

## Aims

This behaviour policy has been produced after extensive consultation with staff and students is to be applied consistently by all staff in the school. All staff at Fitzharrys follow a Common Chorus in managing behaviour and creating a positive learning environment. It is underpinned by two key principles. The first is the elements that make up **Behaviour4learning (B4L)** and the second are those of **mutual self-respect**. These are outlined below. The legal guidance for this policy can be found at:

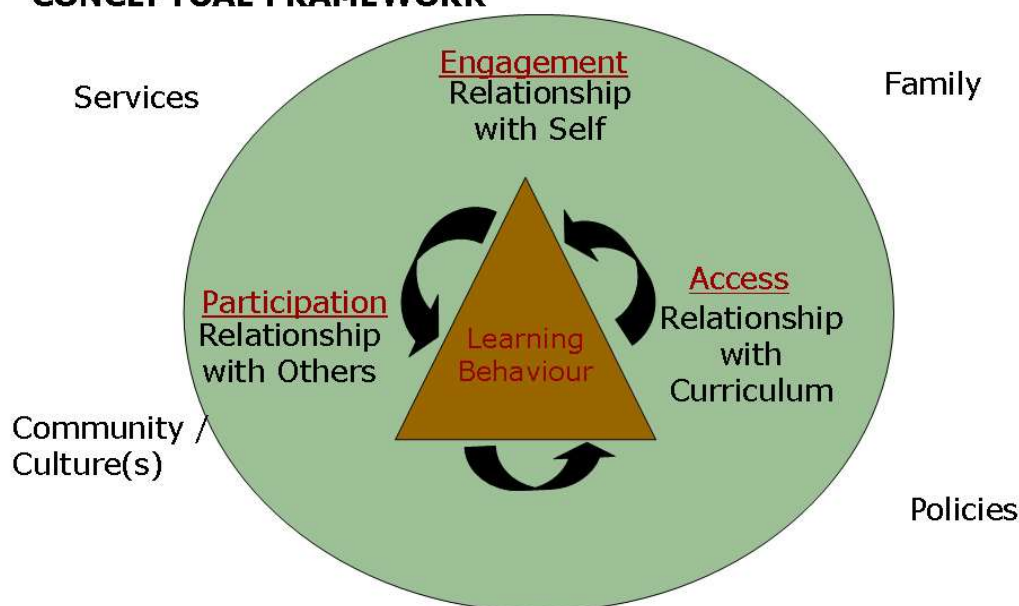
<http://www.education.gov.uk/schools/pupilsupport/behaviour/behaviourpolicies>

## Behaviour4learning

Behaviour4learning (B4L) emphasises the crucial link between the way in which children and young people learn and their social knowledge and behaviour. In doing this the focus is upon establishing positive relationships across three elements of self, others and curriculum as indicated below. B4L has implications for pupils, teachers, parents and other professionals. Its principles can be applied to all children at any age and not just those perceived as being “*difficult to manage*”. It applies as much to teachers and their relationship with children as much as it applies to the children themselves.

B4L is a concept that has emerged from a review of theories of effective behaviour management. Tutors and trainees should recognise that a ‘B4L approach’ is fundamentally linked to a view that ‘behaviour’ in classrooms and whole schools/settings does not occur in isolation – it is the product of a variety of influences and not simply the product of a pupil’s unwillingness to behave or learn as required by the teacher.

### CONCEPTUAL FRAMEWORK



Powell, S., Tod, J. (2004) A systematic review of how theories explain learning behaviour in school contexts  
In: Research Evidence in Education Library. London: EPPI-Centre, Social Science Research Unit, Institute of Education

In summary, the three sets of relationships which contribute to a culture/ethos of 'learning behaviour' are:

- **Relationship with Self:** a pupil who does not feel confident as a learner and who has 'internalised' a view that s/he is unable to succeed as a learner will be more likely to engage in the challenge of learning and (in consequence) may be more inclined to present 'unwanted behaviours'
- **Relationship with Others:** all 'behaviour' needs to be understood as 'behaviour in context'. Behaviour by pupils is triggered as much by their interactions with others (pupils, teachers or other adults in schools/settings) as it is by factors internal to the child.
- **Relationship with the Curriculum:** pupil behaviour and curriculum progress are inextricably linked. Teachers who promote a sense of meaningful curriculum progress in learning for each pupil will be more likely to create a positive behavioural environment.


## Mutual Self Respect

We want to enable students to be well motivated and self-aware learners who can effectively manage their feelings in a range of scenarios. We want them to develop into responsible citizens with an understanding of the local and global community and their responsibilities within it. We will create an environment where students learn to interact sensibly and maturely with one another and help others. We will do this by modeling the behaviours expected from students and consistently enforcing our high expectations through this behaviour policy and understand that it is our job to teach them to behave in the appropriate manner.

- All members of the school community should feel valued and have the right to be treated with courtesy and respect.
- All members of the school community are to be actively involved in rewarding positive behaviour and modifying undesirable behaviour.
- All our staff seek to establish behaviour that reflects the high expectations throughout the school community and follows the principles and routines outlined in the attached policy.
- All our staff seek to make time to discuss and plan appropriate courses of action with particularly difficult pupils.
- All of our staff will use the good relationships they build with students to enforce the school uniform code in every lesson.
- The quality of teaching and learning is maintained at a high standard in order to promote a good standard of behaviour.

**ABC Levels. Achievement (positive), Behaviour (disruptive) and Community (bullying).**

These will be displayed in every classroom. Please see appendix three for more detail.



A

B

C

## Levels

ACHIEVEMENT
BEHAVIOUR
COMMUNITY

A


ACHIEVEMENT

B

BEHAVIOUR

C

COMMUNITY



Positive Behaviours	Level	Likely reward
Positive contribution in lessons.	1	Teacher praise.
Excellent progress or contribution in a lesson/over a series of lessons.	2	House points/postcard.
Excellent progress over a term, excellent behaviour and attendance over a term.	3	Department/HOY commendation, termly prize draw, termly afternoon invite.
Sustained progress and or attainment over two terms or longer.	4	Fitzharrys Awards, School colours, Achievement Awards.
Excellence over the year in a subject or area.	5	Presentation evening awards, Head's awards.

Disruptive Behaviours	Level	Likely Sanction
Talking over teacher, lateness, work not completed, mobile phone/use, throwing things.	1	Classroom teacher interventions. These will include verbal warnings, being moved, cooling off time.
Repeating Level 1 behaviours. Rudeness to staff, rudeness to other students, refusal to follow instructions, regular lateness.	2	Break time/lunch time detention, phone call home, learning discussion with teacher, incident report completed.
Continuing to disrupt lessons and/or refusal to follow instructions and/or rudeness to staff.	3	Removal to HOD with work, department detention, readmission meeting with HOD and teacher, parents and/or HOY involved.
Regularly repeating the above behaviours, refusal to go to a HOD, failure on senior report.	4	Removal by a senior teacher, isolation, senior detention.
Persistently refusing to co-operate, persistent disruption, threatening staff, one off serious incidents.	5	Exclusion.

