



MURRAY PARK SCHOOL BEHAVIOUR POLICY

Title of Policy	Behaviour Policy
Date of adoption	Autumn 2020
Originator	Rebecca Somes
Date of review	Autumn 2023
Additional information	<p>Update May18 Data will be processed in line with requirements and protections set in the General Data Protection Regulation</p> <p>Update September 2020 The behaviour policy has changed to fit Covid-19 policy</p> <p>Update November 2020 To state that pupils should wear masks in line with Government guidance. To include the use of mobile phones and the use of centralised detentions.</p> <p>Update January 2021 – Following leaving the European Union policy updated to refer to UK GDPR</p> <p>Please note - there is a separate rewards policy</p>

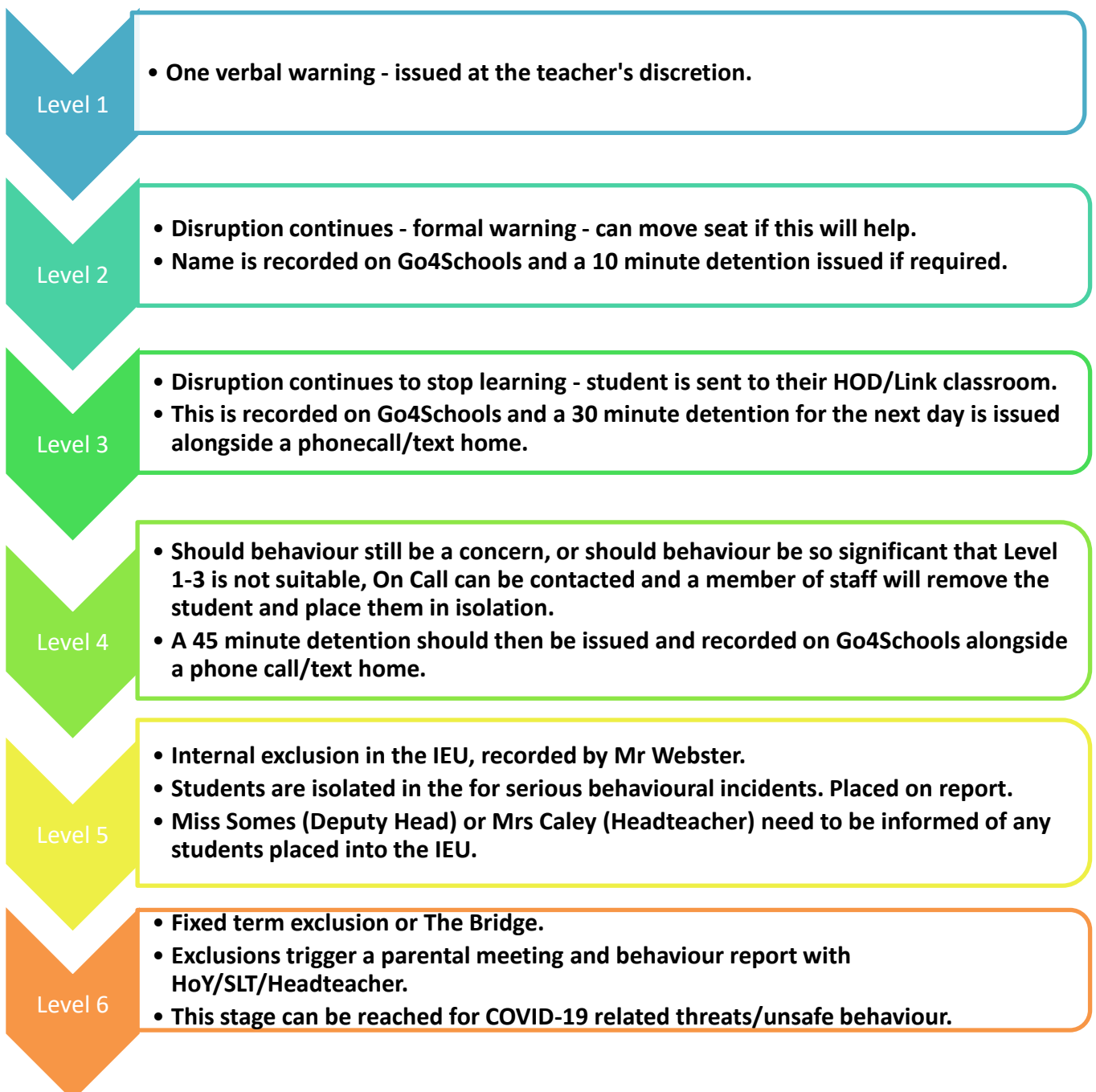
Throughout this policy Parents refers to Parents/Carers

