



Roysia
— Middle School —
We care; they flourish

ROYSIA MIDDLE SCHOOL

BEHAVIOUR FOR LEARNING

The Governing Body has adopted the Roysia Middle School Behaviour for Learning Policy

Adopted by the Governing Body: 19 June 2013

Chair of Governors: D Brynjolffssen

Review Date: 2016

INTRODUCTION AND UNDERLYING VALUES

The governing body is required to ensure that it pursues policies designed to promote good behaviour. This policy states the means by which Roysia Middle School will maintain an environment that encourages behaviour for learning.

This policy is intended to promote a consistent approach to maintaining high levels of good behaviour and the physical and emotional safety of the school community. Pupils' effective participation in the school curriculum is optimised when they attend school regularly, are motivated to learn, receive positive support and behave appropriately. Pupils need security, safety and equality of opportunity if they are to learn and achieve effectively and develop personally and socially.

We believe:

- all pupils can behave well and at Roysia School almost all of our pupils behave in a responsible manner
- recognising and rewarding good behaviour is more effective than punishing poor behaviour
- pupils and staff have the right to uninterrupted lessons and playtimes
- we each have responsibility for our own behaviour
- school and families must work together to promote good behaviour
- all members of the school community have a part to play in the formulation and review of this policy

Behaviour management policy and practice at Roysia School aims to develop:

- self-discipline and self-control
- accountability for one's own behaviour
- self-esteem
- awareness of the rights of ourselves and others
- values of honesty, fairness, courtesy, and respect for others
- co-operative and independent learning
- the ability to stay 'on task'
- respect for property and the environment
- an environment where teachers can teach and everyone can learn.

MANAGING PUPIL BEHAVIOUR

Good behaviour at Roysia will be recognised in line with the agreed 5 Step Rewards Plan. This will be reviewed every two years and regularly (at least termly) discussed with pupils. Where pupil behaviour is unacceptable the 5 Step Behaviour Plan clearly describes the steps to be taken. The approach to both good and poor behaviour will be in line with 'Assertive Discipline' principles. Firm, clear instructions will be given, addressing the unacceptability of the behaviour and not the child her or him self.

The staff member dealing with the behaviour will:

- remind pupils of the plan
- make clear what behaviour should be changed
- give pupils simple choices regarding behaviour
- follow the plan

School Rules will be kept to a minimum, and will be discussed with governors, parents/guardians, pupils and staff. Instructions concerning behaviour in lessons will be on the Behaviour for Learning Policy (BfLP). All rules and the BfLP will be included in the school prospectus, and are included as appendices 1 & 2.

The expectations are simple - pupils are expected to behave in a manner which is safe, caring and allow teaching and learning to take place. Examples of these behaviours are displayed clearly in every classroom and attached as appendix 1. (Safe, Caring and Learning)

Additional Strategies

With certain individual pupils or when certain circumstances prevail, staff members will need to demonstrate flexibility and may need to employ additional strategies such as:

- the tactical ignoring of certain behaviour
- additional use of 'time out' or 'cooling time' to defuse situations
- discussing possible ways forward with pupils and agreeing contracts
- developing and maintaining positive approaches with pupils
- developing a common approach with families and support staff/agencies
- avoiding aggressive confrontation
- putting pupils on report
- internal exclusion
- seeking support from colleagues so that pupils work in another classroom
- communications with home
- exclusion - either fixed term or permanent, depending on every individual case. An exclusion may only be issued by the Headteacher or person acting in that capacity in the event of the Headteacher's absence.

REWARDS AND SANCTIONS

These are clearly explained on the 5 Step Reward Plan and the 5 Step Behaviour Plan (appendices 3 & 4). Rewards and sanctions need to be applied consistently and fairly. For this to be seen to be true, merits should be given to pupils of all abilities. We should be aware that quiet pupils and pupils of average ability have not been given merits at the same rate as more able or less well-behaved pupils in the past.

A Student Information Form will need to be completed when a child is sent out of a lesson for longer than ten minutes 'cooling off time' or internally excluded (Appendix 5).

Where repeated incidents of misbehaviour in lessons occur, the Form Teacher and Year Leader should be informed and behaviour should be logged on SIMs. This will enable the monitoring of behaviour across the curriculum.