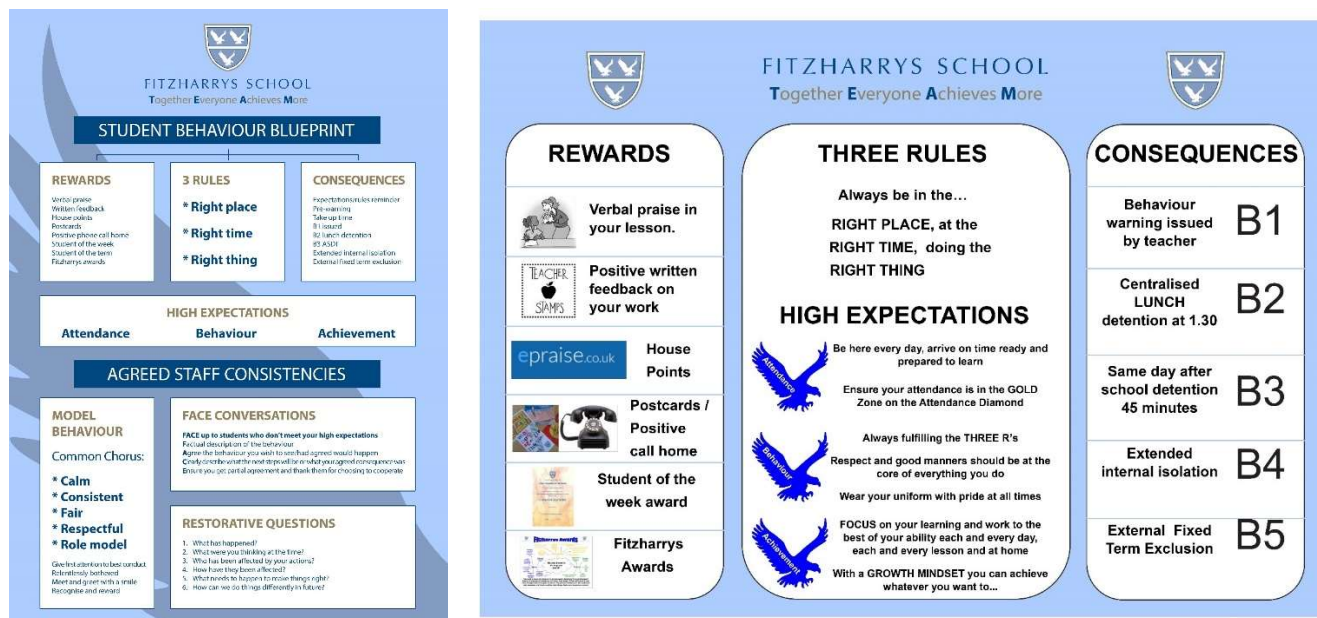
  

Bullying Behaviours	Level	Likely sanction
Name calling.	1	Warning and bullying incident report written.
Repeating name calling, threatening another student, ganging up on another student.	2	Loss of breaks/lunchtimes. Bullying incident report written.
Continuing any of the above behaviours despite warnings.	3	Tutor/HOY detention and parents involved. Bullying incident report written.
Regularly repeating the above behaviours. Racism, homophobia, hitting another student.	4	Isolation/senior detention. Bullying incident report written.
Persistently behaving as above despite previous warnings. One off serious incidents or violence.	5	Exclusion.

TOGETHER EVERYONE ACHIEVES MORE

## 1. Creating a positive environment

It is our responsibility to create positive working relationships with students that will allow learning to flourish. To support this happen we have an agreed staff behaviour blueprint and a supporting student behaviour blueprint. These are shown below and in Appendix 2:



Students must ensure that they are always in the Right Place, at the Right Time and most importantly always be doing the Right Thing. This combined with the areas and strategies below will help secure the positive learning environment which will enable academic success to flourish.

### (a) Classroom Organisation

Teaching staff should consider the way the classroom is organised and its general appearance including:

- ✓ welcoming students into the room
- ✓ the layout of the furniture
- ✓ well-organised beginnings and ends of lessons
- ✓ having attractive displays of students' work
- ✓ the speedy removal of graffiti and broken furniture by liaising with the site team

### (b) Relationships

Students respond better to teachers who:

- ✓ are fair and humane (treat students as individuals)
- ✓ avoid embarrassment in front of peers
- ✓ have a sense of humour
- ✓ offer and provide constructive help and mark books regularly
- ✓ provide a sense of belonging and take an interest in their lives
- ✓ make learning tasks stimulating

### (c) Lesson Planning

Lessons should be carefully planned to:

- ✓ have order, purpose and structure
- ✓ ensure suitable materials are available to allow for individual needs
- ✓ enable flexibility
- ✓ prepare students properly for examinations
- ✓ show relevance of the work to the students
- ✓ use a variety of appropriate teaching methods

## **(d) Lesson Procedures**

Teaching staff should follow procedures such as the:

- ✓ prompt arrival and start of lessons
- ✓ setting of standards of behaviour – The Fitz Five
- ✓ setting and collecting of homework in line with whole school and department policy
- ✓ marking work promptly, monitoring students' progress and provide useful feedback
- ✓ having high expectations of students
- ✓ encouraging students to do well and recognise achievement

## **(e) Leading by Example**

Staff should model the behaviour they expect from students. This includes:

- ✓ high standards of speech, manner and dress
- ✓ speaking calmly and explaining decisions to students
- ✓ showing respect to others
- ✓ being positive

## **(f) Managing poor student behaviour**

Should you have to intervene and manage student behaviour, it is essential that misdemeanours are dealt with properly and in a fair way. Staff should use the following procedures:

- ✓ avoid losing your temper or making idle threats
- ✓ wherever possible avoid exchanges developing into open confrontation
- ✓ avoid being over familiar with students
- ✓ do not punish whole groups for the misbehaviour of a few individuals
- ✓ if excuses are made that cannot be checked give students the benefit of the doubt
- ✓ most misbehaviour should be dealt with immediately, although there is a case sometimes for tactically ignoring some misbehaviour
- ✓ use punishments sparingly, avoid over-punishing for minor offences
- ✓ remind students of the Fitz Five when discussing expectations
- ✓ use the examples given in the appendix to manage level 1 situations
- ✓ ensure level 2 incidents are recorded and followed up on
- ✓ if students are removed to the HOD or member of the LT, work must be provided

## **(g) Duties and movement around the site**

When you are on duty and moving around the site, interact with children and get involved. This means:

- ✓ be visible
- ✓ move around and talk to students in your duty area
- ✓ if there is an incident, try and resolve it your self – if you do not resolve it students may learn that you will not resolve things in lessons

## **2. Praise and Reward**

We should look to take every opportunity to praise students for positive contributions, efforts and behaviours. We should be able to find something to praise in every student we teach. A rule of thumb is that we should use praise three times as often as we are likely to admonish.

Research evidence indicates that although teachers think they praise students as a natural part of their teaching they do not praise enough. Research also indicates a clear link between the use of praise and improvements in student behaviour, work, self-esteem and school ethos.

Praise and reward should be used more extensively than reprimand and sanctions. The criteria for using praise and reward are broadly based to include:

- ✓ work including homework
- ✓ effort
- ✓ behaviour
- ✓ improvement
- ✓ achieving targets
- ✓ maintaining consistent standards
- ✓ contribution to school life
- ✓ voluntary work in the community
- ✓ politeness and helpfulness

Please praise, in public or privately, as appropriate, when achievement, academic or otherwise, is shown.

## **Rewards**

### **(a) Verbal praise**

Verbal praise should be used in lessons to help motivate and engage students in the learning process. Positive behaviour should be acknowledged and used as a technique to ensure other students engage and do the right thing.

### **(b) Positive written feedback**

Marking and feedback in line with whole school and faculty policies must be implemented to support the learning process. Positive written feedback in addition to the verbal praise in lessons can help to motivate students in lessons

### **(c) House points**

Students in years 7-11 will be able to be rewarded via an electronic house points system.

These will be given if they complete an excellent piece of work, if they have worked very well during a lesson, made an excellent contribution to a lesson or helped out a member of staff.



House points will contribute towards house competitions. There will also be an individual competition with the top three students from each form in each year group going into a draw and one student in each year group winning a prize each term. They should not be given out for a student behaving well.

Students will be given digital certificates within the house point app when they reach the following milestones:

<u>Number of Merits</u>	<u>Type of Certificate</u>
50	Success
100	Bronze
200	Silver
400	Gold
650	Platinum

## **(d) Postcards**

These should be sent home when a student has produced an outstanding piece of work or done something quite exceptional. Teaching staff pass completed postcards on to reception who will arrange for distribution to student. The design of postcards will be regularly updated via with students entering their designs into a competition.

## **(e) Department/HOY commendations**

Each term, departments may decide to write or call parents of students who have worked exceptionally well over a term. HOYs will arrange for postcards to be sent home for students who have 100% attendance and excellent punctuality. Student invites to the afternoon rewards will be done via postcards which students will be able to take home to show their parents.

## **(f) Achievement awards**

Every two terms, teaching staff will be asked to nominate three students from every teaching group, including their form, who have made excellent progress or produced exceptional work. Students who have three or more nominations will receive an achievement award in the end of term assembly. These assemblies will also allow other awards gained through the two terms to be given out.

## **(g) Fitzharrys Awards**

Once a term, tutors should make sure students fill in evidence in their Fitzharrys Awards booklets. These go towards getting School, Sport, Cultural or Community Awards. These are badges and certificates. Any student who gets all four awards will also get Full School Colours. These awards are given out in Achievement Award assemblies. Students who receive full school colours will have their names displayed on honour boards in the hall and be eligible to wear their full school colours tie.

