
Behaviour Policy

RATIONALE

“Effective schools are demanding places, where teachers expect and ensure high standards of work and behaviour”. Hargreaves (1990)

King Arthur’s Community School believes that all students prefer to work to their full potential, to have a good working relationship with the staff and to be accepted members of their peer-group. When this does not happen, we try to adopt a sympathetic approach, seeking to help the student understand their problem and to work out strategies with them which will modify unacceptable behaviour. It is never our aim simply to punish. We firmly believe that no student should disrupt or prevent the learning of other students, or prevent the teacher from fulfilling his/her role.

AIMS

1. To create the conditions for an orderly community in which effective learning can take place, in which there is mutual respect between all members, and where there is proper concern for the environment.
2. To develop in students a sense of self-discipline and an acceptance of responsibility for their own actions.

OBJECTIVES

1. A clear system for dealing with disruptive behaviour within the context of positive behaviour management.
2. Consideration by everyone in all their actions, for the safety and feelings of others.
3. An awareness of the effects that disruptive and inconsiderate behaviour can have on others.
4. Reflection on the way we behave and the effects of that behaviour.
5. Students, valued for who they are, not just what they do, able to learn from their mistakes in a safe, controlled environment.
6. Fairness in the treatment of all.
7. Constructive praise of good behaviour.

BEHAVIOUR FOR LEARNING

“If you want your children to improve, let them overhear the nice things you say about them to others”. Dr. Haim Ginott (1995)

Certain principles and practices are pre-requisites of successful learning and good behaviour:-

- well planned lessons that are suitably differentiated to take into account the age, ability and needs of the students and that plan for ‘positive opportunities’ to happen
- lessons that are purposeful and relevant to students
- challenge at an appropriate level of difficulty
- learning objectives and/or outcomes made clear to students
- order and patterns of classroom practice that are familiar, agreed, understood
- definite start to lesson, appropriate re-cap, time to review, orderly dismissal
- regular and frequent assessment and feedback

We should always focus on good behaviour and support those students who are working and conforming. We must not allow the 'anti-social' to dominate our thinking and practice. To support this, **all** classrooms and learning environments should display our 'Classroom Expectations' poster.

Rewards

King Arthur's Community School recognises praising individual students is very important and it is school policy to reward wherever possible. This happens on a daily basis, sometimes formally or sometimes informally.

Rewards may take the following forms:-

- Verbal praise to student concerned
- Public praise (in class and in assembly)
- Written comments, Certificate
- 'Positive Achievement' slip (Lower School)
- Reward cards for effort, attainment, community service and attendance at revision classes (Upper School)
- Displays of good work
- Postcards home from Subject Leader/Pastoral Leader/Senior Leadership Team
- Letters home from Subject Leader/ Pastoral Leader
- Work shown to Senior Leadership Team
- Letters home from Headteacher/Chair of Governors

It should be noted that wherever/whenever a student is involved in a representative role for the school, the student's support is acknowledged with some record for their Progress File or a letter home to parents.

STRATEGIES TO DEAL WITH UNACCEPTABLE BEHAVIOUR

Despite good lessons, appropriate encouragement and support, some students will for a variety of reasons, occasionally fail to conform to acceptable standards of behaviour. Disruption cannot be tolerated since it denies other students their 'right to learn'.

Low level disruption in lessons may be the result of:

- Students out of their seat
- shouting out – talking out of turn
- lack of respect for students/staff/property
- interruptions that hinder the listening and concentration of others
- not having correct equipment
- arriving late for a lesson

Disruptive behaviour will be dealt with within department teams in the first instance and colleagues in departments need to discuss how they will support each other. **Consistency** in the way disruption is dealt with is absolutely vital so that students know the boundaries within which they can work and learn. Departments may have additional codes for their own classroom for example in the case of practical subjects. In this case, at the start of term, the teacher will make these codes clear to students and display them in the classroom.

It is an expectation that seating plans will be produced by teachers for all lessons. This gives responsibility to the teacher to decide who sits where in order to maximise learning and encourage positive behaviour.

Strategies

If the student disrupts learning one of the following may be appropriate:-

- A short cooling off outside, maximum of 5 minutes
- Removal from lesson
- Detention – breaktime, lunchtime, after-school
- For safety and courtesy, parents must be informed of any proposed after school detention.
- Time in another class with the Subject Leader or another teacher
- Report card to Subject Leader

- Report card
- Discussion with parents
- Isolation

It is important that strategies reflect a graduated response.

Procedure for staff referring students to SLT for isolation is as follows:

- If a student has not responded to the teacher and departmental strategies listed above, a request for isolation may be made to Pastoral Leaders/SLT by the Subject Leader.
- Isolation consists of working in silence throughout the school day with no break time or lunch time except where refreshment and toilets are needed.
- Isolation should not take place in the FLC.
- A blue slip must be completed.
- A behaviour agreement should be completed by the Teacher, Subject Leader, Student and Parent (please see appendix with example from the Science Department).