BEHAVIOUR EXPECTATIONS

- ✓ Please arrive at school as near to your start time as possible, do not congregate in groups.

WEAR A MASK when walking between classes and in social areas.

- ✓ Go straight to your classroom.
- ✓ Observe social distancing when requested and in corridors walk on the left.
- ✓ Cover your nose and mouth when you cough or sneeze with your arm, preferably use a tissue, do not spit.
- ✓ Wash hands/use hand sanitizer regularly.
- ✓ Wipe/sanitise your hands and table when you enter and leave a room.
- ✓ You will leave school at slightly different times to enable social distancing at the gates.



Aims

The aim of this policy is:

- To determine the roles and responsibilities of all within the school in establishing a calm and productive working environment
- To outline the behavior expectations of the school
- To determine the boundaries of acceptable behaviour
- To define the hierarchy of rewards and sanctions
- To outline procedures for dealing with breaches of the behaviour policy

In order to mature and play a positive role in society at large it is essential that young people learn to conform to reasonable rules and expectations

At Murray Park School we are committed to providing a purposeful and calm environment which respects and celebrates individuality and promotes independence.

We believe that clarity, consistency and empathy are key to enhancing feelings of identity and self-worth within our pupils.

Behaviour expectations – School Rules

The behavior expectations are a summary of our basic rules and expectations. It should be displayed on all classroom walls and referred to regularly.

Good Practice Guidance for Classroom Management

FOLLOW ALL INCIDENTS OF MISBEHAVIOUR THROUGH. MAINTAIN OWNERSHIP OF ALL INCIDENTS YOURSELF AS FAR AS POSSIBLE.

- Arrive early – greet all students
- Insist that students enter rooms in an orderly manner. Enter room when you are satisfied they are ready to start. Ensure that uniform is smart - check ties etc. and remember to send pupils to student services to rectify uniform issues. If ongoing then refer to the relevant HOY (Head of Year).
- Have a classroom routine to start the lesson - e.g. watch students entering room in silence and standing behind chairs prior to entry
- Planners must be on desks, equipment out and bags are off desks
- Take the register within the first 15 minutes of the lesson
- Learn students' names as soon as you can
- Make lesson objectives clear to students
- Ensure homework is recorded in planners and understood
- Mark books frequently
- If a student has to leave the room provide a pass. Students will be returned to your room by on-call without a pass
- Praise students for following instructions and being ready to learn
- Praise students for performances in lesson
- Use the rewards system wherever possible
- Close the lesson with time to pack away
- Establish a routine for finishing lesson - packing away, standing behind chairs, and release in an orderly and gradual fashion
- Do not release classes early (unless this has been agreed to alleviate problems with busy corridors or to aid in reducing potential issues related to Covid-19)

Mobile Phones in Lessons

Students are permitted to use their phones during lessons at the discretion of the teacher, for a short period of time where it adds to the quality of learning in the lesson.

- Phones should only be used when the phone poster is ticked.
- Teachers reserve the right to confiscate phones if students deviate from the set task.
- Phones should be switched off and placed into bags after use.