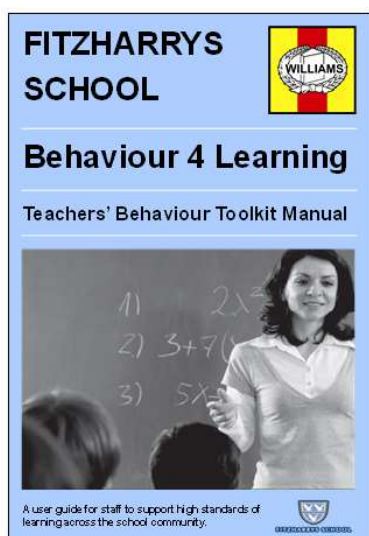
## **(h) Subject Awards/Head's commendations**

Subject awards will be given out once a year at the presentation evening and will reward exceptional performance in a subject area or an area of school life. Head's commendations will be given out throughout the year for exceptional contribution to any aspect of school life.

## 3 Sanctions/Consequences

With an emphasis on positive discipline sanctions should be reduced to a minimum. The aim of any classroom teacher is to build a positive working relationship with all students they teach. If something goes wrong with that relationship, it is the classroom teacher's responsibility to reflect on what has gone wrong and take the first step in repairing the relationship with the student.

### (a) **Effective classroom management skills**



Every teacher should have a range of effective behaviour management skills in their 'toolbox' so they can effectively deal with any poor behaviour they come across. All staff have access to our Behaviour Toolkit Manual which supports the successful implementation of our behaviour policy and offers clear guidance to staff about our support systems, procedures, resources and routines which are used to achieve this.

Staff all receive a printed copy as part of their new staff induction and regular INSET sessions and staff development sessions further support colleagues develop effective classroom management skills. Electronic copies of the support materials and accompanying toolkit tools are available on the staff area of our Share Point site.

Staff are encouraged to use these resources to explore ways of managing challenging behaviour and it is the teacher's responsibility to match the appropriate techniques to the students they have in front of them, realising there is no 'one size fits all' solution to any situation. Effective application of these strategies should mean most incidents of disruption can be dealt with quickly and there are few incidents that escalate to Level 2 or beyond.

Good practice is to use the three step model which describes the behaviour that is expected, redirects and uses partial agreement and the language of choice to deal with situation, e.g.

Step 1: 'Johnny, we are all choosing to answer our questions by our self without speaking to others at the moment. I'd like you to choose to do the same. Thanks very much'

Step 2: 'Johnny, we agreed that we were all going to work by ourselves without speaking to other students, didn't we? You were choosing to talk to Billy there. If you choose to talk to him again when we are doing this, I will have to ask you to sit here. Do you understand what the consequence will be if you talk to someone else again? Ok, that's great. Thanks for getting on by yourself now.'

Step 3: 'Johnny, you were talking to Billy again. What did we agree you would have to do if you chose to do that again? Ok, thanks for moving here.'

Remain calm and polite when dealing with students in these situations but consider your body language and the firmness of your instructions. There should be an expectation that students will comply but students should be treated fairly and with respect so they are not humiliated by



your handling of situations. Avoid being drawn into public arguments and avoid writing the names of students who are behaving poorly on the board.

## (b) Reprimand

These will vary according to the student and the offence. This should be done politely and firmly, reminding students of our expectations. The expectations that we use are 'The Fitz Five' and are displayed in every classroom.



Reprimands may be immediately during the lesson or at the end of the lesson. (Staff should not detain for more than a minute or two at the end of Periods 1, 3 and 5). They may arrange to see a student during break or lunch and reprimand then.

## (c) Time out

It may occasionally be appropriate to ask a student to have a couple of minutes of 'time out' outside of the lesson. Any student asked to have some 'time out' must not be left outside for more than a couple of minutes. The member of staff must then speak with them about what has gone wrong, get the students agreement about what they will do on their return and then invite them in to start again. Use a watch to remind you of how long the student has been out of the room.

## (d) Level 2 behaviours

If a student's behaviour is not dealt with through the variety of methods listed above, a member of staff would complete an incident report in Bromcom after the lesson explaining what has happened and the consequence they have decided upon. These would include a centralised lunch time detention, a phone call home, a learning discussion between themselves and the student. In certain circumstances, an after-school detention may be appropriate.

## (e) 'On Call'

If a student continues to disrupt a lesson or is extremely rude to a member of staff, they must be parked in the first instance with the HOD or another member of the department. If there is no other member of the department available, staff should arrange to park the student with a nearby supportive colleague. The following things must happen in order if this situation arises:

- ✓ student is given the 'On Call' card and told where they need to go for the rest of the lesson
- ✓ student is given work to complete for the rest of that lesson
- ✓ the teacher arranges a reintegration meeting with the appropriate support
- ✓ if a student refuses to move, remind them that refusal to go where they have been asked will mean an automatic day in isolation or senior detention
- ✓ then send a note to the HOD for support
- ✓ if the student still refuses to co-operate with the HOD/senior member of the department, a note or e-mail should be sent to reception who will then contact the senior member of staff who is 'on call' to remove the student

## **(f) Recording incidents of poor behaviour**

All incidents of poor behaviour at level 2, 3, 4 or 5 should be recorded electronically on Bromcom. Incidents of disruptive behaviour in lessons should be recorded in the Behaviour section. These will only be completed for behaviours at level 2 or higher. These must describe what sanction has taken place for level 2 and 3 incidents. Most of the incidents at level 2 or 3 will be resolved at department level. HODs should give students the opportunity to give their side of the incident either verbally or via a 'Student incident report'.

There are also community incidents that should be recorded. These are completed by staff if there has been a problem with a student's behaviour around the site. Commonly these will be to do with vandalism, bullying or a disagreement between two children. These will mainly be resolved by HOYs, SWMs and tutors. Perpetrators and witnesses will be expected to give evidence via a 'Student incident report', paper copies of which can be found in the pigeon holes.

The introduction of same day sanctions also requires staff to complete the electronic detention notification form so that staff running the centralised detention know who to expect in the 'B2' lunchtime detention and also the 'B3' After School detention. This system is used to trigger reminder slips for ASDT's each day along with a notification text message to parents. It is the subject teachers responsibility to ensure the B2 reminder slips are issued to students/students are clear they have a B2 detention. Support guides for this process are available for staff to ensure the smooth operation of the system.

## **(g) Withdrawal from lesson or activity**

In some cases, it may be appropriate for a student to work with another member of the department or HOY for a series of lessons. Parents must be informed why this is happening and for how long and a plan for reintegration to the original group must be drawn up.

If there are concerns over a student's participation on a trip, these must be raised with the parent and student. This should only happen in the most exceptional circumstances and there is a serious risk of alienating students if this is used without proper consideration. It should be done before the letters are sent out and a risk assessment must be drawn up outlining concerns and what can be done to mitigate possible problems. An acceptable behaviour contract should explain to the student and the parent what behaviour is expected of them in order for them to be able to go on the trip and what would mean that they were unable to go on the trip. Work for the day must be provided for any students who are not able to go a trip and this would include students in these exceptional circumstances.

## **(h) Detentions**

Detentions should be used sparingly. If a student is repeatedly getting detentions but their behaviour is not changing, it would be wise to think of a different approach to change their behaviour. As a staff, we have agreed that after school detentions will be only set for the following reasons:

- Persistent disruption of lessons
- Persistent use of bad language
- Persistent lateness
- Complete refusal to co-operate
- Malicious damage of property
- Aggression towards another student
- Serious rudeness to a member of staff
- Refusal to meet with a member of staff to resolve Level 1 or 2 behaviours
- Refusing to complete work
- Truancy from your lesson
- Failure to attend B2 centralised detention
- ASDT as part of isolation sanction

After school detentions are scheduled to happen the same day for incidents logged Period 1-4 and for those who don't attend their B2 centralised detention. Legally, staff no longer need to give parents notice of a detention and can detain students that night. We believe parents should be informed and the procedures around the same day sanctions and the detention notification log triggers a text message to parents informing them, of the sanction. Bromcom is then used to log the detail behind the detention and parents can view this via MCAS

The detention will be for 45 minutes although if disrupted additional time will be added on by the staff running the detention. If a student misses the detention the tracking grid will be updated accordingly and the student will be placed into extended isolation. Wherever possible this will be the next day.

### Senior staff detention

This will be held every Thursday from 1.15pm until 4.00pm. This will be used for students who may have:

- ✓ Refused to co-operate with a HOD after being removed from a lesson
- ✓ Failed senior report
- ✓ Missed a number of detentions
- ✓ In KS4, had two incidents of disruption in two different subject areas

Students will be expected to complete work they have not done during lessons in the week. Departments will be expected to provide work if students have had to be collected from their area.

