from class, spoken to and then returned to class but continues to disrupt the learning in the class, SLT can be further contacted for removal. At this point of intervention the pupil can:

\*Be spoken to by the member of SLT then remain in the class.

\*Be removed from the class to work with the Subject Leader or member of SLT (work to be provided).

\*Be removed and then taken to the Headteacher if this is required.

The overall outcome will be at the discretion of the class teacher, following a discussion between SLT and the class teacher. Recording the reason for removal on Sims is the responsibility of the class teacher. The process for Subject Leader and/or Progress Manager involvement is as per page 5.

**4**

**The Blackwood Way – Challenging Behaviour and Sanctions**

Blackwood Comprehensive School operates a system of rewards and consequences. These are available to all pupils for good behaviour and effort. In turn, there are approved consequences for non-compliance with school rules and agreed behaviours. In all disciplinary actions, it is essential that pupils understand fully that it is their behaviour which is unacceptable, not them as a person. Through restorative communication pupils need to understand the impact their behaviour has on others. We do not reinforce bad behaviour we only reward good behaviour.

**We challenge and address poor behaviour through:**

* communication and expectations of required non-negotiables by all;
* the use of consistent, fair and appropriate graduated sanctions followed by restorative conversations;
* provision of additional support and guidance for all staff in dealing with challenging behaviour, in and out of the classroom;
* providing an appropriate bespoke curriculum in line with pupil need;
* actively engaging with parents and carers;
* engaging with outside agencies.

**Behaviour - Possible Sanctions**

Within lessons the teacher uses the following sequence with a disruptive student:

|  |  |  |
| --- | --- | --- |
| **Examples of behaviour** | **Stage** | **Sanctions/Responsibilities** |
| **Low level behaviours**Interrupting the teacher Silly noisesOut of seatLack of equipmentNot ready to learnNot respectful | **1**Verbal warning | A note is to be made in the pupil planner |
| **Continued low level behaviours** | **2** Move seats**(Department relocation, if not appropriate)** | 10 minute breaktime detention (class teacher) **(class teacher to record actions on Sims)** |
| **Repeated unacceptable behaviour**Refusal to follow instructions or sanctions | **3**Subject leader/ relocation/intervention**(Departments may need to work together to ensure there is a place to relocate every lesson)** | 20 minutes lunchtime detention (Restorative meeting between pupil, class teacher and subject leader)Phone call home**(class teacher/subject leader to record actions on Sims)** |
| **Extreme danger or violence** Complete refusal to comply with any set of reasonable instructions Dangerous behaviour Foul language directed towards a member of staffLeaving the classroom without permission | **4**SLT intervention | Exclusion InclusionInternal lunchtime inclusion with PM/ Head of KSSLT detention**(class teacher/subject leader to record actions on Sims)** |

**It is the responsibility of both the Subject Leader and/or Progress Manager to review the behaviour referrals on either Email or Sims at the end of each day. This is to ensure the discipline system is implemented within the department and year group to allow effective learning to take place. Sims is also an effective way to track and record pupil behaviour but it must be clear whether the incident recorded is for information only or if any further intervention is required by Subject Leader or Progress Manager. Following the graduated response above, the Subject Leader and/or Progress Manager will provide a relevant and appropriate response.**