

TADCASTER GRAMMAR SCHOOL



Toulston, Tadcaster,
North Yorkshire, LS24 9NB

BEHAVIOUR MANAGEMENT POLICY STATEMENT

Written by Deputy Headteacher: Care and Guidance	March 2011
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Rationale
Our Expectations and Core Values

Tadcaster Grammar School has the highest expectations of all students in terms of their behaviour both inside and outside the classroom. Impeccable behaviour is a prerequisite of, and can be a consequence of outstanding teaching and learning.

We value highly the climate of mutual respect that exists within the school and supports a positive and safe learning environment for all. Any community requires basic rules in order for it to function effectively and as such, our young people need clear, unambiguous rules which are understood by all and are focused on supporting effective teaching and learning, as well as ensuring student safety and well-being. This is achieved by the co-operation of all students, staff and parents in meeting the school code of conduct and behaviour management policy. Achievements are celebrated, good work is praised and impeccable behaviour recognised by the positive atmosphere that is well established.

The overriding aim of the policy is to communicate clearly the values we hope to encourage and clarify the standards of behaviour we expect and will enforce. At the heart of the policy are the principles of fairness, patience, equality and respect and the importance of our school community's shared responsibilities. These are captured in our Values Poster (Appendix 1).

This policy will outline the shared routines, systems and expectations needed to create a positive and disciplined environment. It is essential this policy is applied consistently by all staff, at all times. All staff are responsible for promoting the ethos of the school through their management of students both in and outside of the classroom.

CLEAR – CONCISE - CONSISTENT - COMMUNICATED

All staff have a responsibility to maintain and support the highest of standards of positive behaviour which we expect from students. Whether inside or outside of the classroom the first responsibility for dealing with an incident or issue must be that of the member of staff who is closest to hand. We should never ignore poor behaviour. When we are consistent and rigorous in our approach towards managing student behaviour, we support each other and in turn are more effective.

Our behaviour management policy and procedures have been developed to ensure all staff are empowered to manage student behaviour within a system which is consistent and where the students see that we present a united, and at the same time mutually supportive approach. The following principles are key to the successful implementation of the policy:

Recognise the Positive: the positive element of the policy is the most important and seeks to recognise students for their achievements in lessons and around school. We want to let the vast majority of our students know that we are aware of how well they are working and value this above all else.

Clear Rules: it is important that all students know what is expected of them and the limits. Rules that are ambiguous or not universally enforced set students and the system up to fail. We want to be open and fair with our students, presenting them with clear rules that are about supporting teaching and learning, recognising them for their successes, but having clear and consistent sanctions for when things go wrong. The policy, our consequence pathway guidelines and associated staff guidance offer staff and student explicit rules and expectations.

Using our professional skills: how we implement the policy is crucial to its success and the school. A confrontational approach with students is not often necessary to ensure rules are adhered to and standards upheld. A positive approach, a sense of humour and willingness to listen are very important qualities, alongside all staff modelling what we expect from students in their approach. However we must be consistent in applying the rules and procedures that will require all staff to challenge unacceptable behaviour wherever and whenever it occurs.

The behaviour policy allows for a balance to be struck between the need for consistency in approach and a teacher's individual behaviour management strategies, which may be characteristic of their teaching style. Similarly a faculty or subject may employ systems that meet their unique demands. It should be acknowledged that a wholly prescriptive response to every possible incident of unacceptable behaviour can sometimes be counter-productive. It is the commitment to address every incident which is essential.

The policy has been introduced after consultation with students and staff, and its review is an on-going process. The comments of staff and other community members have been built into the policy and practices.

The Policy in Practice

The behaviour policy is based on a simple system of recognition and consequence pathways, which are presented in a poster format. These documents are displayed in all classrooms, offices and around school, alongside our Values statement. All students must be aware of the structure and the implications for them. This is regularly communicated to students via assemblies and tutor time. In addition to this, staff are issued with The Consequence Pathway – Guidance for Staff.

In addition to this more detailed guidance is shared with students in the form of a Student Code of Conduct, which is shared with students and parents in the student planner.

Professional Expectations of Staff

In order to support staff in the implementation of the Behaviour Management policy it is essential that all colleagues are also supported by clear guidance, as detailed below and in the Consequence Pathway - Guidance for Staff, thus ensuring consistency, vigilance and high expectations of behaviour.

In the Classroom:

- ◆ Staff must be at their lessons on time, fully prepared.
- ◆ Staff must insist on bags being placed under chairs/tables.
- ◆ There must be a formal and prompt start to all lessons and registrations, as outlined in the Ready to Learn Routines.
- ◆ Permission must be sought from the teacher for students to remove jumpers/blazers.
- ◆ A register must be taken at the beginning of every lesson. Any suspicious absences should be reported immediately to our Attendance Officers.
- ◆ Staff must not allow eating or the chewing of gum in lessons (unless authorised due to medical needs).
- ◆ Students are permitted to drink water during lessons, with the permission of members of staff in practical based lessons (Science, Technology).
- ◆ Within the classroom, the teacher is responsible for the use of equipment, i.e. IT, radiators, lights, windows.
- ◆ Students should not be sent out of the classroom, i.e. to go to the toilet, unless they are given a note from the teacher.
- ◆ At the end of the lesson the students must place chairs behind tables, or on the tables at the end of the day. Students must be dismissed in an orderly and formal manner, as outlined in the Ready to Learn Routines .
- ◆ In certain exceptional cases it may be necessary for a student to be put outside a classroom for a

'cooling off' period of no more than five minutes. The student remains the responsibility of the teacher.