### **(i) Achievement, Behaviour and Community (ABC) target sheets**

The school's 'report' system is used for persistent misbehaviour, truancy, lateness or poor work. They are issued by the year team if there are problems across the school or by departments if the problem is isolated to one lesson. The student must give the target sheet to their teacher at the start of the lesson and they should either pass or fail the student against the targets they are set.

Pastoral target sheets will be produced by SWMs who will produce a spreadsheet that will be e-mailed to staff on a weekly basis. A paper copy will also be placed in the staffroom so all staff can see and add positive comments about students on report. The registrar will also place a mark on lesson register to indicate which students are on a target sheet. SWMs will send a letter home when students go on report and also when they come off a target sheet.

Blank department target sheets will be kept in the staffroom.

## Tutor target sheet – light green

This is the first level of report. It lasts for two weeks. The tutor will set targets in conjunction with the HOY/SWM and check the target sheet every afternoon. They should discuss with the students what percentage of passes they expect the student to meet. If they pass the target sheet for that week, the tutor should set a target to maintain or improve the percentage of passes for the next week. If they pass, they will come off target sheet and parents will be informed by a letter sent by the HOY/SWM. If the student fails the second week, their parents will be informed and they will go on the next level of target sheet.

## HOY/SWM target sheet – light blue

This is the second stage of target sheet. It lasts for two weeks. The HOY/SWM will set targets as above and monitor over the two weeks setting targets for improvement. If the student were to fail, they will move onto the next level of target sheet.

## Senior staff target sheet – dark pink

This is the final stage of target sheet. The above procedures will be followed again. Students who fail this will be placed in senior detention or isolation. These sanctions could be used at an earlier stage if students:

- ✓ fail to complete their target sheet
- ✓ continually lose their target sheet
- ✓ there are a number of incidents over a short period of time that require more serious interventions

## Department target sheet – blue

These would be used by departments if there is a problem principally in their subject area. Blank target sheets will be held in the staffroom and students will be monitored over a two to four week period. The class teacher and/or HOD will contact parents to let them know why their child is on department target sheet and what their success criteria are. At the end of the target sheet period, they will contact the parents and discuss the progress or remaining problems.

## Punctuality/truancy reports – bright green

These are used for students who are persistently late for lessons or who are selectively missing lessons.

## **(j) SWM Teams 'Re Focus' – KS3/4 Behaviour Support**

If a student has not responded appropriately to any of the above sanctions, they will be referred to a Re Focus programme. This usually comprises of a term or twos support from a member of the pastoral team in order to help students Re Focus on engaging with their learning. The support will comprise a series of weekly meetings and targets being set and observation in lessons to see if the progress is being made. A support programme will be drawn up during this period in order to help teacher's manage the behaviour of the student in future. If a student is referred to Re Focus, a Pastoral Support Programme (PSP) may be started. In some

exceptional circumstances, a PSP may be started before involvement with Re Focus. In KS4 all students are supported via the KS4 behaviour policy, a series of additional support consequences used to help secure a positive learning environment. Further information about this may be found in section 4g.

## **(k) 'Isolation'-working under the supervision of a member of staff away from their peers**

Where appropriate a student may be withdrawn from lessons and registration periods, and will be supervised by a member of staff. Work is provided for students to complete. Completed work is sent to the student's subject teacher for marking. The student's teacher will provide work for students to complete whilst in 'isolation' unless departments have provided materials beforehand for use. Parents are informed when a student is placed in isolation. The 'isolation' may be all day or for periods 3-5, and all isolations include a 45 minute ASDT.

During 'isolation' students are supervised by a member of staff. Students on reception duty will collect orders for food and drink at break and lunch time. Students go for a walk with a member of staff over lunchtime to get fresh air and stretch their legs.

The expectations of the 'isolation room' are displayed in the room and a student must follow them for the amount of time they are in the room. The longest any student would be expected to be placed in isolation is three days. However, if students fail to follow the instructions of the room, they will have to redo the day they have failed meaning their stay in the room could be longer than three days. It is important that all staff are consistent in enforcing the rules of the isolation room and insist work is completed and students are silent. Students who do not follow the rules must be failed for the period by staff. Students will complete a reflection log whilst in the room and take this to an identified member of staff at the end of the day. Failure to do so will lead to them repeating the next day in isolation. They will also have reflection activities to complete whilst waiting for work to arrive. These must also be completed during the day.

Students could be placed in isolation for any level 4 disruptive or bullying behaviours.

## **(l) Lunchtime exclusion**

Students whose behaviour at lunchtime is disruptive may be excluded from school premises for the duration of the lunchtime. A lunchtime exclusion is counted as one half of a school day. Taking into account the student's age and vulnerability, the Head, Deputy or student's Head of Year will ensure that the student's parent has been contacted and is available, if appropriate, to arrange collection and supervision of the student during the lunchtime exclusion.

Lunchtime exclusion will not normally exceed a week and if this is the case alternative strategies would be discussed with the parents. Students on free school meals will be issued with a packed lunch.

## **(m) Exclusions**

A decision to exclude a student for a fixed period or permanently should be taken only when

- (1) there has been a serious breach of the school's behaviour policy and/or
- (2) if allowing the student to remain in school would seriously harm the education or welfare of the student or other students in the school i.e.
  - ✓ persistent refusal to co-operate
  - ✓ persistent disruption
  - ✓ persistent bullying
  - ✓ violence towards another student

- ✓ threats towards staff
- ✓ physical abuse of staff
- ✓ being under the influence of alcohol or drugs
- ✓ destruction of school property or premises
- ✓ theft
- ✓ other criminal offences
- ✓ a one off serious incident

Where a student has been identified as at risk of exclusion a range of strategies will be used to support the student. There are precise regulations for dealing with exclusions. The Head of School and the Deputy Head of School in the absence of The Head of School will follow these procedures.

### Fixed Period: Usually 1-3 days, sometimes longer.

The Head of School may exclude a student for one or more fixed periods but the total should not exceed 45 days in any one school year. If 15 days of fixed term exclusions happen across a term, a Governors disciplinary panel will be assembled as the behaviour exhibited will place the student at risk of permanent exclusion. A fixed period exclusion should be as short as possible. During the first five days of the exclusion the school will make arrangements for work to be set and marked. This will usually be done via online learning. In some cases, a parent will be invited in at the start of the exclusion to clear up any issues surrounding the exclusion and ensure the student has the appropriate work to complete at home. Where the fixed period exclusion exceeds 5 days the school will arrange suitable full-time education from the sixth day of the exclusion. Again, this will usually be online learning. Students who return after a fixed term exclusion may be placed on report to monitor their reintegration to school.

### Permanent Exclusions

A student will only be permanently excluded following serious breaches of discipline or if the education or welfare of students and others at the school would be harmed by the continued presence of the student in the school. Permanently excluding a student is a very serious matter and will only be taken when all other strategies have been tried. However, there are exceptional circumstances when it would be appropriate for the school to permanently exclude a student for a single offence. These might include:

- ✓ serious violence, threatened or actual, against another student or member of staff
- ✓ sexual abuse or assault
- ✓ supplying an illegal drug
- ✓ carrying an offensive weapon

An offensive weapon is any article made or adapted for the purpose of causing injury to a person or an article which has a blade or a sharpened point.

When the decision has been made to permanently exclude a student, parents will be notified immediately, if possible by telephone. This will then be followed by a letter of confirmation. The governing body, Local Authority and the Exclusion and Reintegration Team will also be informed.

### Procedures following a Permanent Exclusion

A student who has been permanently excluded remains on the school's roll until any appeal against the exclusion has been determined or it is confirmed that no appeal is to be lodged either because the time limit to do so has expired (15 days from the day of the permanent exclusion) or the parents have informed the LA that they do not intend to appeal. If a parent



accepts a planned transfer they will remain on roll until a planned transfer has been arranged and the new school take the student on roll.

## 4. Other factors

### (a) **Students out of lessons – behaviour toolkit passes**

Any student who is out of their lesson must have an appropriate pass provided from their teacher. Every teacher will be given a supply of these at the start of the year and there will be spares in the staffroom pigeonholes. Any student without a pass will be sent back to their lesson.

Some students will try to get sent home saying they are sick. Please follow the first aid/medical procedures if this happens.

### (b) **The role of students in the policy**

Students will have a range of ways of supporting the policy. There will be two support services managed by the student council. Any students on these panels would be given detailed training and supervision.

