



BEHAVIOUR MANAGEMENT PROCEDURE & STATEMENT

Policy statement on equality and diversity

The School will promote equality of opportunity for students and staff from all social, cultural and economic backgrounds and ensure freedom from discrimination on the basis of disability, gender, race, age, religion or belief, and sexual orientation.

Equality and diversity are integral to the School's priorities and objectives. We will support inter-faith and inter-cultural understanding and engage all students in playing a full and active role in wider engagement with society.

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The Mosslands School Behaviour Management policy

The Governing Body believes that the management of behaviour involves all members of the school community; that such management is an educative and evolving process.

Good behaviour provides a foundation for a secure and caring environment in which effective teaching and learning can take place.

Such an environment is brought about by:

- Pro-active promotion of good behaviour and discipline
- Promoting self-esteem, self-discipline, proper regard for Authority and positive relationships based on mutual respect
- Ensuring 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, bullying and harassment
- Encouraging a positive relationship with parents and carers, developing a shared approach to involve them in the implementation of the school's policy and procedures.

Roles and responsibilities

The Governing Body will establish, in consultation with the Head teacher, staff and parents and students, the policy for the promotion of good behaviour and keep it under review. It will ensure it is non-discriminatory and that expectations are clear. Governors will support the school in maintaining high standards of behaviour.

The Head teacher along with the Assistant Head teacher with responsibility for behaviour and attendance will be responsible for the implementation and day-to-day management of the policy and procedures.

Staff including teaching and non-teaching personnel, 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. *All Staff* have responsibility, with the support of the head teacher, for creating a high quality, learning environment.

Actively teaching good behaviour and routinely implementing the agreed policy and procedures provide the cornerstone of Behaviour Management at Mosslands.

The Governing Body, head teacher and staff will strive to 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, by routine and specific provision, the concerns of pupils are listened to and appropriately addressed.

Parents and carers are expected to take responsibility for the behaviour of their child both inside and outside the school. They will be expected to work in partnership with the school to assist in maintaining high standards of behaviour.

Pupils will be expected to take responsibility for their own behaviour and will be made fully aware of the school policy, procedures and expectations. *Pupils* also have a responsibility to ensure that incidents of disruption, violence, bullying and any form of harassment are reported.

Procedures

The procedures arising from this policy are held as an actively used appendix and their application is the responsibility of the whole school community.

Procedures in this highly complex and ever evolving area will be based in six general categories to be consulted and put into practice as a matter of routine.

Thresholds

Welcoming and guiding students on to and around the campus, into and around the teaching space, into and through each academic stage.

Respect
For self
For each other
For the school environs
For the local community
For learning
For property

Rewards

A school ethos of encouragement is central to the promotion of good behaviour at our school. *Rewards* are one means of motivating students and helping them realise that good behaviour is highly valued. Integral to our system of rewards is an emphasis on praise, both informal and formal, to individuals and groups as a matter of practice.

Sanctions

Sanctions are educative and are needed to help define parameters and boundaries and to help respond to inappropriate behaviour. A range of sanctions is clearly defined in the procedures along with their rationale.

Staffing structure

Good teaching involves teamwork. Mosslands has a clear staffing structure intended to support teaching, learning and to help manage behaviour. It is the responsibility of all staff to be familiar with the structure, to use it and to contribute to it as appropriate.

Training

The Governing Body will ensure that appropriate, high quality training is provided to support the implementation of this policy. Regular staff development sessions will provide the basis of training and communication ensuring consistency with provision for imagination, individuality and evolution.

Review

The Head Teacher, in consultation with the staff and school community, will monitor and review the Behaviour Management Policy systematically. The head will keep the Governing Body informed.

The Governing Body will, in consultation with the Head Teacher, staff, students and parents, regularly review policy and procedures. The School Council will be an integral aspect of this review.

Thresholds

The structure of the school day involves a number of occasions when the student body moves from place to place.

Movement onto and away from the site, into and out of lessons, assemblies and lunches, and movements at breaks all provide opportunities for staff to engage with pupils. **School policies can be applied, communicated and reinforced quickly and easily at these times.**

Education and schooling is about progression and evolution; pupils meet *thresholds* throughout their academic careers. Each individual stage (year six to seven, KS3 to 4, one term to the next etc) provides an opportunity to raise issues and communicate with the students.

The notion of **Thresholds** will be used to foster good, consistent practice in addressing issues as the boys move about the school and through such stages.

Movement about the school

At each juncture and as a matter of routine, staff should endeavour to:

- Be in position to welcome the boys
- Engage with students
- Be welcoming
- Note concerns:
 - Health
 - Mood
- Encourage
- Comment and act on preparedness:
 - Uniform
 - Equipment
 - Their demeanour
 - Expected behaviour
 - Relevant school rules
 - Punctuality

It is the responsibility of *all* staff to communicate school policies and ethos to pupils. This should be done routinely and as a matter of course. It can be done with a 'light touch' as we move around and with greater import when we are on duty or supervising at any point.

