

# TOWNSEND CHURCH OF ENGLAND SCHOOL

## Behaviour for Learning Policy and Procedures

*The school behaviour policy and procedures have been adopted by the Governing Body and will be reviewed regularly*

### 1. Roles and Responsibilities

The Headteacher and the Senior Leadership Team will be responsible for the implementation of the behaviour policy. All staff share a responsibility for the implementation of the procedures for behaviour for learning detailed in this document. The School Leadership group will support staff through a Line Management system.

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. The system of rewards used by all staff actively recognises effort and achievement and promotes high standards of behaviour. The class teacher is responsible for the management and behaviour of the students in their class.

Parents and carers will be expected to take responsibility for the behaviour of their child both inside and outside the school. They will be encouraged to work in partnership with the school to assist the school in maintaining high standards of behaviour. Parents and carers are kept informed of Rewards and Sanctions through written notes in Students Record and Achievement books, letters and telephone contact by Townsend staff. We actively encourage parents/carers to work in partnership with the school in order to ensure consistency and a high standard of behaviour.

Students will be expected to take responsibility for their own behaviour and are made fully aware of the school policy, procedures and expectations for behaviour for learning before being admitted to the school, regularly at the start of each academic year and through information included in the Achievement and Record Book (which is updated following staff and student consultation annually), and through assemblies, noticeboards and form group discussions.

Staff and students also have a responsibility to ensure that incidents of disruption, violence, bullying and any form of harassment are reported.

### Fixed Term, Permanent and Internal Exclusions

**There is a separate policy available with full information concerning exclusions. It is available on our website or in paper format on request.**

The school will make every effort to avoid external exclusions but there will be occasions when a fixed-period external exclusion will be the appropriate sanction, due to either the seriousness or the persistent nature of the behaviour. The decision to externally exclude a student for a fixed period can only be made by the Headteacher or the Deputy Headteacher (or in their absence by two Assistant Headteachers acting together in their place. Such an exclusion is limited to one day but can be extended if appropriate by the Headteacher or Deputy Headteacher on their return to school). The decision to

internally exclude a child can be proposed by a school leader following a serious one off incident or a persistent breach of behaviour rules, however this should be discussed and agreed with their direct Senior Leadership Team Line Manger.

The school will make every effort to avoid permanent exclusion. However, it is recognised that there will be circumstances, including one-off incidents or persistent behaviour concerns, where a permanent exclusion may be the appropriate course of action. Under the Special Educational Needs and Disability Code of Practice particular efforts will be made to avoid excluding students who are being supported through additional Learning Support, or who have an EHC (Education Health and Care) plan.

We also acknowledge our legal duty under the Disability Discrimination Act not to discriminate against those with protected characteristics including those with a recognised disability by excluding them from school because of behaviour caused by their disability. This applies to both permanent and fixed period exclusions. When students with Special Educational Needs or Disability (SEND) need a Behaviour Support Plan (BSP) or a Pastoral Support Plan (PSP), it does not replace the Special Educational Needs and Disability (SEND) assessment process. We recognise that some students who need a BSP or PSP do not have particular SEND.

## **2. Communication**

Townsend ensures that parents/ carers, students, staff, including new students and new staff are fully informed of the behaviour policy by communicating it through the following:

- The Achievement and Record Book
- Classroom notice boards
- The behaviour framework issued to all staff and on the school website
- The Home/school agreement
- Classroom expectations for behaviour for learning
- Parent/Carer emails
- Staff handbook and planner
- School website
- Face to face meetings and group meetings

Translation into other languages is available on request.

## **3. Acceptable and unacceptable behaviour**

Townsend believes strongly that acceptable behaviour is that which promotes a positive learning ethos. We seek to create an inclusive environment where staff and students have mutual respect. We aim to achieve this through our 'Respect for All' policy. We expect all school staff to model positive behaviour and promote it through active development of students' social, emotional and behavioural skills. We strongly believe in courtesy, co-operation, consideration and care for each other and for the learning environment, from all students in terms of their relationship with other students within and outside the school.

