



'Let your light shine' Matthew 5:16

Bilbrook CE Middle School

Relationships and Behaviour Policy

Principles

Promoting positive relationships and behaviours is the responsibility of the whole school community.

Bilbrook Middle school will promote positive relationships and behaviours through its use of curriculum and learning materials. A comprehensive code of conduct is issued to students each year (Appendix 1) and a comprehensive anti-bullying policy is in place (Appendix 2). Students are taught to be considerate to others through the PSHE and Citizenship curriculum (Appendix 3). Good attendance and behaviour by students will be recognised appropriately. The schools have a comprehensive awards policy in place. All students should be at school, on time, every day the school is open, unless the reason for the absence is unavoidable.

Where the behaviour of students is unacceptable, i.e. violence towards another student or member of staff, a fixed term exclusion or permanent exclusion may be used to protect others in the school. Fixed term exclusions and permanent exclusions are used in exceptional circumstances following the DCSF guidelines:

http://www.teachernet.gov.uk/_doc/12798/Exclusions_guidance_2008_FINAL_pdf_110808.pdf.

The Relationships and Behaviour Policy includes referral agreements that are designed to promote and safeguard the welfare of students.

The Principles

The Governing Body believes that in order to enable teaching and learning to take place, desired behaviour in all aspects of school life is necessary. It seeks to create an inclusive caring, learning environment in the school through a restorative practice approach by:

- working WITH children and stakeholders to build positive relationships;
- 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;
- promoting early intervention;
- providing a safe environment; free from disruption, violence, bullying and any form of harassment;
- encouraging a positive relationship with parents and carers to develop a shared approach which involves them in the implementation of the school's policy and associated procedures;
- promoting a culture of praise and encouragement in which all students can achieve.

Roles and Responsibilities

- The Governing Body will establish, in consultation with the Executive Headteacher, staff and parents, a policy for the promotion of desired behaviour and keep it under review. It will ensure that this is communicated to students and parents, is non-discriminatory and the expectations are clear. Governors will support the school in maintaining high standards of desired behaviour of students and staff.
- The Executive Headteacher will be responsible for the implementation and day-to-day management of the policy and procedures.
- 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. Staff have a key role in advising the Executive Headteacher and Headteacher on the effectiveness of the policy and procedures. They also have responsibility, with the support of the Executive Headteacher, for creating a high quality learning environment, teaching positive behaviour for learning and implementing the agreed policy and procedures consistently.
- The Governing Body, Executive Headteacher and staff will ensure there is no differential application of the policy and procedures on any grounds,

particularly ethnic or national origin, culture, religion, gender, disability or sexuality. They will also ensure that the concerns of students are listened to, and appropriately addressed.

- Parents and carers will be expected, encouraged and supported to take responsibility for the behaviour of the child both inside and outside the school. The school will encourage parents to work in partnership with the school to assist it in maintaining high standards of desired behaviour and will be actively encouraged to raise with the school any issues arising from the operation of the policy. This will be conveyed in the home school agreement.
- 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 social and learning environment making it both safe and enjoyable by reporting all undesirable behaviour. This will be conveyed in the home school agreement.

Procedures for the Federated Schools

The procedures arising from this policy will be developed by the Executive Headteacher and Headteacher in consultation with the staff. The procedures will make clear to the students how acceptable standards of behaviour can be achieved and will have a clear rationale which is made explicit to staff, students and parents. The procedures will be monitored by the Executive Headteacher via the Headteacher, to ensure they are consistently and fairly applied, and promote the idea of personal responsibility.