- ◆ Staff must not detain whole classes of students.

Out of the Classroom:

- ◆ It is the responsibility of each member of staff to carry the standards of high expectations they have in their own classroom to communal spaces.
- ◆ Staff will have the full support of Leadership and Middle Leaders when exacting these expectations and procedures.

Staff must consistently enforce the Consequence Pathway, Student Code of Conduct, Ready to Learn Routines and utilise the Recognition opportunities.

Hierarchy of Referral

There will be occasions when staff feel they wish to refer a matter or that they should refer the incident. The purpose of the notes below is to give staff guidelines on referral. Inevitably much referral is a matter of judgement and experience but the basic rule is that where there is any doubt, it is usually sensible to discuss the matter with a senior colleague.

For ease, the guidance has been given under four categories:

- ◆ Serious incidents/issues out of class.
- ◆ Serious incidents in class.
- ◆ Persistent low-level issues in class.
- ◆ Low-level issues out of class.

1. Serious incidents/issues out of class

Examples of what might constitute a serious issue:

- ◆ Serious verbal abuse/threatening or bullying behaviour towards another student.
- ◆ Inappropriate verbal response of a serious nature to staff.
- ◆ Physical abuse of another student.
- ◆ Physical abuse of staff.
- ◆ Complete refusal to follow instructions given by staff.
- ◆ Damage to property or school environment.
- ◆ Smoking, consuming alcohol or taking drugs on school premises.
- ◆ Involvement in incidents of a sexual nature.
- ◆ Involvement in incidents of a racist, sexist or homophobic nature.
- ◆ Misuse of the school's ICT Network, including incidents of cyber-bullying.
- ◆ Being off-site or out-of-bounds.

2. Serious incidents in class

It is very rare that an incident of major proportions occurs in the classroom without escalation of one form or another. This build-up, however, may be contained within the lesson or may be the culmination of a number of weeks/lessons low-level disruption. Staff should be aware of any emerging pattern and take action at the appropriate time.

However, there are times when extreme disruption occurs without previous signs or when the signs may have been missed – even in the most well organised and controlled classroom. When a situation is obviously escalating to a significant level and the student cannot remain in the classroom, the Duty Manager should be called. Send a reliable member of the class to the Main Office or email behaviour to contact the staff member on duty will come to your classroom, remove the student and liaise with you as to future action. If a student is Duty Managed this will usually result in sanction being issued. Please remember that to ask for the help of a colleague is not an admission of failure – we all have difficulties at some time with individual students. (See Guidelines for Duty Manager).

Procedure for dealing with serious/emergency issues

Initial course of action to be undertaken as quickly as possible.

- a) Referral to Duty Manager.
- b) Student/students isolated – initial interview to take place.
- c) Appropriate action taken at this stage. Examples might include:
 - ◆ Tutor notified.
 - ◆ Care and Guidance team notified (House Leader, Student Development).
 - ◆ If appropriate, student to be placed back in classroom and further interviews to take place over a period of time.
 - ◆ Withdrawal from lessons.
 - ◆ Parents contacted.
 - ◆ Outside agencies contacted as appropriate.
 - ◆ Sanctions put in place.

If a member of the Care and Guidance team feels the incident is of a very serious nature, it may be referred to the Senior House Leader for the Key Stage or in some cases the Deputy Headteacher – if this is the case it is likely that Isolation, Internal Exclusion or Fixed Term Exclusion will be put in place. More detailed information on fixed term and permanent exclusion is given in the Exclusion Policy Statement.

Staff must follow the agreed procedure for drug-related incidents.

3. Persistent low-level issues in class

Such issues could be classified as either academic or behavioural, although the two may be inter-related. Some examples may be:

- ◆ Lateness to lessons/registration.
- ◆ Homework not handed in.
- ◆ Lack of effort.
- ◆ Equipment not brought to lesson.
- ◆ Distracting behaviour.
- ◆ Talking out of turn.
- ◆ Chewing.
- ◆ Unrequired movement.
- ◆ Writing on books, walls, tables etc.
- ◆ Uniform Infringement.

Procedure for dealing with persistent low-level issues in class

Staff should always first use a full range of classroom management techniques before considering moving through the Consequence Pathway. Verbal warnings and negative comments must not be given lightly. Pre-empt the need to issue negative comments by managing classes through clear reference to our classroom rules, the use of seating plans, assertive discipline and good humour. In the event of misbehaviour, move the student within the room or give them 'cooling off' time if appropriate, but do not leave students outside the classroom for more than 5 minutes. Verbal warnings must be said clearly to the student. As part of normal classroom management it is helpful to pre-empt a verbal warning by pointing out that such a warning would be the next, not preferred, option. Verbal warnings should make clear that students now have the choice to avoid a negative comment by correcting their behaviour. Be precise when giving out a verbal warning; do not allow it to become a matter for public debate. Once a verbal warning has been given and has not been effective, staff should move up the Consequence Pathway as appropriate.