Townsend identifies below examples of actions that would constitute unacceptable behaviour and may result in a sanction, including internal, fixed period or permanent exclusion. This is not intended to be an exhaustive list but a list that is illustrative of unacceptable behaviour and it is not listed in order of priority or importance.

- Disruption to lessons, examinations, or school activities. This would include disrupting or affecting the learning of other students or behaviour disrupting the education of other students or disrupting the teaching provided by a member of staff.
- Failing to wear or to wear correctly school uniform.
- Name calling.
- Verbal abuse.
- Abusive or inappropriate language used directly or indirectly towards another person.
- Threatening language or behaviour.
- Intimidation
- Physical abuse, including fighting or other inappropriate physical contact. This would include a physical assault on another person.
- Use or threatening to use a weapon or a dangerous object or carrying an offensive weapon.
- Threatening behaviour towards a student or a member of staff.
- Dangerous behaviour.
- Sexualised behaviour or sexually orientated abuse or indecent behaviour.
- Bullying and harassment, including cyber bullying of another student or of a member of staff or member of the public.
- Misuse of social networking sites including Facebook, twitter, Instagram, Snapchat, MSN and other social media platforms.
- Discrimination, including racist, sexist, homophobic and transgender abuse or other discriminatory behaviour.
- Abuse related to disability, gender or sexuality.
- Vandalism or damage to school premises or property, the property of another student or of a member of staff. This would include damage to equipment or books and damage to the environment though graffiti or vandalism.
- Bringing of illegal drugs, dangerous substances, other illegal items or prohibited items on to school premises.
- Arranging for the supply of illegal drugs, dangerous substances, other illegal items or prohibited items
- Inappropriate use of the internet, mobile phones, cameras, and other recording or transmitting technology including other electronic/digital communication.
- Theft
- Arson
- Uncooperative, challenging, defiant or aggressive behaviour that includes disobedience
- Behaviour where it is judged to be in the interest of the excluded student for his/her own safety or for the protection or for the safety of other members of the school community.
- Behaviour that brings the school, its staff, image or reputation into disrepute.
- Unacceptable behaviour which has previously been reported, and for which school sanctions and other interventions have not been successful in modifying the pupil's behaviour.

## **4. Rewards**

Townsend believes that rewards are the most effective way to encourage positive behaviour, motivation and progress. 'How can I be rewarded' posters are displayed in classrooms (see Appendix 1), and staff and students are updated on their use.

### **a) House Points**

Encouragement, praise and rewards are an essential part of positive behaviour. Verbal praise and encouragement are used often and in every lesson. Staff recognise good work and behaviour by words of praise and written comments on student's work. Staff also recognises positive behaviour by awarding House Points.

Some examples of what staff can award House Points for are:

- Excellent/Exceptional classwork
- Accelerated Reader progression
- Anti-bullying work
- Attending a revision class
- Excellent home study/homework/project work
- Excellent contribution to a lesson
- Excellent independent work
- Helping others to learn
- Excellent effort
- Improvement of work through excellent student response
- Meeting a challenging target grade in assessment
- Excellent attendance
- Excellent equipment and organisation
- Improved organisation
- Improved attendance
- Excellent punctuality over a sustained period
- Excellent contribution to form time
- Service to the school or to subjects or departments
- Being appointed as Student of the Month
- Excellent contribution to Collective Worship or assemblies
- Excellent contribution to school productions and events
- Supporting other students
- Contributing to the community beyond the school

Each term there is a 'rewards for house points' session during a lunch time where students can swap their house points for various prizes. Directors of Learning for Year Groups also hold reward assemblies which include prize draws for attendance and house point totals. At the end of the year, all house points are totalled towards the overall house total and shields are awarded in a rewards ceremony for each year group and for the whole school.

## **b) Other rewards**

### **Home Reward Cards**

Staff at Townsend can send Home Reward postcards to students through the post. They can be given for the following reasons, along with other reasons that staff may deem appropriate:

- Exceeding target levels in a piece of work
- Going above and beyond expectations of a lesson
- Three or more continuous improvements shown in pieces of work or in home study/ homework
- Excellent response to assessment comments - WWW (what went well)/EBI (even better if)
- Participation / volunteering in school life and activities
- 100% attendance in a half term
- Helping others above what is expected by a learning partner
- Exceptional activity or achievement or contribution above that normally expected

## Student of the Month

Each subject/department appoints one student in each year group as 'Student of the Month'. Each subject/department should have a notice board where student's names should be displayed. Student of the Month is also awarded for each Year Group with the same procedure being followed as for subjects/departments.