Interaction with the students in between formal contact times is an integral aspect of Behaviour Management. It will be most successful where members of staff have sufficient time. This involves careful timing in the conclusion of lessons and the use of the school bells to mark **arrival** times wherever possible. Late bells are no longer sounded; staff should make good use of their watches.

Punctuality is crucial. Staff should be in position to welcome students at appropriate times; boys will dawdle if arrival is unsupervised and punctuality is overlooked. A bell is sounded two minutes before the end of breaks to inform staff; it is intended that this also starts pupil movement towards registration.

THRESHOLDS: some guidelines for shared practice

Starting lessons:

Inconsistent behaviour by staff is a source of frustration for the pupils. Whilst recognising the pressures that staff are under, it follows that consistent staff behaviour will lead towards consistent pupil behaviour. *Bad pupil behaviour should be planned for.*

Wherever possible staff should be available at the form or teaching room as students arrive. Supervising orderly entry and dismissal to and from rooms is a key responsibility. Staff have a shared responsibility for corridor areas both between lessons and outside lessons.

However you feel: Be the calmest person there.

Provision should be made for the boys to be:

Welcomed
Encouraged
Given guidance

This is a '**threshold opportunity**' for staff to:

Check preparedness
Check for concerns
Make group aware of expectations
(seating arrangements, expected noise levels, classroom and school rules, work expectations)

Insist on courteous and considerate behaviour at all times. Classes should line up at the room. Give the boys a sense that this lesson is special, important and not just another lesson:

Come in and settle quickly please, we need to continue with / complete / move on with.....

It is important that all the pupils feel welcome and that they do not come with the baggage of misdemeanours past. Each lesson is an opportunity and clear expectations will help boys access the lesson and contribute to it.

Interview boys who repeatedly disrupt lessons at a time that suits you. Make your expectations clear to them. Seek support if you think it will be useful. Make use of other adults in the classroom; negotiate their involvement for short or long-term targets.

Remember to RIP- Reprimand in private.

Remember: you are the teacher!

Ending Lessons:

Many students find managing and organising their day to be challenges in themselves.

Carefully timed conclusion of the lesson provides a **'threshold opportunity'** to:

- Encourage
- Give guidance
- Check preparedness
- Check for concerns
- Reiterate expectations

These things can be done within a few minutes and provide an investment in behaviour management between lessons and a classroom management link with your next form or subject period.

Remember to PIP – Praise in public

Use a careful check on time to warn the class of minutes left and jobs still to do:

There are six minutes left to the end of the lesson.

I will be asking you to tidy your things away in four, ready to leave.

Set homework at the beginning of the lesson where possible to avoid a rush at the end

Try to end on a positive- it sets the scene for next lesson! Log reward points where appropriate.

You have worked really well this lesson, well done. Next lesson we will..... leave quietly please and move sensibly in the corridors. Enjoy the rest of your day.

Why not refer to home learning – lose the 'work'!

Stand near the door. Take ownership of that space and the corridor space outside. Let pupils passing-by know that you are around. Emphasise the importance of punctuality.

Food for thought!

A well-planned and interesting lesson fosters good relationships and encourages good behaviour too.

Movement in Corridors:

Actively teaching behaviour involves all aspects of the school day. Positive behaviour stems from good relationships, positive role models and clear communication.

Staff should take the 'threshold opportunity' to interact and engage with pupils as they move about the school; this acts to empower staff.

A thought: your lesson plan could begin the first time you encounter a student – maybe years before the lesson!

With a light touch and accurate targeting, a few comments and actions by each member of staff as they circulate will play a very important part in behaviour management.

Comment can be made on:

Uniform, personal appearance and conduct

You look smart today.

Thanks for taking off your cap indoors.

Do you have permission to wear trainers today?

Walk on the left. you know our rule.

Comments can be discreet or designed for groups to over hear.

Comments posed as questions *include* the pupils in the process and lend them some ownership and responsibility for the answer. This can usually allow you to avoid unnecessary confrontation.

Teaching is Teamwork: If dealing with difficult behaviour:

- Separate the behaviour from the person. Never label the pupil; refer instead to their behaviour.
- Speak calmly and give clear, simple instructions.
- Distract before trouble begins if you can; start a conversation; walk with them. RIP, reprimand in private and PIP, praise in public.
- Notice their good behaviour; let them know that you are pleased.
- Rarely shout. Incisive use of the loud voice can be a good investment but its effect is reduced with frequent use. Shouting can affect the ambience of the school and possibly undermine the work of colleagues.
- Never use sarcasm or humiliation. A key feature of our policy is respect. Our actions are exemplars for students.
- Use humour as appropriate.
- Focus on 'primary' behaviour, the original incident, **and tactically ignore the secondary, diversionary argument**; this could be followed up later.
- Make use of our reward systems for good behaviour outside the classroom.