Consequences for poor behaviour in the classroom

Sanctions are effective if used rarely, appropriately and consistently. If generous approval is normally given, the withdrawal of approval is an effective sanction for most students. Confrontation is rarely an effective way to solve a problem. A restorative practice approach which relinquishes the role of the expert and focuses on the solution to the problem by using the abilities, strengths and assets of the person in the here and now can be very powerful. ***The restorative practice approach opens up a potential future without the problem.***



The Bilbrook Standard



Let your light shine by:

Being the best you can be;

Being ready to learn;

Being resilient;

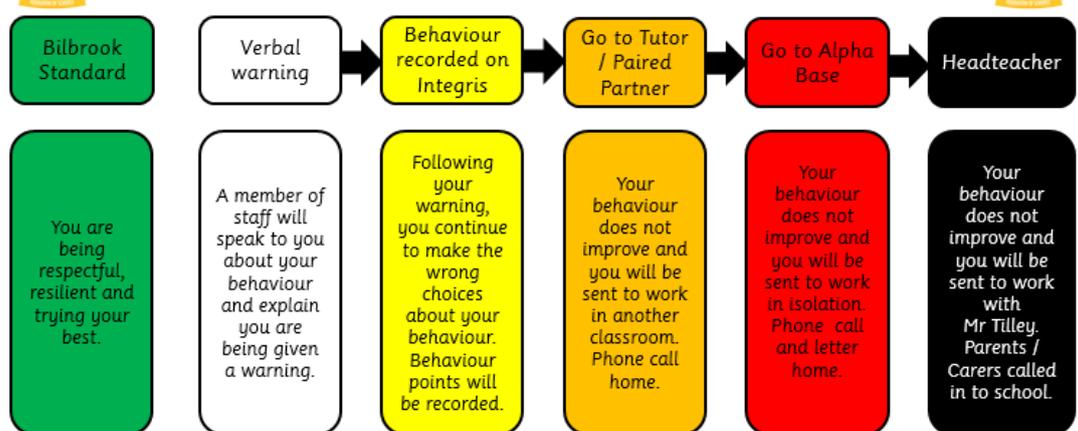
Being ready to celebrate your own and others' achievements;

Being respectful of other people, property and the environment.