Sanctions and approaches available to the Class Teacher/Tutor:

- Quiet word, reminders or reprimand to individual, group or class. Sometimes, keeping a student back after class and encouraging them to reflect on their behaviour can be powerful if handled appropriately
- Movement to another seat
- Possible isolation within lesson
- Entry in planner
- Community service for minor acts of vandalism or damage
- Verbal warning
- Contacting parents/carers to discuss work/attitude

10 Minute Detentions

These are suitable for a wide range of offences that are too serious to be answered by a verbal warning. It should be remembered that a verbal warning should be assertive, as opposed to aggressive. A 10 minute detention can be given by a class teacher, a form tutor, or by any teacher in any context of school life. It should be recorded on Go4schools, if at all possible; and signed off when the detention has been served. These detentions can take place at a time that suits the school – at morning break, at the start of the lunch session, at the end of the school day and require no notice. If a student fails to attend, the teacher should escalate the detention to 30 minutes. A text message will be sent home to let parents know that the detention will happen the next day after school with a senior member of staff.

Offences for which a 10 minute detention would be appropriate include:

- Failure to heed a verbal warning for low level disruption in class
- Distracting other students in lesson
- Lack of basic equipment
- Minor breaches of the school uniform code (this can be recorded in the student planner, after 4 such records a half hour detention will be generated).

30 Minute Detention

A 30 minute detention can be given by a class teacher, a form tutor or by any teacher in any context of school life. It is a school requirement that 24 hours' notice must be given. This notice will be in the form of a text message sent to the parent, this is organised by the IEU (Internal Exclusion Unit) manager.

Offences for which a 30 minute detention would be appropriate include:

- Failure to attend a 10 minute detention
- Failure to repeatedly bring basic equipment such as a planner or pen to school
- Failure to present report card
- Rudeness, work avoidance, producing work of a poor standard, chewing in class, unnecessary noise.

If a student does not attend a 30 minute detention and there is no valid reason for this then the sanction will be escalated by the deputy head responsible for behaviour.

Sanctions available to the HOD 45 Minute Detention

A 45 minute detention can be given by a HOD (Head of Department), after a referral by a class teacher.

They are also available to HOD, for single incidents of sufficient seriousness or persistent concerns in the subject area. These detentions are held every day after school by a senior member of staff. It is a school requirement that 24 hours' notice must be given to parents and this will be sent in a text to the parent.

Offences for which a 45 minute detention might be appropriate include

- Not attending a 30 minute detention
- Failure on Departmental report
- Repeated defiance; losing a book
- Minor internal truancy
- Destructive behaviour
- Inappropriate classroom behaviour
- Rudeness
- Persistent failure to work
- Persistent failure to present homework
- Refusing to identify themselves.

All incidents must be recorded on Go4schools.

Sanctions available to Heads of Year (HOY)

A HOY can also give a 45-minute detention. They are also available to HOYs for disciplinary incidents of sufficient seriousness. They are not to be triggered by classroom incidents unless these are in tutor time. There are situations where a member of staff may refer an 'out of class' situation to the HOY and the HOY may then decide to set a 45 minute detention as a consequence.

At the discretion of the HOY, failure to attend can result in it being re-issued, or referred to a 90 minute SLT detention.

Offences for which a 45 minute detention would be appropriate include:

- Failure to attend a 30 minute detention
- Disruption in tutor time
- Defiant behaviour outside classroom
- Failure on orange report card
- Verbal bullying
- Poor uniform
- Inappropriate language
- Repeated lateness to lessons.

HOY must record this action Go4schools.

Sanctions available to SLT

A 90 minute detention can be given by a member of the Senior Leadership Team.

Offences for which a 90 minute detention would be appropriate include

- Failure to attend a 45 minute detention
- Smoking on the way to school or on the way home from school
- Rudeness and defiance to staff
- Triggering an on-call for disruptive behaviour
- Some cases of refusal to follow instructions at the discretion of the SLT on-call
- Major breaches of uniform
- Dangerous behaviour
- Persistent littering or damage to the school site.

Failure to attend a Senior Leadership Team detention will mean a student staying is subject to an internal exclusion. The 90 minute detention will still stand. All SLT detentions will be recorded on Go4schools.

Monitoring Student Behaviour - Report system

Tutor/White Report

When it comes to the attention of the Form Tutor that a student's behaviour is causing concern in a variety of subject areas they can be placed on a Tutor report card. This might be after several documented concerns from subject teachers about lateness to lessons, failure to complete homework, internal truancy, etc. Three incident forms in a week would trigger the placement on white report.