<p>BEHAVIOUR IN AND AROUND THE SCHOOL</p>
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King Arthur’s students are expected to demonstrate high standards of behaviour at all times. This includes moving around the school, in tutor time and assembly, in the playground and on the way to and from school. Appropriate action will be taken by Tutors, Pastoral Leaders or the Senior Leadership Team against any students whose behaviour is unacceptable. There is no place for anti-social behaviour in school and, in extreme cases, the Police/PCSO may be involved. This could include:

- parental interview
- behaviour agreement
- external support
- reference to counsellor
- period of isolation

<p>MONITORING BEHAVIOUR</p>

Behaviour Concern Action Sheets

The aim of the behaviour slip is to have a structured approach to misbehaviour which both staff and students understand and adhere to.

- 1) The Behaviour Concern Action Sheet is initially completed by the referring member of staff who should indicate the **cause of concern** and **action taken**, then it is passed to the appropriate person: Tutor, Subject Leader. Once dealt with, the slip is placed in the main collection tray in the staff room for processing.
- 2) Pastoral Leaders check printouts, actions taken and consider if there is a need for further action.
- 3) Behaviour Slips will be monitored weekly and details stored on the schools ‘SIMS’ system.

Meetings are held regularly between Pastoral Leaders, Assistant Headteachers and SENCO, where individual students are discussed and monitored.

The meeting emphasises both successes and concerns and is used not only as a means of communication but also to identify students for intervention and support as well as those who may need to be referred to the Student Counsellor.

Exclusions

See separate Exclusions Policy.

Behaviour and Exclusions Data is reported to the Governing Body.

Reviewed and updated. Approved by Governing Body September 2010. (currently under review)

Appendix: Spectrum of Support

Flexible Learning Centre

King Arthur's Community School recognises that there may be times in some students' lives when their behaviour makes it impossible for them to be taught within their peer group. They may then be offered an agreed length of time where they will follow their National Curriculum or GCSE subjects, in a different environment. This enables them to look more closely at their behaviour, to understand why they are misbehaving and to enable them to return, in time, to their regular groups, with strategies which will help them. In severe cases, disapplication from the National Curriculum may be applied for and a modified timetable put in place.

Procedure for staff referring students to the FLC is as follows:

- School and Department procedures for modifying behaviour will already have been exhausted.
- No student should be sent from the classroom directly to the FLC without contacting the FLC first as there is no guarantee that they will arrive.
- If a phone is available in the classroom, please ring the FLC directly on extension:**223**.
- As soon as possible someone will come to the classroom and speak/remove a student and collect the relevant work for the student to complete in the FLC.
- If there is no one available when you ring the FLC, please call Reception and request that they contact a member of SLT or the Student Support Manager.
- Students who need time to catch up on work or to complete assessments can work in the FLC through making a prior arrangement with the Student Support Manager or Mr Dwyer.

Support

A range of support is available for students who are unable to manage their behaviour:

- LSA support in class/out of class
- Key Worker, 1:1 support, SEAL programme
- Nurture group/Pre-Voc
- Forest School
- Alternative provision eg PRU, Atlas Project, Rev Heads, Connect SW
- KS4 Engagement Programme
- Foundation Tier/Work-Related Learning
- Mentoring Scheme
- Extended Work Experience
- Modified or Part-time Timetable

School Counsellor

There are some students who do not fit easily into school life, experiencing difficulty in making friends, relating to adults and controlling emotions. This can cause the student great unhappiness and might result in anti social behaviour. The counsellor's aim is to help such students to get to know themselves better, to learn to express their feelings and to listen to their experience. Meetings take place weekly and are led by a counsellor who is appropriately qualified. The counselling system is managed by David Dwyer – Assistant Headteacher. Students have the opportunity to self refer during lunchtime. All meetings are confidential unless a child protection issue arises.

Outside Agencies

King Arthur's Community School works with a range of people and agencies including the Education Attendance Office, Community Police Officer, LA Behaviour Consultants and the Educational Psychologist who visits the school to see students who are experiencing difficulties within school. The student is then given an IEP (Individual Education Plan) based on the Education Psychologist's advice which helps to modify behavioural difficulties. In extreme cases students will be referred to the nominated psychiatrists with whom King Arthur's will liaise. King Arthur's Community School will also call on the services of the Behaviour Support Team when necessary.

Behaviour Agreement – Science Department



I agree to the following behaviour code in **my** Science lessons at King Arthur's Community School.

- I will arrive on time.
- I will remove all outdoor clothing when entering the room.
- I will settle down to work quickly and quietly without disrupting any other students.
- I will respect other students and their safety. Safety in the lab is important and I understand this.
- I will raise my hand and wait to be asked to speak in discussion work.
- I will respect the property of others.
- I will attempt to complete all tasks during the lesson.
- I will complete my homework tasks.

Student Signature	
Teacher Signature	
Subject Leader Signature	
Parent Signature	
Date	

In supporting (name) in Science we have:

Strategies	Date
Offered timeout and an opportunity to reflect upon behaviour	
Modified the work to enable him/her to catch up	
Used a Departmental report card	
Applied the sanction of a science detention	
Offered the help of a support member of staff	
Made contact with parents to encourage cooperation	
Arranged a period of time with another member of staff to encourage reintegration	
Where suitable provided work and used the FLC to encourage reintegration	

This agreement is an attempt to ensure that behaviour in the future is modified, please do not sign it if you feel that you cannot make every effort improve the situation.