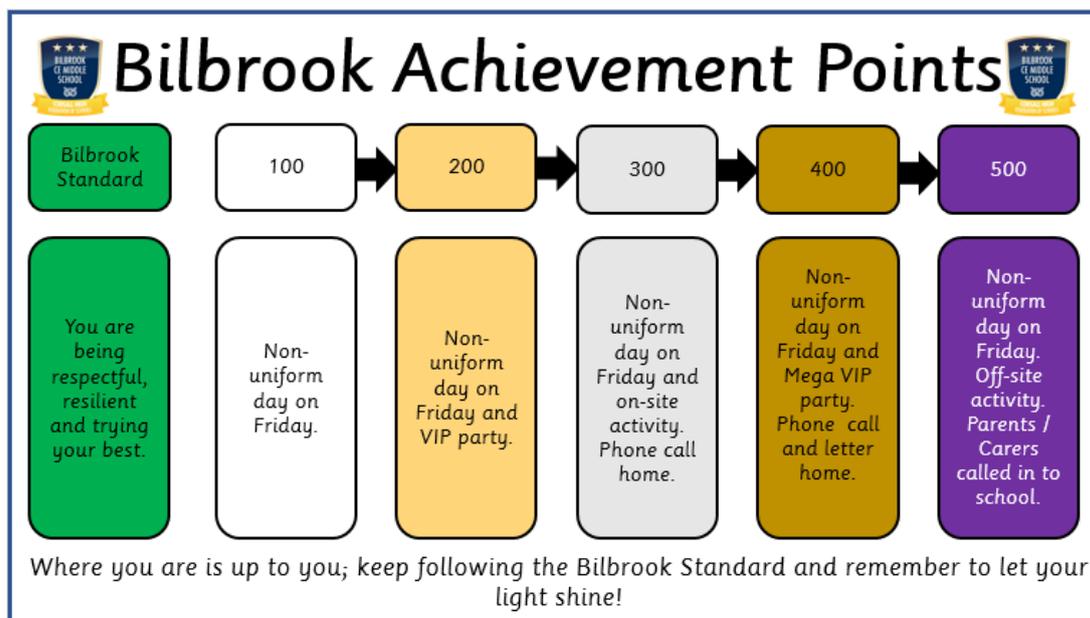
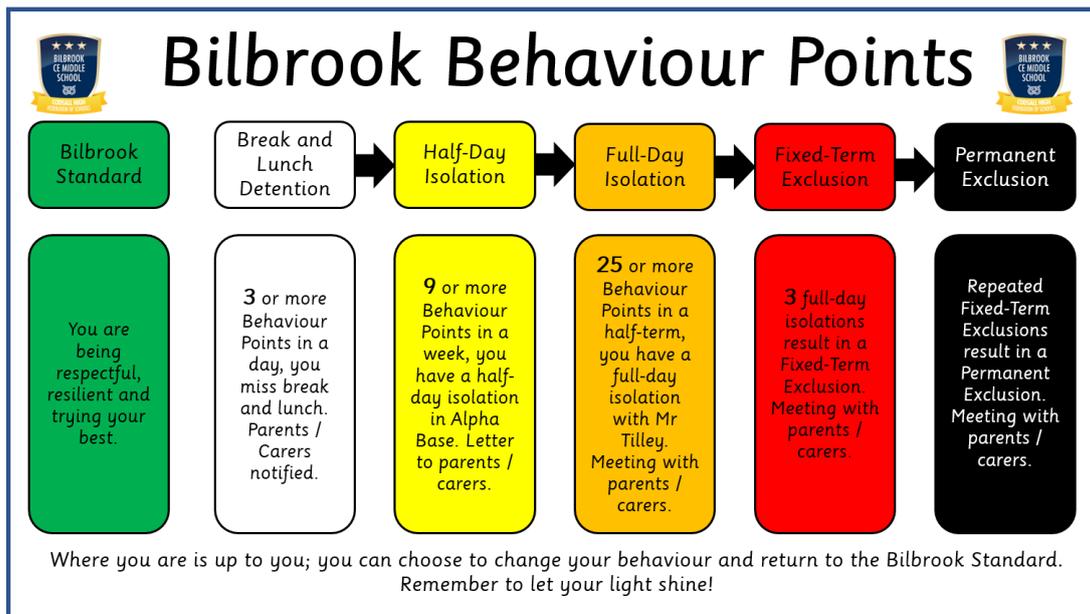
“Let your light shine!” Matthew 5:16



Bilbrook Behaviour



Where you are is up to you; you can choose to change your behaviour and return to the Bilbrook Standard. Remember to let your light shine!



The role of the tutor

The Tutor plays an essential pastoral role owing to their regular contact with the students in their tutor group. Tutors have a key role to play in addressing student behaviour. Tutors must always act quickly and in line with the behaviour policy when behavioural concerns are reported to them by other members of staff. Effective communication between staff can often resolve issues before they escalate. The full guidance to the role of the tutor is in the tutor's tool kit.

Subject teacher

The subject teacher must address behavioural concerns in the first instance. A member of staff must ensure that they have exhausted all possible strategies before referring the problem on.

<u>1</u>	<u>2</u>	<u>3</u>
Subject Teacher / Form Tutor	Pastoral Manager	Senior Management
Talking	Refusal to leave classroom	Refusal to Co-operate with PM
Uniform issues	Offensive language to staff	Physical Abuse to staff
Minimum effort	Discriminatory language	Illegal substances
Forgetting equipment	Fighting	
Wasting time / Interruptions	Hacking / offensive material	
Bullying	Dangerous behaviour	
Throwing objects	Theft	
Arriving late	Ongoing prevention of teaching occurring	
Eating in class	Disruption from outside the classroom	
Throwing paper	Refusal to follow teacher's instructions	
Mobile phone / iPod use / make-up	Rudeness to staff	
Interfering with other people's possessions		
Preventing others from working		

Graffiti / vandalism		
Offensive language		

The following levels of behaviour offer guidance for the referral procedure to other staff.