The Form Tutor should firstly discuss this move with the relevant HOY at the morning meeting. The tutor is also responsible for informing parents that their child has been placed upon report.

There are 3 targets on the report card – one is a generic and general reflection upon conduct during the lesson, the other two are achievable and specific and aim to reduce the most intense or frequent problem behaviours for that student.

The student is to see the tutor at the end of each day for comment. Failure to present the report card will entail a 30 minute detention and a text to parents.

If a student has more than consistently fails on report in any one day then the tutor must alert the HOY of this and consider moving the student to HOY report.

HOY may then recommend that students are placed on report to them using the orange report. All consumed report cards must be placed in the student's permanent file.

HOY/Orange Report

If Tutor level intervention is having minimal effect and the HOY judges the student to be failing then the HOY may consider placing the student on HOY report. As well as other strategies that might be appropriate, the HOY will place the student on a HOY report card. The parent/s of the student is to be informed at this level of intervention by the tutor or HOY.

If a student is not succeeding at this level then the HOY must draw up a Pastoral Support Plan (PSP) and bring parents in for meetings. The PSP must be reviewed with parents at least fortnightly. The student is to see the HOY at the end of each day for comment.

Failure to present the report card on any occasion, either at the end or at the start of the day means a phone call home from the HOY at the earliest opportunity and a HOY detention. The student is to see the HOY at the start of each day with the previous day's report signed by parent/s.

A student will be placed on this report for an initial period of one week. Where 20% of days have been failed over

this period then the HOY needs to discuss this with the SLT line manager for a possible placement on SLT report.

SLT/Red Report

If a HOY report is deemed to be failing, following at least a full week then the HOY will refer to the SLT (Behaviour). The member of SLT will place the student on an RED report card if deemed appropriate. The parent/s of the student and staff are both to be informed at this level of intervention by the HOY.

A Pastoral Support Plan must be in place at this juncture. The HOY must instigate a cycle of meetings to support this. The SMART targets agreed with carers when drawing up the red report will then feature on the PSP. The report card will record progress against these targets. The PSP must be reviewed with parents at least fortnightly. The student will report to the SLT duty member at the end of the school day. Failure to arrive at this time will lead to a detention and placement in isolation.

Failure to present the report card, either at the end or at the start of the day will be recorded as a fail and will result in isolation pending a meeting with parents. One failed lesson will result in an internal exclusion. Student must complete 5 consecutive good days to come off report and go back to orange HOY report.

Departmental Report

If a student is persistently failing to achieve in a departmental area then the HOD places the student on departmental report. This is likely to happen after any three incidents or detentions within the department.

The HOD must phone home in order to let parents know. The HOD then sets no more than three SMART targets for that child and places them on report for a sequence of lessons. This will allow the HOD to monitor the students' progress and report back to parents. When this sequence has been completed and the targets have been met then the student is taken off report

The departmental report is recorded on Go4schools. It is then forwarded to the tutor to enable them to monitor student behaviour across the curriculum.

If a student fails on departmental report then a 45 minute detention is issued. Failure to attend this will result in an SLT detention.

The Link system

Heads of Departments (HOD) are responsible for behaviour in their areas. This responsibility involves supporting staff with problems and working to pre-empt further problems. Each HOD will have a rota of 'link' for all staff in all lessons in their areas.

The 'link' system will be used where a student has not responded to lower in class sanctions or warnings and must be removed from the classroom. The student must be supplied with work and sent to the 'link' teacher. The original classroom teacher must then see and sanction the student at the end of the lesson. If this removal does not modify the student's behaviour in the lesson then the teacher should contact the HOD. They should then decide on a course of action. This may involve requesting on-call if the HOD thinks this to be necessary.

The HOD must ensure that there are clear arrangements for 'link' for all teachers in their departments and that these are followed appropriately. Due to Covid-19 link classes can only be Year group classes so may be arranged across departments.