One will be a bullying panel which will attempt to resolve minor problems between students. Year 8 buddies would resolve problems in year 7. A panel of 6<sup>th</sup> formers and upper school students would resolve problems in years 8-10. These would be based around the ideas of restorative justice.

The other panel would be a behaviour reflection panel. This would be made up of upper school students and 6<sup>th</sup> formers and they would meet with students who were disrupting lessons on a regular basis and talk to them about the impact their behaviour has on students in an attempt to use peer pressure to change behaviour.

We will also conduct regular online student surveys in an attempt use more pressure to get students to reflect on their disruptive behaviour. These surveys will be anonymous and we will discuss with classes the results in order to reveal to disruptive students what their peers really think of their behaviour.

### (c) **Behaviour4Learning**

We will use the electronic voting pads or Kahoot to get feedback from every class we teach in order to see if we are engaging students on the basis of our B4L policy. This will involve a standardised set of questions students answer anonymously after training them in how to use the system and the importance of taking the exercise seriously. Results will be discussed by the teacher, HOD and line manager and used to plan for improving learning for students in the future.

### (d) **Confiscation of inappropriate items**

#### **What the law allows:**

There are two sets of legal provisions which enable school staff to confiscate items from pupils:

- 1) The **general power to discipline** enables a member of staff to confiscate, retain or dispose of a pupil's property as a punishment and protects them from liability for damage to, or loss of, any confiscated items. The legislation does not describe what must be done with the confiscated item and the school behaviour policy may set this out; and
- 2) **Power to search without consent** for "prohibited items" including:

- knives and weapons
- alcohol
- illegal drugs
- stolen items
- tobacco and cigarette papers
- fireworks
- pornographic images
- any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property
- any item banned by the school rules which has been identified in the rules as an item which may be searched for

The school will make a decision as to whether to return any confiscated item to the student, the parent or to hand it over to the police. In most cases it is likely that a confiscated item will be held securely by the school and returned to a parent. This will usually be the case with a piece of prohibited uniform. If mobile phones are being used in an inappropriate manner or prohibited time, the school will confiscate these from a student. The phone will be returned to the student at the end of the school day the first time it is confiscated; each subsequent confiscation will require parental collection.

## **(e) Power to use reasonable force**

The legal provisions on school discipline also provide members of staff with the power to use reasonable force to prevent pupils committing an offence, injuring themselves or others or damaging property, and to maintain good order and discipline in the classroom.

The Head of School and authorised school staff may also use such force as is reasonable given the circumstances when conducting a search without consent for knives or weapons, alcohol, illegal drugs, stolen items, tobacco and cigarette papers, fireworks, pornographic images or articles that have been or could be used to commit an offence or cause harm. Force **cannot** be used to search for items banned under the school rules.

Our advice is to refrain from unnecessary and avoidable physical contact with students at all times. The following procedures should be followed in the rare instance of force being necessary:

1. An act of restraint must be a course of last resort. It must be preceded by instruction and order. If a teacher decides that physical restraint is necessary, they should say aloud what they are going to do.
2. As soon as compliance occurs, the act of restraint must stop.
3. Responses under these circumstances might include: holding a student's arm (not the wrist, unless unavoidable), firmly moving a student by placing a hand at the centre of the back, physically intervening between students
4. The entire incident must be reported to a member of the leadership team, as soon as possible. A full report will be required and logged in our bound book; held securely with the HR manager. The Head of School must be notified within 24 hours of all incidents.

## **(f) Pupils' conduct outside the school gates – teachers' powers**

### **What the law allows:**

Teachers have a statutory power to discipline pupils for misbehaving outside of the school premises. Section 89(5) of the Education and Inspections Act 2006 gives head teachers a

specific statutory power to regulate pupils' behaviour in these circumstances "to such extent as is reasonable."

The school's behaviour policy should set out what the school will do in response to all non-criminal bad behaviour and bullying which occurs anywhere off the school premises and which is witnessed by a staff member or reported to the school, including the punishments that will be imposed on pupils. Fitzharrys School will apply the sanctions from our ABC levels to incidents outside of school.

Subject to the school's behaviour policy, the teacher may discipline a pupil for any misbehaviour when the child is:

- taking part in any school-organised or school-related activity or
- travelling to or from school or
- wearing the school uniform or
- in some other way identifiable as a pupil at the school.

or misbehaviour at any time, whether or not the conditions above apply, that:

- could have repercussions for the orderly running of the school or
- poses a threat to another pupil or member of the public or
- could adversely affect the reputation of the school.

The school will enforce the ABC level sanctions if a student is in anyway rude to a member of staff outside of school hours. This includes the use of social media. The school will also apply the ABC level sanctions if students use social media to bully other students outside of school hours. Although the school will support with incidents outside of school as appropriate this doesn't replace the rights of staff, students and their parents or any other aggrieved parties to report any poor behaviour to Thames Valley Police.

### **(g) Eradication of low level disruption in KS4**

The school takes a firm line on any type of disruption to learning, especially at KS4. The school works with students in KS3 to support them to learn how to behave appropriately for learning. If students continue to disrupt learning in Key Stage 4, the following sanctions will be applied.

If a student has two or more incidents of disruption at level 2 or above in two different subject areas in one term, they will receive a three hour senior detention on a Thursday between 1.10-4.10pm. In this detention they will complete work they are behind on from subjects where they have disrupted learning. Work from other subjects may also be completed during this detention. If they refuse to attend the detention the next sanction will be automatically applied although it will be extended until 4.15 for each day.

After the detention has been completed, if the student then disrupts another lesson in a 3<sup>rd</sup> subject area, they will spend two days working in 'isolation'. If they fail to co-operate during the two days of 'isolation' the next sanction will be automatically applied.

After the 'isolation' has been completed, if the student then disrupts another lesson in a 4<sup>th</sup> subject area, they will be excluded for 5 school days. Before the exclusion, the student will be given at least 25 hours of work to complete at home with instructions on what to do. This work must be completed during the exclusion and presented at the readmission meeting. If the work is not completed, the school will consider extending the exclusion until the work is completed.

Parents must contact the school during the exclusion for further guidance if their child says they do not understand the instructions for one of the pieces of work.

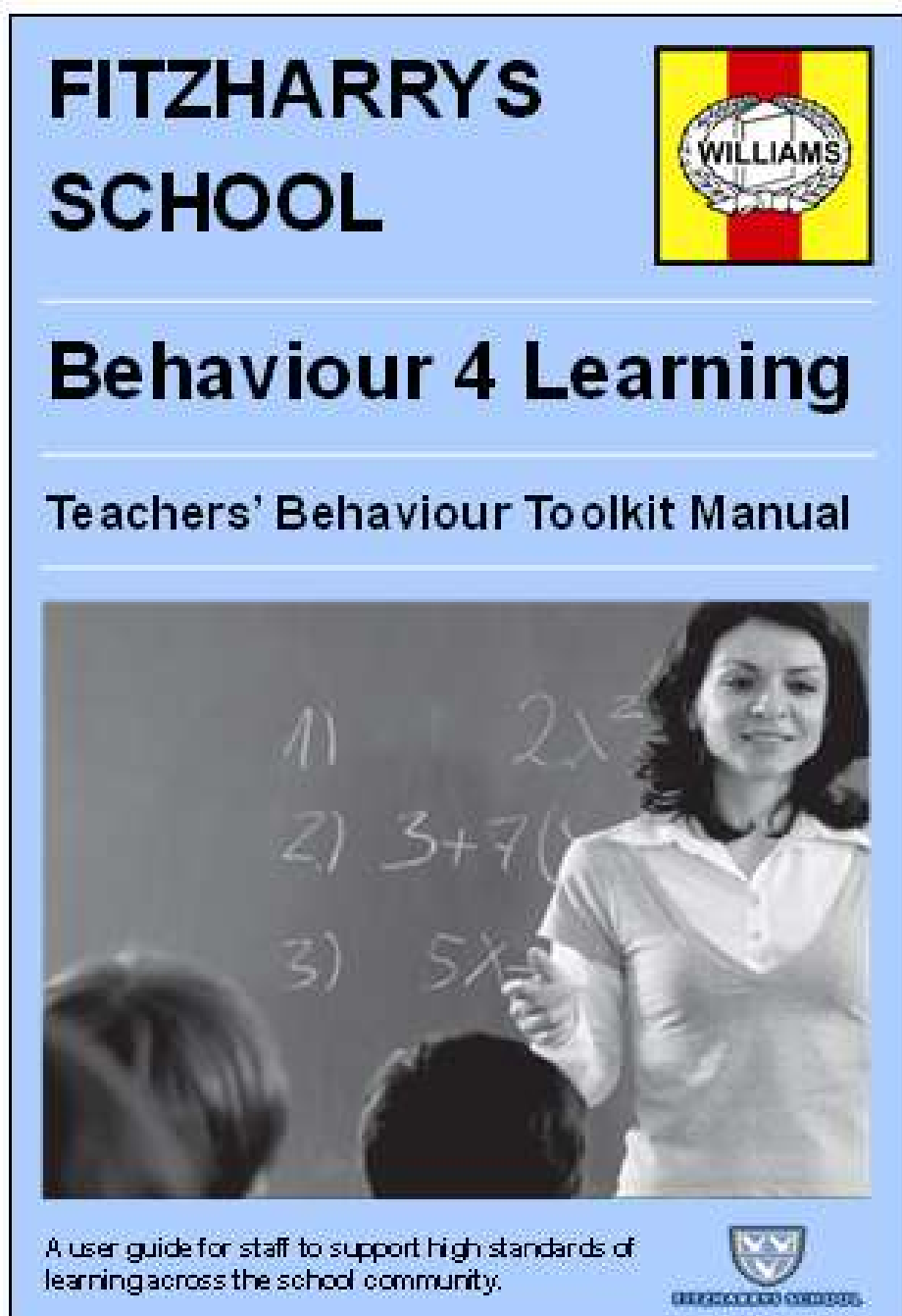
If after returning from exclusion the student the student disrupts another lesson in another subject area, they will be excluded for a further 5 days. At the start of each new term, the incident report count will be reset to 0 and the process will start again. The school may decide to apply these sanctions if a student is persistently disrupting just one or two subject areas.