1	Examples of action	
Subject Teacher / Form Tutor	Teacher	Pastoral Support / SLT
1. Talking	<ul style="list-style-type: none"> • Discuss and resolve using Solution Focused Language • New seating plan, • Remind of targets, • Tutor report, • Remind of Code of Conduct, • Issue conduct points. 	<ul style="list-style-type: none"> • Discuss and resolve using Solution Focused Language • Letter home • Phone call home
2. Uniform issues Form tutor / Pastoral Manager	<ul style="list-style-type: none"> • Standards on entry to the room • Refer to planner • Refer to out of class 'Code of Conduct' • Home School Agreement • Send letter home <p>1. uniform standards letter 2. Appearance letter 3. Facial jewellery 4. Hair colour</p>	<ul style="list-style-type: none"> • Always challenge behaviour ensure you are calm and use confident strong body language • Use Solution Focused language to encourage the student to follow the Code of Conduct • If the disruption is extreme call a Pastoral Manager
3. Minimum effort	<ul style="list-style-type: none"> • As 1. above, • plus catch up lessons, • Moved within class, 	<ul style="list-style-type: none"> • Contact parents/carers

	<ul style="list-style-type: none"> • Detention system used 	
4. Forgetting equipment	<ul style="list-style-type: none"> • Write in planner • Use 'Code of Conduct' • Detention system • Departmental letters home • Phone call home • Home school agreement 	<ul style="list-style-type: none"> • Contact home •
5. Wasting time / Interruptions	<ul style="list-style-type: none"> • Seating plan • Circulate the room stand next to learners who are talking. 	<ul style="list-style-type: none"> • Threaten to remove the class to another room • Meet with Pastoral Manager
6. Bullying	<ul style="list-style-type: none"> • Separate the students. • Remove one from the class resolve it if you can. • If necessary refer to a Pastoral Manager as they may have a bigger picture • Inform the tutor 	<ul style="list-style-type: none"> • Inform a Pastoral Manager • If a decision is made to change groups then inform the person responsible for SIMs registers.
7. Arriving late	<ul style="list-style-type: none"> • Set ground rules for punctual arrival immediately lateness occurs. • Ask for the reason. • Ensure time is made up use the detention system. • Discuss with form tutor or previous teacher 	
8. Eating in class	<ul style="list-style-type: none"> • Refer to Code of conduct 	

	<ul style="list-style-type: none"> • Refer to the home school agreement 	
9. Mobile phone / iPod / use / make-up	<ul style="list-style-type: none"> • Refer to Code of conduct • Use Behaviour points system • Discuss with tutor • If problem persists confiscate the phone, or call for a Pastoral Manager 	
Interfering with other people's possessions	<ul style="list-style-type: none"> • Seating plan • Agree expectations of behaviour in respect for other people's possessions • Keep students in at the end if something has gone missing. Call a Pastoral Manager 	
Throwing objects	<ul style="list-style-type: none"> • Refer to Code of Conduct • Health and Safety discussed • Isolate student in another room • More serious problem – large objects involve a Pastoral Manager 	
Preventing others from working	<ul style="list-style-type: none"> • Talk to the individual • Encourage to face forward • Move within the classroom • Devise a seating plan for the whole class • Detention to make up for wasted time 	

Graffiti / vandalism	<ul style="list-style-type: none"> • Call the Site Manager to get the student to clean the area. • Report all vandalism to Pastoral Manager • Use the detention system 	
Offensive language	<ul style="list-style-type: none"> • Use 'Code of conduct' • Use Home school Agreement • Remove student from their audience and discuss one to one • Use Behaviour system 	
Failure to complete homework	<ul style="list-style-type: none"> • A warning given in the first instance. • Behaviour system used to follow up with any student who fails to do homework 	

Detentions – Bilbrook Middle School

- Detentions mean that a child will miss their break and/or lunchtime.
- Parents / carers are contacted by phone.
- Isolations occur if too many behaviour points are accumulated within a set period of time.
- Parents will be contacted by phone about the process.