## Headteacher Commendations

Staff are able to recommend students for a Headteacher's Commendation for those who have excelled within a specific subject/department or who have achieved an exceptional level for a piece of work. Students will receive a personalised letter and a Headteacher's Certificate to their home address for their award. Headteacher Commendations are worth 5 House Points towards a student's total.

## House Competitions

There are various House Competitions organised throughout the year by subjects/departments, year teams, tutor based or whole school (often led by the Head Student team). House competitions are for individuals, year groups and across the whole school. Examples of house competitions are as follows:

- A form notice board competition is held at the beginning of each year
- House quizzes
- SAM learning (a computerised learning program) – total hours are counted up each month with a winner from each form group
- Diversity Day contributions
- Sports Day and other sports events
- Reading challenges

## 5. Sanctions

Staff use a behaviour for learning structure, and the behaviour framework (see Appendix 2) to ensure consistency, accountability and effective communication when behaviour expectations are not met by students. **In addition to this policy, there is a separate policy concerning fixed period and permanent exclusions. It is available on our website or can be provided as a paper document on request.**

Discipline is the responsibility of all staff and students, whether in the classroom or generally around school.

## 6. Behaviour Management procedure

### Classroom behaviour

It is the responsibility of the class teacher to provide engaging lessons to minimise low level disruption. Staff must be proactive in their response to classroom management through having clear expectations and through communicating the consequences of behaving inappropriately to the students.

Class teachers should follow the verbal reprimand structure, along with the behaviour framework to deal with inappropriate behaviour.

There are clear classroom behaviour management procedures for staff to follow in the behaviour framework which provides a systematic and structural response to behaviour management. These, along with other school-wide procedures are outlined and clarified to both staff and students.

The Director of Learning Subject/Head of Department/Subject Leader for each subject supports members of their department with the behaviour management and uses the line management system in order to manage behaviour within their area.

The Director of Learning for each Year Group oversees the behaviour and discipline of the students in their year group and where appropriate will support the subject leaders where there is a concern about behaviour across a number of subject areas. The Director of Learning for the Year Group also supports the form tutors with the management of behaviour for learning in registration times, assemblies, and during breaks and unstructured time.

If the behaviour of a student is of particular concern, due to its seriousness and/or its persistent nature, decisions about the appropriate sanctions to employ will always be made in consultation with the Director of Learning for Year and a Senior Leader.

### **Detentions**

There are a number of detention sanctions available for staff to use in accordance with the Behaviour Framework:

**15 Minute Detention** – Set by staff for relatively minor behaviour incidents at the closest available break or lunchtime.

**30 Minute Detention** – Set by staff for relatively more serious behaviour incidents or an accumulation of minor poor behaviour occurrences.

**After School Detention** – these are available to staff for serious or major behaviour incidents or for an accumulation of more serious behaviour occurrences. They are also available for Directors of Learning to use if the student has missed previous detentions. The member of staff must complete an after school detention slip which is given to the student more than 24 hours before the date of the after school detention. The student should get the detention slip signed by a parent/ carer and give it to the member of staff issuing the detention when they arrive for the detention.

### **Report Sheets**

For persistent misconduct, or other concerns, students may be placed 'on report' by subject staff, tutors, Subject Leaders, Directors of Learning for both subject and year groups and the Senior Leadership Team:

- a) **Attendance/ Punctuality report** will be used if there is a concern about a student's attendance and/ or punctuality. This can also be requested by the School's Attendance Improvement Officer. The reports will be monitored by form tutors.
- b) **Weekly Target report** will be used where students are failing to meet required expectations in terms of progress and or behaviour in lessons by teachers, or by form tutors or Directors of Learning. Students will be set targets to meet in each lesson and this will be monitored by teachers, tutors and Director of Learning for the year group. These reports will also be used to support students on a Behaviour Support Plan if appropriate. Weekly meetings between the student and the teacher/ tutor/ Director of Learning will take place to clarify the problem, to identify any support, and to set up strategies to improve behaviour.
- c) **Positive report** will be used to improve self-esteem and where a target report is not deemed necessary. This will be monitored by tutors.