## **Monitoring and evaluation**

The implementation of the behaviour policy will be subject to regular reviews by the school. Feedback will be provided to governors Education Standards Committee meetings as well as SLT meetings. An annual review will be undertaken by the SLT lead with interested colleagues to secure further adjustments and improvements.

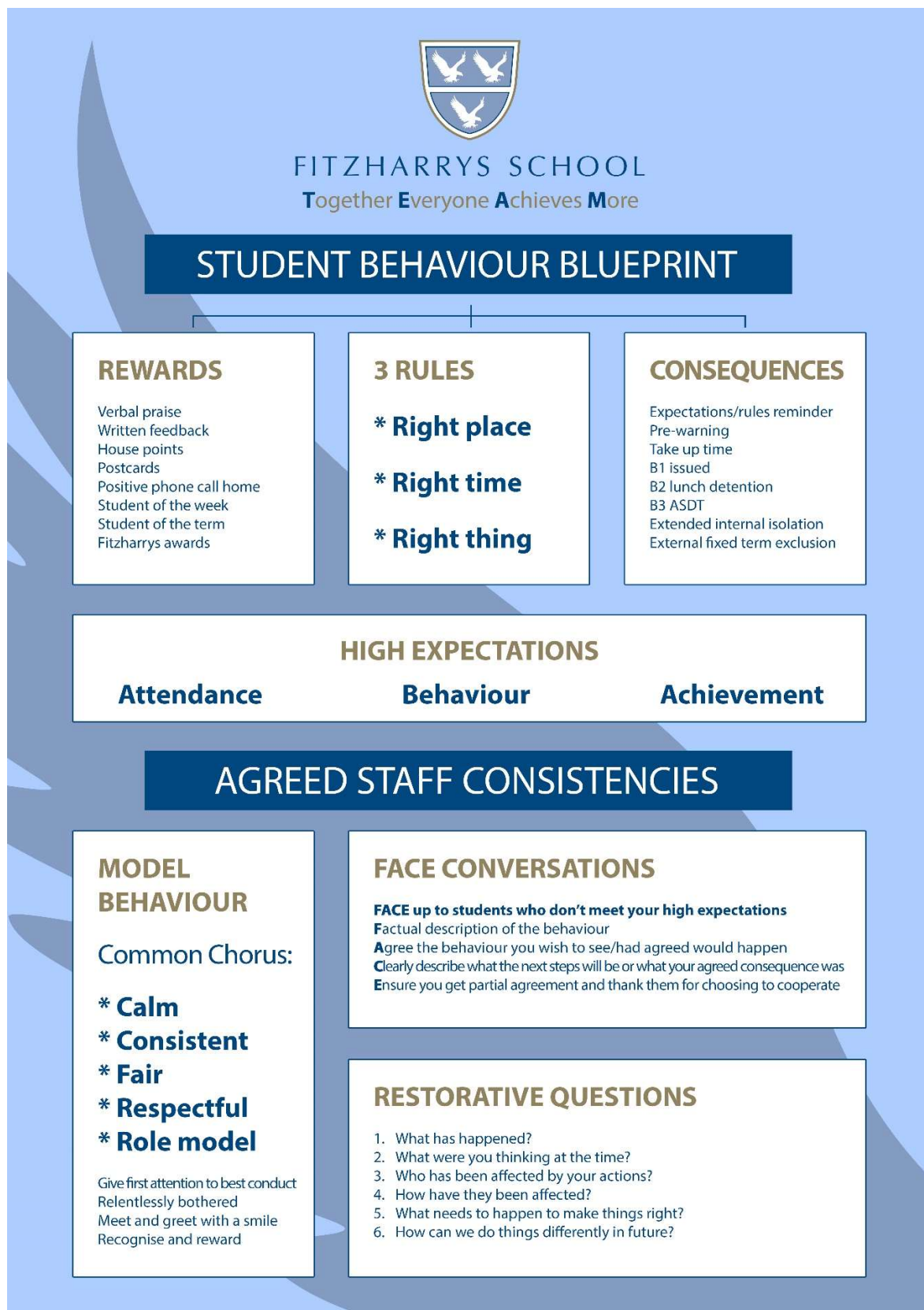
**Appendix One - Behaviour toolkit manual**

The supporting behaviour 4 learning toolkit manual issued to staff offers a guidance to staff and helps secure the consistent application of this behaviour policy. All staff receive a copy as part of their staff induction along with a behaviour briefing session. Further updates are issued to staff as part of staff INSET training and supporting CPD sessions. The most recent copy of the manual is available for staff via the internal share point site.




## Appendix Two – Support Posters

### Staff Behaviour Blueprint















## Classroom Behaviour Blueprint



**FITZHARRYS SCHOOL**  
 Together Everyone Achieves More



REWARDS	THREE RULES	CONSEQUENCES
 <b>Verbal praise in your lesson.</b>	<b>Always be in the...</b> <b>RIGHT PLACE</b> , at the <b>RIGHT TIME</b> , doing the <b>RIGHT THING</b>	<b>Behaviour warning issued by teacher</b> <span style="font-size: 2em; float: right;"><b>B1</b></span>
 <b>Positive written feedback on your work</b>	<b>HIGH EXPECTATIONS</b>	<b>Centralised LUNCH detention at 1.30</b> <span style="font-size: 2em; float: right;"><b>B2</b></span>
 <b>House Points</b>	 <b>Be here every day, arrive on time ready and prepared to learn</b> <b>Ensure your attendance is in the GOLD Zone on the Attendance Diamond</b>	<b>Same day after school detention 45 minutes</b> <span style="font-size: 2em; float: right;"><b>B3</b></span>
 <b>Postcards / Positive call home</b>	 <b>Always fulfilling the THREE R's</b> <b>Respect and good manners should be at the core of everything you do</b> <b>Wear your uniform with pride at all times</b>	<b>Extended internal isolation</b> <span style="font-size: 2em; float: right;"><b>B4</b></span>
 <b>Student of the week award</b>	 <b>FOCUS on your learning and work to the best of your ability each and every day, each and every lesson and at home</b> <b>With a GROWTH MINDSET you can achieve whatever you want to...</b>	<b>External Fixed Term Exclusion</b> <span style="font-size: 2em; float: right;"><b>B5</b></span>
 <b>Fitzharrys Awards</b>		

## Behaviour Bookmark

Teacher: \_\_\_\_\_

**BEHAVIOUR & LEARNING**  
**STAFF CONSIDERATIONS**

**MODEL BEHAVIOUR**

- ◊ Our agreed Common Chorus... ALWAYS
- ◊ Calm Consistent
- ◊ Fair Respectful
- ◊ Positive Role Model
- ◊ Meet and greet with a smile
- ◊ Give first attention to best conduct
- ◊ Recognise and REWARD (3:1)
- ◊ Relentlessly bothered

**FACE CONVERSATIONS**  
FACE up to students who don't meet your high expectations

**RESTORATIVE CONVERSATIONS**  
A focus on what went wrong, who has been affected and what needs to happen to make things right. How will next lesson be different?