Rules regarding headphones and mobiles, considerate speed of movement, noise levels and walking on the left can often be enforced using very little time or effort and as a matter of routine as we move from place to place. **It is expected that all staff contribute to this process.** Use shared language, refer to notices around the school:

Go carefully please, you know our rule.
Get prepared as you come in, you know our rule.

Staff will also bolster their own position in the eyes of the boys by so doing. An emphasis on the importance of punctuality will reduce opportunities for pupils to be distracted and misuse time between lessons.

Pupils are informed of school routines in terms of RESPECT; coaching words of guidance in such terms sets instructions in context and good, correct conduct is seen as socially acceptable.

Duty:

A duty position gives us a '**threshold opportunity**' to engage students as they arrive or leave the grounds, enter or leave the buildings, approach or leave their rooms, or move about at breaks.

Prompt arrival on duty is essential. Carefully timed conclusion to lessons and other activities will provide for this. Staff should wind down the lesson to a finish two minutes before the bell and be the first person at their duty point. **Staff should seek extra support if prompt arrival is difficult.**

Staff should be active and alert during duty. Move about the area, engage in conversation with the boys. Get to know their relationships and habits. Which boys are not involved with others or always late or very early? Some boys are very different in free time than in lessons. Gather an impression, information, an understanding of the groupings and general atmosphere. This opportunity also provides a good investment for the individual member of staff; pupils will be encountered again, in the classroom or perhaps in difficult situations.

Duty is an opportunity for staff to meet and chat but this should not be to the exclusion of the students. Duty should be active, informative, educative, effective.

Staff on duty should keep an eye on the time and **prepare students for the bell in advance.** Emphasise punctuality. Pupils are familiar with the phrase "**break time is break time and lesson time is lesson time**". Remind them of expectations as they enter the building.

Leave food, trainers and noise on the yard!

Respect

Respect is intrinsically, fundamentally important. Respect is behaviour that makes others feel worthwhile and important.

The notion of respect can be used as rationale for all areas of managing pupil behaviour and as a focus when enforcing the pupil code of conduct.

When engaging students staff should demonstrate the various aspects of respect highlighted in the pupil code of conduct, in posters around school and in this behaviour management policy.

Without repeating the word 'respect' it is possible to enforce rules and expectations by couching comments and instructions in terms that communicate reasons and rationale in this area of school policy:

Think of others please and use a voice suitable for the classroom.

Please don't be late for lessons, its disrespectful to the others in the class.

Don't forget your equipment for lessons; borrowing interrupts the others.

Be proud of yourself, make sure your uniform is smart / your work is the best you can do.

Let's keep our school tidy; respect our environment, it will be a nicer place to work in each day.

Make the most of your opportunities in the school and the excellent facilities that are here for you.

Speak to me politely as I do to you – thanks.

Treat others as you would like to be treated yourself.

You need to be outside now – thanks.

I feel annoyed when you interrupt me. Wait your turn to speak, thank you.

Please don't talk when others are answering questions, it is the height of bad manners.

Get ready, the bell goes in two minutes.

Don't be late, you will delay your class.

Don't be late, give yourself a good start to your lesson.

Model the behaviour you want to see. Build trust. Notice the good in students. Build their self-esteem. This will encourage good attendance and promote positive behaviour. This can be accomplished by the regular, simple everyday interactions we have with children.

Rewards

One of the most powerful tools in the management of behaviour is reward. **One of the most powerful rewards is praise by those held in respect and high regard.**

There is an array of reward systems in use around the school; faculty and departmental ones and personal ones too. These should be put to good use.

The 'School Award system' should be used by all staff.

Consistency in this regard will bolster the system, give it higher standing and allow it to be more effective.

Staff should make themselves aware of the School Award System, used across all key stages. **This scheme includes form, subject and pastoral areas, headteacher and parents.** It informs school awards evenings and plays an important part in **Pupil Progress Files and Records of Achievement.** Non-teaching staff can contribute to it by recording good behaviour on our Sims system. All achievement points contribute to a House achievement cup and appropriate reward. This competition has proved very effective so it is important that all staff make use of the system and that all pupils can expect reward at some time.

It is commonly thought that 'middling' children don't get enough reward; if members of staff feel this to be so, carefully recorded use of the School Awards Scheme can help solve this dilemma.

It is easy to "forget" to reward good behaviour and concentrate on recording only poor behaviour so try not to do this. Skilful use of Reward Points, for all matters pastoral, can strengthen personal authority and aid behaviour management in the classroom.

School Certificates form an integral aspect of the School Awards Scheme and are generated automatically from the Sims achievement data. These contribute to progress files issued in Year 11.