## **Well-Being/Pastoral Care System**

Each student has a Form Tutor who, under the management of the Director of Learning for the Year Group, works to enable students to make the best use of learning opportunities and their time spent in school. Form Tutors are responsible for overseeing the well-being and pastoral care of students with a focus on the academic progress and the social development of the students in their charge. All Form Tutors must encourage students to reach their potential and will take opportunities to support and reinforce good behaviour and to discuss inappropriate behaviour during allocated tutor contact periods.

Students who struggle to meet required expectations at Townsend may be supported through a range of external agencies where necessary to improve behaviour and to reduce the potential risk of receiving a fixed-term or permanent exclusions or another sanction. The school's Well-Being and Inclusion Teams can also offer support when appropriate. Some examples of external support that may be available are shown below.

- Educational psychologist
- Local Education Support Centres eg. (DESC - Decorum Education Support Centre), The LINKS Education Support Centre, The Park Education Support Centre)
- Connexions (now called YC)
- Local Authority Attendance Improvement Office
- PCSOs (Police Community Support Officers)
- School Nurse
- Targeted Youth Support workers
- Behaviour Intervention workers
- Family Workers

At Townsend Church of England School each student is treated as an individual. We do not tolerate unacceptable behaviour and will work with students and parents/carers to address ongoing problems. We provide a structured approach to behaviour and draw on external agencies and support where necessary to address poor behaviour. We use rewards to ensure all students feel praised and valued and to reinforce positive attitudes and behaviour.

## **Bullying**

One priority of well-being/pastoral care is to ensure that students learn in a supportive, caring and safe environment, without the fear of being bullied. Bullying in school is an anti-social behaviour that will not be tolerated in Townsend School. All staff and students are expected to be familiar with the procedures for bullying and these procedures are outlined and clarified to both staff and students on a regular basis (A separate Anti-Bullying Policy is available for additional information).

## **7. Role of parent/carers**

The school expects parents/carers to support the school's behaviour policy and procedures as a condition of their child/children joining Townsend. It recognises that there will be occasions where interpretations of incidents or accounts may differ but expects all parties to manage these difficulties in a respectful and non-confrontational manner. The school will always seek to put the child's best interests first and will deal with any issue of behaviour in a fair and objective manner. The school is always keen to offer school or external support for parents/carers where the behaviour of their child may be challenging or difficult at home. Parent emails are used regularly to signpost parenting and support information as well as targeting communication to individual parents/carers.

## **8. Evaluation and review of behaviour at Townsend**

The school's Behaviour Policy is monitored and evaluated by a member of the Senior Leadership Team with support from other school leaders. This evaluation takes into consideration views from students, parents/carers, staff and governors. Evaluation is ongoing and formal feedback is provided for the governors when reviewing the policy as part of their regular work.

**Appendix 1 and Appendix 2 are on the following two pages**



## Appendix 1

# HOW CAN I BE REWARDED?

### HOUSE POINTS

You can receive House Points from your class teachers and your Form Tutor. They can give you House Points for the following things:

- Excellent classwork
- Excellent homework
- Excellent contribution to lesson
- Excellent independent work
- Helping others to learn
- Excellent effort
- Improvement of work through excellent student response
- Excellent attendance
- Excellent equipment and organisation
- Improved organisation
- Improved attendance
- Excellent punctuality
- Excellent contribution to form time
- Service to school
- Helping others
- Anti-bullying work
- Attend a revision class
- Class tests/ assessments - meeting or exceeding target grade
- Accelerated Reader

### HOME REWARD CARDS

You can receive Home Reward postcards through the post from school for a variety of reasons such as:

- A good piece of work.
- Consistent hard work.
- Continued good effort.
- Significant improvement in behaviour over a period of time.
- An excellent project.
- Consistent service to school
- Improved attendance to school or a subject

### HEADTEACHER'S COMMENDATION

Your teacher can nominate you for a Headteacher's commendation for:

- An outstanding piece of work
- Outstanding service to school

### STUDENT OF THE MONTH

Each half-term every subject area will nominate a student who has stood out in their studies to receive Student of the Month. There will be one from each year group for each subject. You will receive a certificate and a prize.