**FRESH START NEXT TIME**

Teacher: \_\_\_\_\_

**BEHAVIOUR & LEARNING**  
**STAFF CONSIDERATIONS**

**MODEL BEHAVIOUR**

- ◊ Our agreed Common Chorus... ALWAYS
- ◊ Calm Consistent
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**FRESH START NEXT TIME**

Teacher: \_\_\_\_\_

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**STAFF CONSIDERATIONS**

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Teacher: \_\_\_\_\_

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**STAFF CONSIDERATIONS**

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**FACE CONVERSATIONS**  
FACE up to students who don't meet your high expectations

**RESTORATIVE CONVERSATIONS**  
A focus on what went wrong, who has been affected and what needs to happen to make things right. How will next lesson be different?

**FRESH START NEXT TIME**

## ABC levels



## Levels

### ACHIEVEMENT BEHAVIOUR COMMUNITY



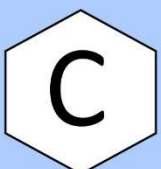
### ACHIEVEMENT

Positive Behaviours	Level	Likely reward
Positive contribution in lessons.	1	Teacher praise.
Excellent progress or contribution in a lesson/over a series of lessons.	2	House points/postcard.
Excellent progress over a term, excellent behaviour and attendance over a term.	3	Department/HOY commendation, termly prize draw, termly afternoon invite.
Sustained progress and or attainment over two terms or longer.	4	Fitzharrys Awards, School colours, Achievement Awards.
Excellence over the year in a subject or area.	5	Presentation evening awards, Head's awards.



### BEHAVIOUR

Disruptive Behaviours	Level	Likely Sanction
Talking over teacher, lateness, work not completed, mobile phone/use, throwing things.	1	Classroom teacher interventions. These will include verbal warnings, being moved, cooling off time.
Repeating Level 1 behaviours. Rudeness to staff, rudeness to other students, refusal to follow instructions, regular lateness.	2	Break time/lunch time detention, phone call home, learning discussion with teacher, incident report completed.
Continuing to disrupt lessons and/or refusal to follow instructions and/or rudeness to staff.	3	Removal to HOD with work, department detention, readmission meeting with HOD and teacher, parents and/or HOY involved.
Regularly repeating the above behaviours, refusal to go to a HOD, failure on senior report.	4	Removal by a senior teacher, isolation, senior detention.
Persistently refusing to co-operate, persistent disruption, threatening staff, one off serious incidents.	5	Exclusion.



### COMMUNITY

Bullying Behaviours	Level	Likely sanction
Name calling.	1	Warning and bullying incident report written.
Repeating name calling, threatening another student, ganging up on another student.	2	Loss of breaks/lunchtimes. Bullying incident report written.
Continuing any of the above behaviours despite warnings.	3	Tutor/HOY detention and parents involved. Bullying incident report written.
Regularly repeating the above behaviours. Racism, homophobia, hitting another student.	4	Isolation/senior detention. Bullying incident report written.
Persistently behaving as above despite previous warnings. One off serious incidents or violence.	5	Exclusion.




TOGETHER EVERYONE ACHIEVES MORE

## Fitz Five

# The Fitz Five

Thank you for...

- 
- F**ollowing instructions and taking part
  - O**rganising yourself and your equipment
  - C**onsidering and respecting other people's views
  - U**sing electronic devices only when asked to
  - S**peaking politely and actively listening
- F O C U S** on learning



## Good manners at Fitzharrys



## Appendix Three - Explanation of sanctions and levels.

Disruptive Behaviours	Level	Likely Sanction
Talking over teacher, lateness, work not completed, mobile phone/use, throwing things.	1	Classroom teacher interventions. These will include verbal warnings, being moved, cooling off time.

These are the most common low-level behaviours we are likely to have to deal with. These will generally be dealt with the range of behaviour management skills we have - low level, non-intrusive, non-confrontational and positive re focusing on work.

Repeating Level 1 behaviours. Rudeness to staff, rudeness to other students, refusal to follow instructions, regular lateness.	2	Break time/lunch time detention, phone call home, learning discussion with teacher, incident report completed.
---	---	--

Again, the range of behaviour management skills we have in our tool kit would be used to manage these behaviours but the consequence delivered by the classroom teacher is more serious. Students should be warned that their behaviour is becoming level 2 and they risk a more serious consequence.

Continuing to disrupt lessons and/or refusal to follow instructions and/or rudeness to staff.	3	Removal to HOD with work, department detention, readmission meeting with HOD and teacher, parents and/or HOY involved.
---	---	--

Students should be warned that they have the choice to co-operate or the choice to work with the HOD (or member of staff on a department parking rota) before they have to work somewhere else. Level 3 is where after school detentions would be used as a consequence.

Our agreement is they are given for:

- Persistent disruption of lessons
- Persistent use of bad language
- Persistent lateness
- Complete refusal to co-operate
- Malicious damage of property
- Aggression towards another student
- Serious rudeness to a member of staff
- Refusal to meet with a member of staff to resolve Level 1 or 2 behaviours
- Refusing to complete work
- Truancy from your lesson

Regularly repeating the above behaviours, refusal to go to a HOD, failure on senior report.	4	Removal by a senior teacher, isolation, senior detention.
---	---	---

Although the department would want to follow up with a student involved in level 4 behaviours, this is where whole school pastoral sanctions would also be used. This would involve PSM/HOY

interventions and support as well as senior detentions and or isolation. It is important to warn any student who is either refusing to go and work with the HOD or refusing to co-operate with the HOD that if a senior member of staff is called they will automatically have either a day in isolation or senior detention on top of any other sanction for the behaviour that has led to the situation in the first place.

Persistently refusing to co-operate, persistent disruption, threatening staff, one off serious incidents.	5	Exclusion.
---	---	------------

This level of behaviour would be dealt with by the Leadership Team.



## Appendix Four – Examples of good practice at Fitzharrys.

Level	Type of behaviour	Examples of how to successfully manage this behaviour
1	Shouting out	Reminder of rule, do away with hands up. Reminder of (s) of focus, calmy. Give them a task. Use common sense. Hands – down questioning. Ignoring. Being very quiet. Ask politely. “The look”. Ignore – so that does not exacerbate. Warn and monitor. Remind student of classroom expectations/routines. Use humour. Ignore it. Take student out. Give them 5 chances to answer questions, praise others for not shouting. “Great idea, next time put your hand up”. Don’t react negatively. Gentle reminder – “thank you for point, next time please put your hand up”.
1	Throwing paper	Pick up paper at time suits teacher. Making them stay at end of lesson to clear up. Quiet work, paper bin. Make them pick it up. If they don’t they clear the room at the end. Alternative given. Ignore it at the time but keep student behind to pick up the paper. Student picks it up. Tell them not to throw things – politely.
1	Not completing work/ or doing what you expect of them as an individual	Check why not completed – too hard/difficult or choice = catch up. Review whether task is accessible. Gentle reminder. Getting them to come back to complete work. Asking why. Buddying with another student. Encourage, ask – isolate move. Warn, make up in own time. If repeated “Give it to me – you get it back at the end of lesson if not then it will be more serious”. Discussion with student re: the reasons why they work has not been completed. Praise students who have completed work. Look at lesson structure. Constant monitoring. First find out what the problem is. Points system for team to complete work. Can break task into small chunks – if not understanding (timescale used). Approach student discretely. Offer to scribe, work with them.
1	Mobile phone or electronic device used without permission	Mobile phone or electronic device to be confiscated. Remind the student of the very clear rules and expectations. Confiscated phone to be taken to main reception as soon as possible after the lesson/confiscation.
1	Lateness	Check why late. Payback in own time (i.e., break or lunch). Ask them why? (now or later). Ask for yellow form/ask why/ask for pass. Welcome, post-one sanctions. Taking up time missed and keep behind after Pd 2 or 4 if possible. Warn and monitor. Reward