Contacting parents to report instances of good behaviour can be a very powerful tool. Consult House offices before you do so.

Sanctions

Just as reward is a powerful behaviour management tool, so sanctions, incisively deployed by those held in respect and high regard, serve to define for pupils a clear and just structure within which they can thrive and develop.

The Mosslands sanctions guidelines are held in the staff handbook.

It is expected that all staff make use of and contribute to the system of sanctions. In doing so it is essential that staff are aware of the management structure detailed in appendix 5 and that they make use of *all* levels of support.

Active personal involvement in all aspects of the sanctions process will empower individuals and strengthen the system. The system will be weakened where levels of support are by-passed. We have a **staged system** with staff at each stage taking responsibility and keeping in touch with progress thereafter if need be.

The initial punishment and any follow up for non-compliance is almost always the original teacher's responsibility; **staff further along the disciplinary procedure will need to know what has been done prior to their involvement.** This process can be a learning process and provide a good investment for future work. It is important that staff maintain some involvement and 'ownership' of the problem even after referral. Again, this will serve to empower the member of staff and help with similar incidents in future. **Staff should be consistent;** tackling apparently minor matters at source also supports the next member of staff to teach or deal with the student concerned.

Plan to manage behaviour, both good and bad. Explore, in advance, all the options and types of support available.

Food for thought!

Explore the involvement of other adults in the classroom. Learning Mentors and learning support staff offer flexibility, Resource Assistants, Administration Assistants and Technicians all have much to offer.

Sanctions should be educative. Imaginative use of the Learning Support Unit, Learning Mentors, Alternative Curriculum schedules and Gifted And Talented resources can pre-empt problems in the classroom.

Differentiation accommodates students.

Food for thought!

Think positive. Raise the stakes. Raise the threshold. Loss of rewards or incentives can provide another level of sanctions, keeping your powder dry!

The Impact Centre will be used to deal with pupils who may have found themselves on a fixed term exclusion but will also be used at the discretion of the Deputy Head and Assistant Head with responsibility for attendance and behaviour, for those pupils presenting persistent problems in lessons.

Staffing Structure

Management roles exist to ensure that teaching and learning can take place in a secure and happy environment without restriction or impediment.

Members of staff have different levels of experience and expertise and consultation with colleagues is encouraged.

Sections on rewards and sanctions in the staff handbook and the 'Essentials' booklet detail both systems and demonstrate the importance of proper use of the staffing structure. **It is very important that systems are not short-circuited.**

The rewards scheme is designed for everyone to be involved, parents, form and subject tutors, Directors of learning, house staff, assembly takers and the Headteacher. **Similarly, the sanctions systems must include all staff.** Again, it is very important that colleagues at all levels of responsibility and involvement are used and that staff prioritise appropriately. Skipping levels of responsibility weakens the system and can lead to senior staff spending a good deal of time on more minor matters. This also means that staff (such as form tutors) are not kept informed of problems with their students. They will not have the chance to share their background knowledge, detect patterns of behaviour or to set the present problem in context.

Food for thought!

There is a great deal of good practice around, arrange to visit a colleague's lesson and ask them to visit yours – share ideas – visit a different faculty.

Members of the senior management team and pastoral staff are available in rota during most lessons. They will visit classrooms in support of both staff and students.

*Whenever you refer one of your students (for reward or sanction), **maintain your involvement** by asking for news or information and by speaking again to the pupil if appropriate. This will be a good investment in future relationships and support the very difficult area of communication.*

The Curriculum areas and House systems depend very much on the input of individual staff, with the Form Tutor playing a fundamental role in both areas (refer to active form tutor document). Such information will be used to devise appropriate behaviour improvement plans for those pupils requiring them. These will be reviewed and discussed with parents and pupils with an expectation that improvement will be made and maintained

The most intractable student issues are reviewed by the Head Teacher and Assistant Head with responsibility for behaviour and attendance. These cases are discussed and appropriate action taken. Parents, staff and external agents are informed and involved.

Training

Members of staff have a responsibility for their own professional development. Training in the area of behaviour management must reflect the evolving nature of the subject.

External training can be arranged through Gareth Evans.

Twilight sessions will include topical aspects of behaviour management.

Perhaps you could arrange to visit other establishments, other mainstream schools, W.A.S.P., Kilgarth school.

Regular opportunities are arranged for both formal and informal training, for sharing good practice and for the review and development of this policy document. An opportunity to discuss aspects of behaviour management will be made in the set meeting schedules for all curriculum areas.

The Performance Management system provides opportunity for staff discussion and review. Strategies can be developed and shared.

Find the time to sit and discuss behaviour management with members of the SLT, House staff, colleagues. **Visit** areas of Pupil Support. **Talk** with support assistants and mentors.