**What can you do in your lessons that make you stand out to receive this award?**

## Appendix 2 Townsend C of E School - Sanction Framework

LEVEL	INCIDENT	SANCTION	RESPONSIBILITY
<b>1</b>	<ul style="list-style-type: none"> <li>- Lateness to school &amp; registrations</li> <li>- Low level disruption (e.g. talking)</li> <li>- Failing to hand homework in</li> <li>- Uniform (poor uniform presentation or make up/ nail varnish/ jewellery)</li> <li>- Incorrect equipment</li> <li>- Inappropriate language</li> </ul>	<ol style="list-style-type: none"> <li>1. Follow the verbal reprimand procedure</li> <li>2. Sent out of classroom for maximum 5 minutes to prevent further disruption to the learning of others</li> <li>3. Issue a 15 minute detention</li> </ol>	<p>Class teacher for lesson based incidents</p> <p>Form Tutor for registration based incidents</p>
<b>2 (Blue)</b>	<ul style="list-style-type: none"> <li>- Low level disruption (e.g. moving around / throwing things / persistent talking, classroom expectations not being met)</li> <li>- Homework failure for a second occasion</li> <li>- Persistent equipment issue (a weekly issue)</li> <li>- Persistent uniform issue</li> <li>- Abusive language e.g. use of 'gay'</li> <li>- Interference with another person's property</li> <li>- Low level bullying (e.g. name calling)</li> <li>- 3 or more Level 1 behaviours being recorded by class teacher</li> <li>- Failure to attend Level 1 15 minute detention</li> </ul>	Lunch time detention set for 30 minutes <b>(NOT outside staffroom)</b>	<p>Class teacher for lesson based incidents</p> <p>Form Tutor for registration based incidents</p>
<b>3a (Red)</b>	<ul style="list-style-type: none"> <li>- Persistent low level disruption - ongoing</li> <li>- Truancy</li> <li>- Refusal to cooperate/ defiance</li> <li>- Persistent failure to complete class work or homework (on 3 or more occasions for homework)</li> <li>- Coursework default</li> <li>- 3 or more 'Blue' incidents having been recorded by the class teacher</li> <li>- Failure to attend Level 2 detention on 2 occasions</li> </ul>	After school detention set with teacher for 1 hour	<p>Class teacher for lesson based incidents</p> <p>Teacher dealing with incident if this is out of lesson time</p>
<b>3b (Red)</b>	<ul style="list-style-type: none"> <li>- Abusive language/ swearing/ behaviour directed to teacher or support staff</li> <li>- Theft</li> <li>- Fighting</li> <li>- Rudeness to a member of staff</li> <li>- Vandalism</li> <li>- Smoking</li> <li>- Bullying/ racist/ homophobic behaviour</li> <li>- Bringing 'banned items' into school (e.g. knives)</li> <li>- Threatening behaviour</li> <li>- Inappropriate use of IT</li> <li>- Use of a weapon</li> </ul>	<p>Straight referral to DoL Subject/Year</p> <p>Referral to Senior Leadership Team if necessary by DOL.</p> <p>Internal Exclusion</p>	<p>DoL Subject/Year after referral from a member of staff if necessary.</p> <p>Member of the Senior Leadership Team after referral from DoL Subject/Year</p>
<b>3c (RED)</b>	<b>Any of the above listed behaviours, those listed in Section 3 'Acceptable and unacceptable behaviour', and for serious one-off or for persistently reoccurring poor behaviour. Please see the Exclusion Policy for full information.</b>	<p><b>Fixed Period Exclusion</b></p> <p><b>Or</b></p> <p><b>Permanent Exclusion</b></p>	<b>Head Teacher/Deputy Headteacher/Assistant Headteachers</b>