PREVENTION

Planning and intervention at school, classroom and pupil levels can help defuse potentially difficult situations by allowing pupils to maintain their self-esteem and continue their activities appropriately. Roysia School operates a curriculum that promotes positive behaviour and equal opportunities. We identify and take opportunities to discuss forms of harassment such as racism, sexism or bullying; and to teach principles such as fairness, justice, honesty, rights and responsibilities. We recognise our school, like our society, is diverse and we expect all members of the school to understand, appreciate and respect that diversity.

Medium and short term planning must take into account the needs and abilities of pupils. Lessons should be stimulating and challenging with achievable objectives and learning outcomes. Pupils should have some ownership of and responsibility for their learning via the use of Assessment for Learning techniques. Advice might be sought from Subject and Year Leaders, SENCo, other colleagues, consultants or advisors about the suitability of lessons, teaching materials or teaching and learning styles.

PROCEDURES FOR BREAKTIMES AND LUNCHTIMES

At breaktime there will be 3 teachers on duty - one on the playground, one patrolling the corridor and one in the dining room. At lunchtime, one teacher will be employed for playground duty alongside 5 midday supervisors. These staff are responsible for helping the pupils to manage their own behaviour during their 'free time' which is designed to be a time when pupils can be more relaxed and less formal. However, there are still rules which must be observed and staff may withdraw free time from a pupil for all or some of break or lunch time if behaviour poses a risk to either the pupils own or others safety or happiness. Bullying will not be tolerated, neither will 'play fighting' or other behaviour which could result in either physical or emotional harm. The member of staff on duty will normally deal with behaviour incidents as

they occur although they may request support from a colleague (form tutor, head of year, leader of key stage or other member of SLT).

SUPPORT AND OUTSIDE AGENCIES

For good discipline and effective systems to operate honestly, co-operation and adherence to the behaviour policy are vital. Any member of Roysia staff may expect support and advice from colleagues. Staff and Year meeting time will be assigned to more formal discussion of concerns about individual or groups of pupils. The SENCo should be consulted about the needs and behaviours of individual pupils. This will lead to the consideration of the addition of pupils to the SEN register at School Action level.

Where behaviour continues to challenge we will consider seeking a report from our attached Educational Psychologist and movement on to School Action Plus.

Individual teachers and other members of staff will be targeted for CPD as necessary. The School Educational Psychologist can be asked to provide school based INSET for specific conditions or the needs of individual pupils.

Referrals will be made to Children's Services for individual pupils. In this way we can gain access to a range of support including: the local Behaviour Support Team (BST); Youth Inclusion Support Programme (YISP); Young Citizens Project (YCP); local Education Support Centre (ESC); Specific Learning Difficulties Centres (SpLD). A directory and guide to these services is in the Behaviour Support Pack held by the SENCO and the Headteacher.

Where it is deemed appropriate by the SENCo, a Pastoral Support Plan (PSP) for pupils at risk of exclusion or Individual Education Plan (IEP) will be drawn up to support a pupil's behaviour.

BULLYING AND HARASSMENT

Please refer to the Anti-bullying Policy, available on request or on the school website.

LINKS WITH HOME

Parents are asked to check their child/ren's homework diary on a weekly basis. Notes home, merits, privileges and detentions, as specified in the CBP, will be shown in homework diaries. Various means of communication, phone calls, text messages, emails, postcards, letters, etc. will be used to inform parents/guardians of notable incidents of good or bad behaviour. Parents and guardians are encouraged to attend consultation evenings. At other times meetings can be arranged by contacting the school office. The school will try to operate an 'open door' policy, as far as possible, when parents need more immediate contact. The school will invite parents into school should behaviour issues warrant it.

MONITORING

Behaviour incidents should be logged on SIMS. Instructions for this are available on staff requests. Incidents should be logged with a factual account of what happened and any actions taken. As a guide 15mins detention = 1 behaviour point.

Student Information Sheets will be circulated and filed. Individual pupils will be discussed at morning minutes and staff meetings. Lunchtime detentions will be shown by a D in homework diaries and attendance at the detention logged. After school detentions require contact with home. A record of the phone call with a reason for the detention should be recorded on SIMS. Analysis of these records will lead to discussions with pupils, parents and staff and, where appropriate, individual strategies put into place. Overall analysis of behaviour records will be discussed with *Governors*.

COMPLAINTS

A copy of the complaints procedure is available upon request.

