



## **BEHAVIOUR POLICY**

<b>Policy written</b>	<b>July 2010</b>
<b>Staff Responsible:</b>	<b>J. Fletcher (Headteacher)</b>
<b>Initial discussion with Governors</b>	<b>July 2010</b>
<b>Approval of policy by Governors</b>	<b>September 2010</b>
<b>Review Date:</b>	<b>September 2011</b>

### **Coppice Supports Positive Behaviour.**

#### **Policy and tool-kit for Positive and Consistent Behaviour Management.**

#### **The Principles**

To enable effective teaching and learning to take place, desired behaviour in all aspects of school life is necessary. We seek to create an inclusive caring, learning environment in the school by:

- promoting desired behaviour and discipline;
- promoting self-esteem, self-discipline, proper regard for authority and positive relationships based on mutual respect;
- ensuring equality and fairness of treatment for all;
- encouraging consistency of response to both positive and negative behaviour;
- providing a safe environment; free from disruption, violence, bullying and any form of harassment;
- promoting a culture of praise and encouragement in which all students can achieve.

The vast majority of our students are respectful, co-operative and conduct themselves in a positive manner.

Students, from time to time, may not meet the expectations of an individual teacher, or the school. Sanctions must be applied consistently, and fairly, by all staff whilst considering any contributing individual circumstances.

## **Roles and Responsibilities**

**All Staff**, including teachers, support staff and volunteers, will be responsible for ensuring that the policy and procedures are followed, and consistently and fairly applied.

Mutual support amongst all staff in the implementation of the policy is essential. They also have responsibility, with the support of the Headteacher, for creating a high quality learning environment, teaching positive behaviour for learning and implementing the agreed policy and procedures consistently.

**Students** are expected to take responsibility for their own behaviour and will be made fully aware of the school policy, procedure and expectations. Students will also be encouraged to take responsibility for their learning and social environment making it both safe and enjoyable by reporting all undesirable behaviour. All students, via school council and tutorial tasks, have been consulted on agreeing the basic classroom expectations at Coppice.

## **Sanctions**

Sanctions are needed to respond to undesirable behaviour. However, prior to any sanction being issued positive behaviour management strategies (see tool kit) will have been actioned.

## **Inter-relationship with other school policies**

In order for the behaviour policy to be effective, a clear relationship with other school policies, particularly equal opportunities, special educational needs and anti-bullying, will be established.

## **Involvement of outside agencies**

The school works positively with external agencies. It seeks appropriate support from them to ensure that the needs of all students are met by utilising the range of external support available.

## **Classroom Expectations that support Positive Behaviour.**

- Ensure that your classroom is prepared by having the lesson objective and starter ready. If this is what the students expect on arrival, the lesson should start smoothly.
- Students arriving at different times will enter into a calm, inviting, working environment.
- As students arrive greet them by name, taking every opportunity to recognise where an individual may need extra support.
- When the class is quiet and settled, take the formal register
- Start the main body of your lesson by recapping on the previous lesson and then clearly explain the objectives, activities and outcomes that are expected of this lesson.

- Ensure that all students are catered for through differentiated tasks and that they understand these tasks clearly. Where students are successfully engaged, off task behavioural difficulties and inconsistencies should be dramatically reduced.
- Encouragement, praise and empowering the student should be used whenever possible.
- Assess and reward where appropriate making sure that all targets set are encouraging - avoid the words "but" and "however" in summative comments. Use positive language always pointing out what they should be doing and not what they shouldn't.
- When setting homework, support all students by making sure that they record it clearly in their planners and that they understand the task.
- Once students are packed away, finish your lesson with a positive comment.
- Dismiss your students in the same manner as you greeted them by standing in the corridor; encourage them to move on swiftly and quietly.

### **Managing Behaviour Using the Minimum Effective Response**

Shouting or intimidating gestures and comments are not appropriate and are not supported as effective methods of student management.

Students displaying undesirable behaviour expect to be confronted. This often leads to more confrontation where a student may then feel that they have no way of backing down and the situation can only escalate.