Where the issue is PERSISTENT then the matter should be referred to the Faculty Leader or Subject Leader. The Faculty Leader will then take appropriate action. Please see Excellent Behaviour Support and Intervention for more information. Each Faculty issue annually their arrangements for internal removal of students from classes as a supportive behaviour management measure, or as consequence of a student being duty managed.

In all cases the fact that a student has been referred to the Faculty Leader or Subject Leader should be passed to the tutor by means of an e-portal behaviour entry. Similarly Bromcom should be used to log poor behaviour, especially when reflecting this through report scores. Only if action taken by the Faculty Leader or Subject Leader is unsuccessful should the Care and Guidance team become involved. A Care and Guidance team response will often be a global one and they will take action when a student's behaviour is a concern in a number of areas (or where an individual incident is very serious).

The Care and Guidance team may use a variety of strategies which may include:

- ◆ Report Card
- ◆ Attendance Action Plan
- ◆ Contact/meetings with parents
- ◆ Detentions
- ◆ Isolation/Internal Exclusion
- ◆ Referral to the Learning Development Centre
- ◆ Inclusion Passport
- ◆ Referral to outside agencies, including the Behaviour & Attendance Collaborative

4. Low-level issues out of class

Examples of what might constitute a low-level issue out of class:

- ◆ Rudeness/bad manners to anyone in school.
- ◆ Lateness to lessons/registration.
- ◆ Poor standard of behaviour on corridors e.g. jostling, rushing, pushing.
- ◆ Uniform/appearance infringements.

Procedure for dealing with low-level issues out of class

For occasional low-level difficulties, staff should deal with the matter promptly themselves using the Consequence Pathway Guidance for Staff booklet and logging any action on e-portal. If they deem it necessary or the problem persists, they should inform the student's tutor.

The role of the Tutor and Importance of the Planner

The tutor has the key role in monitoring the discipline and behaviour of all members of their tutor group by regularly reviewing students' Bromcom behaviour records, both positive and negative. The Student Planner is absolutely central to the policy and must be out and open on the desk at the start of every lesson. It is the tutor's responsibility to monitor that all students are in the correct uniform and prepared for learning, i.e. have the correct equipment with them: planner, pen, pencil, ruler and books. If a student persistently fails to follow expectations in tutor time in terms of punctuality or planner signing, the tutor is to refer the student to their House Leader.

The guidelines above attempt to cover the most likely situations. Nevertheless, there will always be incidents/problems that do not fit neatly into a prescribed course of action. In such cases a common-sense approach is necessary, working on the basic principles of:

- a) Mutual respect and positive relationships.
- b) Care and concern for the students.
- c) If in doubt as to what to do – seek advice by referring the incident as soon as possible.

Support for Staff

From time to time, every teacher experiences difficulties in their management of an individual or group of students. Staff who seek advice or assistance in their management of student behaviour will always be supported. Asking for additional support or help is not a weakness. The nature of the support will vary; it may be immediate support with an incident of unacceptable behaviour or professional developmental need that can be addressed through further training or collaborative working. Subject teachers can expect to be supported by Faculty Leaders, while Tutors and support staff will be supported by House Leaders or Student Development. Faculty Leaders can expect to be supported by the Care and Guidance team and their Leadership Link. Of course any member of staff can seek support from any member of Leadership at any-time. With this in mind the Leadership team offer support by "Hot-spotting" lessons that colleagues highlight as benefitting from a supportive visit from a senior colleague.

Searching Students and their Possessions

As of September 2010 the Headteacher can authorise a search of students or their possessions (including bags and lockers) without their consent if there are reasonable grounds for doing so. This power applies to searching for weapons, alcohol, controlled drugs and stolen property. The conduct of student searches is a power available to Headteachers, not a duty. Teachers can also instruct a student

to turn out their pockets, and punish them if they refuse to do so.

The police should be called where there is a potential danger or risk to the personal safety of the teacher, the student, or others. Please refer to the Drugs Policy for further details.

Confiscation

There may be occasions when confiscation of students' property occurs as a result of an individual having in their possession an item that is not allowed in school or that is being used inappropriately, e.g. a mobile phone/jewellery. In the case of the confiscation of mobile phones and/or technology parents are informed this has taken place.

Use of Force to Control or Restrain a Student

In order to fulfil our duty of care to all students, prevent harm and maintain a safe/secure learning environment, as a last resort, we may, on a very small number of occasions, need to physically hold (restrain), if a student is at risk of causing significant harm to himself/herself, or to students/adults. Further information; please see the Restrictive Physical Intervention Policy Statement.

Related School Policy Statements

Anti- Bullying
Exclusion
Drugs
Confidentiality
Child Protection
Restrictive Physical Intervention Policy Statement
E-Safety Policy & Acceptable Use Policy