# BEHAVIOUR POLICY

17

		punctuality, phone home. Make up minutes, reward punctuality, not confrontational when they are late.
1	Talking over teacher	The 'look'. Go and stand next to them. Pause in teaching. Non-verbal cues/verbal. Waiting for silence. Thank those who are being quiet. Names of those talking on paper, countdown 3-2-1, tally of how many times interrupt, each time = 1 minute lunch/break. Remind of expectations. Continue and move next to them and make hand motion to be quiet. Reminder of expectations. When teachers talk, need silence (so not talking over students). Refer to Fitz Five, Focus on consequences of student talking over teacher – send student who is talking to LSAs.
1	Getting out of seat without permission	Reminder of rule. Reminder, invite them to sit next to teacher, asking why. There are people out of their seats – there are opportunities to move around. Discussion as to "why". Praise the students who ask for permission.
1	Calling another student names	Reminder of rule, speak to them, get them to apologise. Keep behind after lesson for discussion. Fill in incident report.
1	Graffiti on desk	They remove in own time. Get them to clean it off
1	Swearing when speaking with a member of staff	Rule reminder. Remind others that this is offensive, reminder about appropriate language. Immediately address with a comment such as "polite language please". Reminder of expectations, repeat performance – detention. Phone home.
1	Not having equipment	Form time equipment check, asking for planner, book, pen on desk at start of lesson
1	Incorrect uniform	Reminder about correct uniform, checking uniform as come in and leave
2	Rudeness to staff	Discussion with member of staff (break/lunch) quiet work to one side/outside. Remind of appropriate language and expectations. Expect apology, if repeated remove from classroom – to HOD, incident report.
2	Refusing to follow instructions	As above. Remind them of the importance of what they are doing.
2	Breaking school property	First identify – deliberate/accidental. Follow up detention – write to parent – pay for. Record and follow up with a bill. (Detention type to be determined by the incident)
2	Swearing regularly when speaking to a member of staff	Reminder of rule; refer to good manners poster and expectations. Remind them that it is not appropriate. B3 detention and incident logged on Bromcom

2	Regular lateness	Identify why – is this deliberate? Is it because of the lesson before? Monitor and identify any patterns and schedule follow up B2 detention/ catchup to make up missed learning
3	Repeated disruption	Ensure use of behaviour warnings and FACE conversations using stepped approach and B1, B2, B3 terminology. Clear warnings and failure to engage with previous consequences result in B3 being issued. Student may remain in the lesson or be removed to parking. B3 detention set and incident logged on Bromcom
3	Serious disruption	Student to be removed from the lesson – faculty parking to be implemented. Student to be sent to identified parking with supporting work. Follow up conversation to happen with support of HoF to support return next lesson. B3 detention and incident logged on Bromcom
3	Repeated rudeness to staff	Previous reminders not adhered to – student removed from the classroom to faculty parking / HoF. Follow up B3 detention and incident logged on Bromcom
3	Refusal to go to parking	Support to be sought from HoF/ neighbouring colleague to encourage removal to the correct parking location. Failure to do so to be passed to on call for support.
3	Failure to hand over mobile phone or electronic device used without permission	Student fails to respond to confiscation request... do not enter into conflict with them but confirm that the matter will be passed on to SLT via on call. On call will attend and remove the phone resulting in a B3 detention for the initial removal. Further refusal will result in removal from lessons.
3	Refusal to go to parking when asked to by supporting HoF	On call alerted – SLT on call to attend and support with removal of student to faculty parking. Failure to cooperate triggers 'isolation'
4	Swearing at a member of staff	Student removed from lessons/ circulation and circumstances of incident confirmed. 'Isolation' decided by level of swearing and interpretation of direct/indirect nature of comments.
4	Failure to cooperate with faculty parking	P3-5 plus ASDT issued for students failure to cooperate with faculty parking.
4		

## Appendix Five - Our Common Chorus.

### **Behaviour 4 Learning consistent approach.**

1. What's your best bit been?
2. What can you do to make it even better?
3. Everyone deserves respect
4. R U B 4 L?
5. Have you had the HOTS?

### **OFSTED - Behaviour and safety - Good**

'In lessons, pupils demonstrate positive attitudes towards their teacher, their learning and each other. Their good levels of engagement allow lessons to flow smoothly throughout so that disruption is unusual. Pupils, including those with identified behavioural difficulties, respond very well to the school's strategies for managing and improving behaviour, *which are applied consistently.*'

### **What are the key things to say at the start of every lesson + Fitz Focus?**

1. Positive greeting.  
'Hello. Good to see you. How are you?'
2. Sort out uniform.  
'Let's get dressed for success.'
3. Equipment and planner out.  
'Equipment and planner on desks, please.'
4. Enthusiasm for task.  
'Let's all get ready for a great lesson.'

### **What do we say when we are managing poor behaviour?**

Mean what you say – body language, tone of voice (disappointment, surprise, calm but firm). Explain your disappointment as well in light of your high expectations of the child.

Please and thank you attached because of expectation of compliance.

'I'd like you to choose to complete your work. Thank you.'

'Please do not speak when I am speaking. Thanks.'

Use language of choice. Emphasise consequences because of their choices.

Describe the behaviour and not the child.

Remind of Fitz Five and give take up time for child to make right choice.

Use our FACE conversations to challenge students who don't meet your high expectations...

**USE NAME** 'We are trying to have a discussion here and at the moment you are talking to your neighbour. You need to be choosing to listen politely with everyone. Can you please choose to listen politely from now on? Excellent. Thanks very much.'

**USE NAME** 'You are still choosing to talk with your neighbour when you agreed a few minutes ago that you would choose to listen politely, didn't you? It is not fair on everyone else if you are not listening politely. I would like you to please choose to continue to listen politely without talking. If you choose not to do that you will be choosing to move to sit here and work. Do you understand? Excellent. Thanks very much.'

**USE NAME** 'You have continued to choose to not listen politely. We agreed that you would listen politely, didn't we? What did we also agree would be the choice you would be making if you continued to not listen? Ok, please sit here now. Thank you. It is important that you now choose to listen politely for the rest of the lesson.'

### **How do we use the language of levels in our discussions with students?**

Ask students to identify where they are on the levels.

Highlight how behaviour could move from one level to another.

Add the levels to the three step descriptions.

Point to the levels in discussions on behaviour.

'If you continue to behave like this, what level will your behaviour be at? What is a possible consequence of that?'

### **What will we say at the end of every lesson?**

1. Praise for success in lesson – personalise where necessary.  
'Well done for your effort/progress/engagement.'
2. Even better if.  
'In the next lesson things can be even better if we..'
3. Uniform.  
'Are you still dressed for success?'
4. Thanks and byes.  
'Thank you. Bye and have a good .....

## Appendix Six – B4L Top Tips – Staff INSET summary

### Behaviour 4 Learning Top Tips

#### Faculty Top Tips

1. Discipline is fought at the edges. DO sweat the small stuff.
2. Plan for good behaviour
3. Give students choice – use the word ‘consequence’ rather than specifics
4. Hold conversations in private
5. Consistent – for every student - + / - Be fair
6. Reward students when they are good – hit the 3:1 rewards:sanctions ratio

#### Consistency is key

- Follow policy
- Be explicit... consequences
- Record incidents on system (Bromcom)
- In lessons & outside of lessons
- Discipline is fought at the edges
- Do sweat the small stuff

#### High Expectations

- Made clear to the students
- Take ownership of the classroom
- Setting the tone of lesson / room / environment

#### Teacher

- Teacher on time and prepared
- Organised lessons – Engaging – Interesting – Range of learning activities
- Calm start
- Plan for good behaviour
  - No ‘free’ time
- Settlers / entry activity – ‘Hook’
- Seating plans
- Meet and greet.
  - Classroom (at door)
  - Around school
- Understanding of policy and systems
- Faculty parking organised
- Let students feel liked / take an interest in them



## Strategies

- Stop, wait!
- Body language & eye contact
- 'The look' / evil eye!!
- Comment on past (good) behaviour
- New lesson – New start
- Positive attitude – despite an 'previous' or history
- Deal with lateness (+ others) at end of lesson
- Keep a (discreet) note of who is on a B1, B2, B3
- Consistent – for every student - + / - Be fair
- Always follow up
- Give students choice – use the word 'consequence' rather than specifics
- Clear consequences

Record consequences on mini whiteboards

- Record positive praise
- Positive feedback / praise / reinforcement
- Reward positive behaviour 3:1 ratio
- Reward students regularly
- House points
- Eliminate the minor issues
- Manners
- Positive vocabulary (thanks, please)
- Use of humour (tactful)
- Treat 6<sup>th</sup> form the same
- Time out
- Use support appropriately

## Warnings / Consider...

- Be aware of tone
- Private vs public delivery of conversations
- Stay in control
- Stay calm (at all times)
- Refrain from personal comments
- "there are people..." "someone is chewing..."
- Is the poor behaviour because they are struggling

Know the child (check share point for student information)