*To counter this try:*

- 1) Doing the unexpected - stay calm and tactically ignore their behaviour. When the student is calm discuss and resolve the situation.
- 2) Use non verbal messages
- 3) Discreetly, at eye level, give the student choices as to where the situation can go. Always give them the opportunity to correct their behaviour.
- 4) Offer positive alternatives to misbehaviour.
- 5) Ask the student to step outside the room to consider their behaviour and the effect on others. Ask them what they desire, require, expect from the lesson.

See the toolkit for further examples.

### ***Remember:***

Always tackle the behaviour and not the student

Provide opportunities for students to correct their own behaviour

**Sanctions for Behaviour: Class Teacher**

Examples of Behaviours that are dealt with by the Class Teacher	Sanctions:
<ul style="list-style-type: none"> <li>• Unexplained Lateness</li> <li>• Low Level Disruption</li> <li>• Talking</li> <li>• Refusal to comply to basic uniform requests</li> <li>• Repeated failure to keep basic class rules</li> <li>• Mobile phone in lesson</li> <li>• Eating/Chewing</li> <li>• Lack of work</li> <li>• Interruption/calling out/stopping others learning</li> <li>• Lack of respect for others</li> <li>• Interfering with others/ or the possessions of others.</li> </ul>	<ul style="list-style-type: none"> <li>• Quiet word away from others</li> <li>• Name on board</li> <li>• Move seat in class</li> <li>• Warning note in planner</li> <li>• Time Out - 5 minutes to reflect</li> <li>• "Win time back" offer to student</li> <li>• Phone call home</li> <li>• Detained at break</li> <li>• 10 minutes immediately after school(no notice)</li> <li>• Up to 30 minute detention (24 hours written notice in planner)</li> </ul>

The SRS system will exist to support teachers who need emergency response to serious behaviour issues. Low level issues must be dealt with as described above. There will be follow up with CAL and required paperwork if SRS is used as a support mechanism.

Examples of Behaviours that are dealt with by the Curriculum Area Leader	Sanctions:
<ul style="list-style-type: none"> <li>• Refusal to follow teachers instructions or comply with teachers sanctions</li> <li>• Walking away from teacher</li> <li>• Initial rudeness to teacher</li> <li>• Repeated lack of work/quality of work</li> <li>• Repeated disruption to the learning of others - pattern emerging.</li> </ul>	<ul style="list-style-type: none"> <li>• CAL detention (up to 45 minutes) 24 hr notice to parent from CAL</li> <li>• <b>Subject Area Report (CAL Report)</b></li> <li>• Temporary group/class move/ isolation from class teacher with CAL</li> <li>• CAL letter/phone-call home</li> <li>• CAL meet with parents to set expectations in that subject (consult HOH for full picture first)</li> </ul>

Examples of Behaviours that are dealt with by the Head of House/Assistant Head of House	Sanctions:
<ul style="list-style-type: none"> <li>• Repeated Low Level Disruption which prevents learning.</li> <li>• Refusal to follow instructions of CAL</li> <li>• Failure on CAL report</li> <li>• Referral from a number of CALs</li> <li>• Truancy</li> <li>• Disruption from outside lessons</li> <li>• Repeated Rudeness</li> <li>• Repeated refusal to comply with dress code.</li> <li>• Smoking (1<sup>st</sup> offence)</li> </ul>	<ul style="list-style-type: none"> <li>• <b>HOH Report (3 Stages - Stage One - AT/HM Stage Two - AHOH/HOH Stage Three - MLT)</b></li> <li>• Removal of Break and Lunch Privilege (isolation with HOH/AHOH - Parents informed)</li> <li>• HOH detention - (after school - Parents informed. 45 minutes after 24 hours notice. Can be repeated to reflect level of offence)</li> <li>• Isolation with Assistant HOH/HOH</li> </ul>

**The use of Internal Exclusion:** - Adaptation of the Bungalow as a Centre for House Managers and for Internal Exclusion to operate when needed.