On-Call

'On-Call' is a pro-active system, which aims to prevent classroom incidents by raising the profile of SLT and middle leaders around the site.

When on-call, staff will visit each lesson in the school at least once and check that student conduct is good. The

member of SLT responsible for behaviour will identify, from data, lessons that require priority visits from on-call staff.

The on-call system is designed to be a last resort if a student has not responded to strategies employed by class teachers or HOD and are hindering the learning of others or presenting risk to themselves or others. To request on-call the classroom teacher will inform the HOD by an agreed department method. This is likely to be using the Lync system or sending another pupil with a note to the HOD, outlining the pupil and reason for the request for on-call.

Only HOD, or in rare cases of a larger department the AHOD, may call for on-call either by phoning the IEU or sending a note with a reliable student. This allows the HOD to monitor and filter on-calls and to ensure ownership of problems in their area. It is not for HOD to conduct an investigation or to deal with the incident at that moment, merely to make a decision on a referral upwards to on-call.

There may be occasions where class teachers, teaching in areas physically distant from HODs, may call on-call so that the student can be delivered to the HOD for appropriate action or where there is an emergency and a student presents a danger to themselves or to other people.

The member of SLT with responsibility for behaviour will monitor on-call records in order to ensure appropriate use.

When On-call SLT or duty on-call staff arrive, explain incident fully out of earshot of student. At this point it is important to de-escalate the situation, however serious, and allow on-call staff to deal with the problem.

On-call staff will select a response to the situation from the following options:

- Sending student to link partner
- Warning the student and returning them to classroom
- Asking HOD to set a 45 minute detention
- Offering a 90 minute detention (middle leaders will check decision with SLT)

All resolved on-call incidents must be entered onto the on-call log by duty staff by the end of the lesson, when they return the walkie-talkie to the IEU.

If on-call is called because a student has failed their time in the IEU, the on-call staff isolates the student safely elsewhere and seeks further guidance from a member of the SLT, the Deputy Head teacher or the Headteacher.

Internal Exclusion Room

This is a staffed study room, aimed at:

- Controlling the volume of high level behaviour at both Key Stages
- Reducing the number of fixed-term exclusions

If a child fails to comply with SLT report, is awaiting confirmation of a fixed term exclusion or has committed a serious breach of the school Code of Conduct then they will be referred to the Headteacher who may then decide to issue an Internal Exclusion.

A 'serious breach' might be defined as:

- Bad language to staff
- Violence or bullying
- No school uniform.
- Persistent non-cooperation

- Extreme verbal bullying
- Repeated refusal to comply with staff requests
- Bringing the school into disrepute /smoking

Students will work all day and will complete their day at 3.15.

Whilst in the IEU students will work in silence, following the behaviour expectations of the school. Students will undertake work provided by subject areas whilst placed in the unit. The member of staff in the unit will maintain a record of all conduct of students in the unit as well as a log of all on- calls. It will report on that student's progress and behaviour. Where students have not responded to two warnings in a day they will be removed from the room by on-call staff and isolated briefly elsewhere whilst permission to exclude is sought from the Headteacher. Only the Deputy Head or Headteacher can allow a student to be sent home or excluded from school for disciplinary reasons. If a student refuses to do IEU or does not complete their time then they must do this on their return.

Exclusion

Students who are involved in high-level breaches of the school Code of Conduct will, as a last resort, be excluded. The decision to exclude will only be taken by the Headteacher. These are likely to be 1-3 days in the first instance. Following an exclusion a reintegration meeting must be attended by HOY and parents/carers. At this meeting a post-exclusion reintegration contract needs to be drawn up with the parent that must be reviewed within a 2 week period.

Roles and Responsibilities

Tutor Role

All students benefit from a supportive and cohesive tutor group in which there are clear and established routines, praise and rewards for improvement. Students should be provided with opportunities to explore and develop skills in co-operation, negotiation and problem solving and conflict resolution. Tutors should accept responsibility for all members of the group and offer unconditional positive regard. Tutor relationships are the axis of success and failure within the secondary school environment.