Entering information on Integris.

- All behavioural incidents must be entered on Integris Behaviour reports.
- This information will go as a report to the form tutor.
- The form tutor must discuss the report using Solution Focused strategies with the student, to help to resolve the issue.
- Behaviour reports will be sent to the form tutor and SLT

Monitoring reports

Stage 1

- If a student is identified as needing support with their behaviour, they are placed on report by the Pastoral Manager (green). If no improvement, a meeting is arranged with the parents

Stage 2

- The child is placed on Pastoral Manager Report. This report is slightly different as it has generic targets and links to behaviour through a grading system.
- Every strategy must be applied before moving the student onto an SLT report. This report is pink coloured.

Stage 3

PSP report

- Pastoral Support Programmes are generally linked with a monitoring report and always have targets.
- A PSP report will have the agreed targets from the PSP meeting and the strategies for staff to use in the classroom.
- The member of staff responsible for setting up the PSP will monitor the report card until the next review meeting.

Inclusion Meetings

- Students will be discussed at each Staff Meeting.
- The weekly behaviour log is sent to all staff. Any sensitive information is removed beforehand.
- Through discussions at these meetings other actions may be sanctioned. These include;
 - Initiating a general round robin to all staff to analyse patterns of poor and good behaviour.
 - Monitoring report
 - Mentoring referral
 - Counselling referral

- PSP set up. The SENCO must be informed of this to place the student on the SEN register. If the PSP is removed then the student will come off the SEN register
- SEN assessment / referral to an Educational Psychologist / school nurse / SENS team
- Withdrawal of the student from mainstream lessons for an internal exclusion in isolation
- Withdrawal of the student to work in the Learning Support Centre with work from the teacher.
- Referral to the family support worker
- Referral to the Staffordshire behaviour consultant.
- Initiate a Common Assessment Framework. The SENCO must be informed of this to place the student on the SEN register. If the 'Team Around the Child' is removed then the student will come off the SEN register.

This is by no means comprehensive; whatever outside agency is needed to support a student will be contacted by a member of the inclusion team.

Fixed Term Exclusions

In the most extreme cases, following serious incidents or a persistent pattern of poor behaviour, a student can be given a fixed term exclusion from school. Where the exclusion is for more than five days, arrangements will be made for the student to temporarily attend another education establishment. Whilst the individual circumstances surrounding every case will always be carefully considered, students will be excluded for;

- Fighting or threatening violence towards another student or a member of staff
- Possession of drugs or alcohol
- Possession of an offensive weapon
- Persistent or serious cases of bullying
- Swearing at a member of staff
- Deliberate damage to school property, or equipment, or to another student's work
- Persistent disruption of lessons thereby endangering other student's learning

The above list should not be regarded as exclusive, but rather representative of anti-school acts which endanger the health and safety, welfare or learning of other

students. The sanctions apply not only in school but at times when students are under the jurisdiction of school, such as travel to and from school.

Executive Headteacher interview

- If a student has ten or more exclusions in one term then this will be discussed with the Executive Headteacher during SLT meetings
- This will detail the behavioural incidents which give the school serious cause for concern and will indicate the support structures put in place to look for a solution to the problem.

Permanent Exclusion

- Very rarely a student will be permanently excluded from school.
- This will happen for gross infringements of the behaviour policy and/or where the student's behaviour is consistently poor and the Headteacher considers that the student is likely to behave in a way that is beyond the reasonable control of the school.

Property

- Items of value which the student should not have brought into school or has misused in some way might, if the school judges this reasonable and appropriate, be stored safely at school until a responsible family adult can come and retrieve it.
- Items which the student should not have in their possession, particularly of an unlawful or hazardous nature, may be given by the school to an external agency for disposal or further action as necessary. Parent(s)/carers will always be informed of such action.