<p><b>1 - 3 days internal exclusion in Bungalow.</b></p> <ul style="list-style-type: none"> <li>• 8.50 - 3.25.</li> <li>• Break and Lunch are supervised in isolation in Bungalow. (food collected/ eaten before whole school)</li> <li>• Work is collected/set to be completed.</li> <li>• Work is individual and in silence.</li> <li>• No Contact with other students</li> <li>• Parents and student informed of "severity" of sanction.</li> <li>• Supervision is shared responsibility of House Managers who will be based in the 'Coppice Inclusion Centre' (bungalow).</li> </ul>	<ul style="list-style-type: none"> <li>• AHT Inclusion; DH or HT only can authorise students to internal inclusion centre.</li> </ul> <p>Sanction given for:</p> <ul style="list-style-type: none"> <li>• Repeated disruption in lessons</li> <li>• Failure to follow instructions of CAL/ HOH (as necessary).</li> <li>• Failure on HOH report</li> <li>• Foul Language Use (non aggressive)</li> <li>• Foul Language directed to a member of staff.</li> <li>• Failure to follow instructions of MLT</li> <li>• Initial Failure on Behaviour Contract</li> <li>• Failure on modified timetable</li> <li>• Isolated/ out of character actions.</li> <li>• Racist/Homophobic/Discriminatory behaviour (1<sup>st</sup> offence or after a substantial time)</li> <li>• Smoking (repeat offence)</li> </ul>
<p>Return from External Exclusion (only if need to extend beyond 5 days) 1 - 3 days <b>additional</b> internal exclusion in Inclusion Centre.</p>	<ul style="list-style-type: none"> <li>• Extended exclusion before reintroduction to main school (only if required by offence - not as standard practice.)</li> </ul>

**Use of External Exclusion:**

This is used as a final sanction or sanction for a serious act.

<ul style="list-style-type: none"> <li>• External Exclusion - Students are kept at home for 1 - 5 days.</li> <li>• Consideration of PX/managed move or alternative provision.</li> </ul>	<ul style="list-style-type: none"> <li>• Failure to comply in Internal Exclusion</li> <li>• Assault</li> <li>• Threatening Behaviour</li> <li>• Drug Related Incidents</li> <li>• Theft (proven)</li> <li>• Possession, use or threat of use of illegal substances or weapon in school.</li> </ul>
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# APPENDIX 1

## COPPICE CLASSROOM EXPETATIONS

Created by the students of Coppice and completed by the School Council in July 2010



# Performing Arts School

At Coppice, excellent learners are:

- polite and show respect to everyone;
- focused on their tasks, following instructions first time;
- good listeners, who show respect for the opinions of others;
- ready to work and learn, bringing correct equipment to lessons;
- responsible for their actions, keeping hands, feet and offensive comments to themselves.



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July 2010.*

# APPENDIX 2

## MOBILE PHONE GUIDANCE



## OPPICE Mobile Phone Guidance

### Mobile Phones In Lessons:

Staff are expected to use their professional judgement when dealing with students and mobile phones as we recognise that mobile devices will become increasingly used media in lessons in the coming years.

- Mobile phones must be switched off unless directed otherwise by a member of staff.
- Students must not have mobile phones out or visible in a classroom or during lesson time.
- If a student does not comply with this expectation they will be given one opportunity to correct their behaviour.
- If they continue to disregard this expectation the student will then be subject to appropriate sanctions by the classroom teacher for failing to follow instructions.
- Teachers may remove a mobile phone if its presence is affecting the learning and pace of the lesson.
- Teachers who remove a mobile phone are responsible for its safety and in most cases will return the phone at the end of the lesson.
- Repeated offences may require a longer period of removal in which case the phone will be passed to the Head of House for safe keeping and for retrieval by the student or parent. In these cases the teacher will complete an In-Lesson Incident Form and will issue an appropriate sanction such as detention for repeated non-compliance.