- Work with their tutor group to create a cohesive group and a positive ethos and environment which reflects the schools values
- Follow guidelines on classroom management using the behaviour expectations and follow through issues with parents and use the sanctions system
- Follow up all referrals from class teachers discretely with individual students
- Develop relationships and offer positive reinforcement and role modelling to all students in the group
- Monitor attendance, identify patterns and be proactive in addressing issues with parents and students
- Signing planners weekly. Maintain records of planner use, equipment and uniform
- Ensuring students have planners on their desks and are dressed appropriately for each tutor session
- Communicating with parents and carers, contacting home if pupils have patterns of behaviour that are causing concern
- Attempt to modify behaviour of tutees causing concern
- Identifying pupils for white report. Liaising with parents and monitoring reports on a day to day level
- Attend briefings with the relevant HOY
- Liaise with the HOY regarding concerns and patterns of behaviour of tutees
- Participate in target setting and reviews
- Ensure that tutor time is both structured and meaningful

HOY Role

- Responsible for all aspects of quality related to tutor teams
- Monitor behaviour of pupils through referrals, reports, discussions and access behaviour data
- Monitor the quality of tutor time, providing consistent and appropriate support to tutors
- Ensuring that tutors follow programmes of work for tutor time
- Attend HOY meetings with the SLT member responsible for behaviour
- Organise, provide agendas for and record minutes for tutor team meetings
- Pass on messages regarding the community/tutor group/individual issues every morning
- Discuss with tutors all issues where tutees are causing concern
- Visit tutor groups daily whenever possible
- Place students on orange HOY report when required
- Refer children to SLT where HOY level interventions fail to arrest problems
- Liaise with Outside Agencies in regard to vulnerable or high profile children
- Organise multi-agency meetings or case conferences for high profile pupils
- Monitor use of planners by tutors
- Liaise with link SLT regarding serious and persistent incidents (make sure you also notify the Deputy Head with responsibility for behaviour)
- Collect actions daily from the Deputy Head related to On-Call and the Internal Exclusion Unit
- Collect and deliver pupils to the Internal Exclusion Room
- Monitor the quality of tutor input through the monitoring systems
- Manage reintegration meetings, if possible involve tutor whenever possible or at least make sure they are updated with actions

HOD role

- Take responsibility for ethos and climate within departmental area
- Deal with day to day incidents within departmental area
- Issue sanctions for pupils who are not adhering to class teacher sanctions
- Oversees detentions, making sure they are set when appropriate
- Ensure that entry into departmental areas is calm and orderly for all classes
- Ensure all staff are aware of behaviour policy and adhere to basic expectations in classroom management
- Provide/locate support and training for all staff in classroom management
- Ensure that pupils are placed on departmental report in line with the school behaviour policy
- Refer classes continuing to cause concern to SLT
- Call 'on-call' if pupil refuses Departmental sanctions or there is an emergency
- Ensure that Go4schools is completed for all on-calls
- Ensure that supply staff are supported in upholding the school discipline policy
- Ensuring that class teachers maintain ownership of issues in their classroom whilst being supported to achieve resolution
- Monitor 'link' procedures to ensure that staff follow procedures and maintain ownership
- Ensuring that all pupils abide by the uniform and planner procedures
- Ensuring that corridors and stairwells are well supervised and that pupils feel safe at all times especially changeover
- Monitoring behaviour by use of Go4schools
- Ensuring that pupils who are struggling are helped to succeed in partnership with pastoral staff and parents
- Monitoring appropriateness of teaching for all pupils

Governance

When deciding what these measures should be, the headteacher must take account of the governing body's statement of behaviour principles. The headteacher must have regard to any guidance or notification provided by the governing body which may include the following:

- Screening and searching pupils.
- The power to use reasonable force and other physical contact.
- The power to discipline beyond the school gate.
- When to work with other local agencies to assess the needs of pupils who display continuous disruptive behavior.
- Pastoral care for staff accused of misconduct.

Please note – there is a separate rewards policy.

Data Protection & GDPR

Data will be processed in line with requirements and protections set in the UK General Data Protection Regulation (UK GDPR)