Date: 19.6.13

Chair of *Governors*.....D Brynjolffsen

Review Date 19.6.16

Behaviour for Learning Plan



1. We keep hands, feet and objects to ourselves
2. We walk carefully around the school
3. We take responsibility for our property and actions
4. We line up quietly and wait our turn
5. We wear our uniform correctly



1. We are kind and encouraging
2. We show respect for other people's thoughts, opinions and beliefs
3. We help and support each other
4. We show respect for our environment
5. We are polite and friendly



1. We listen and follow instructions
2. We are positive
3. We work together and ask for help if we need it
4. We try our best and don't give up
5. We are on time for our lessons

RULES

In order to keep members of the Roysia school community and their property safe, some rules are necessary. We will keep these rules to a minimum and consult members of the school community, including the school council, when the behaviour policy is reviewed and at other times as appropriate. Behaviour rules are set out in the Behaviour for Learning Plan; these apply around the rest of the school as well. Individual classrooms/teachers may also have specific rules of which pupils will be made fully aware (e.g. in specialist teaching rooms)

Pupils will wear the designated school uniform and 'standard' hairstyles and colours.

Jewellery, apart from a wristwatch, is not to be worn in school. If ear studs cannot be removed they should be covered with tape.

Mobile phones and other electronic equipment are not to be brought into school. If mobile phones are brought in for use before or after school they should be switched off and handed into the school office and collected after 3.30pm.

Pupils will move about the school building and in from the playground in a calm and orderly fashion.

Pupils may only leave the school with permission and after signing out at the front office.

Matches, lighters, cigarettes, blades, chewing gum, bubble gum and any illegal substances will not be brought to school.

It is not feasible to produce a list of all items not to be brought into school, so if there is any doubt it is best to check before bringing in an item you are unsure about.



ROYSIA 5 STEP REWARDS!



1 **VERBAL PRAISE:**

- working well
- co-operating with classmates to get work done
- politeness
- achieving well

You may be asked to move seats to help a friend who needs you!



2 **WRITTEN PRAISE/MERIT: (in diary or on board) (1 complete merit sheet = 5 achievement points)**

- completing a piece of work to a high standard
- excellent effort
- good manners
- kindness
- helpfulness
- achieving well



3 **TEXT HOME: (+ 1 achievement point)**

- continuing to work well
- supporting your own learning by helping others
- achieving more than your target
- completing work to a high standard



4 **PHONE CALL OR POSTCARD HOME/PRIVILEGE: (+ 2 achievement points)**

- going that "extra mile" in your behaviour and work
- doing more work than you were asked to
- being especially kind or helpful



5 **LETTER OR CERTIFICATE: (+ 3 achievement points)**

- continuing to out-perform your targets
- supporting your friends in their work or if they are in difficulty
- huge improvements in any area of school life

STAR OF THE MONTH: This award is voted for by all teaching staff and is a very special honour



ROYSIA 5 STEP BEHAVIOUR PLAN



1 VERBAL WARNING:

- low level disruption (chatting, off task, tapping, swinging on chair, etc)



You may be asked to move seats or other action to help you manage your behaviour

2 WRITTEN WARNING: (in diary or on board)

- continuing with low level disruption
- deliberate disruption of the learning of others
- arguing
- no homework
- shouting out



3 DETENTION (15 mins):

- diary not signed
- late to school
- late to lessons after 2 warnings
- no diary
- uniform/jewellery
- continuing step 2 behaviour



4 DETENTION (30 mins):

- rudeness, insolence
- verbal abuse - pupil
- damaging property
- missed detention
- consistently failing to do homework
- continuing step 3 behaviour



5 AFTER SCHOOL DETENTION (3.30-4.30pm): (your teacher will telephone your parent/carer to discuss your behaviour)

- fighting, (including 'play' fighting)
- swearing
- chewing gum
- continued rudeness/insolence
- 3rd 30 minute detention in one week
- bullying
- continuing step 4 behaviour
- defiance
- refusal to comply
- mobile 'phone
- discriminatory incident
- theft
- verbal abuse - staff

Bullying: Verbal

Racist:

Physical

STUDENT INFORMATION FORM

Name of student:	Form:	Date:
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REPORT BY: _____ Please return to Deputy Headteacher for filing. Thanks.

Circulate to:	ZJL	JG								
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Nature of Incident:

3 Lunchtime detentions	Behaviour in classroom	Behaviour on playground	Other
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Details:

N.B. Indicate if it is a repeat incident.
 N.B. indicate if a serious incident referral should be made to the LA.

Staff:				
Action:	Parental Contact: Note in diary 'Phone call Letter Meeting	Lunchtime Detention Date:	After school detention Date: Supervised by: Attended:	Internal Exclusion Date:
Comments:				

Please complete if evidence of bullying or a racist incident is found:

1. Focus of Bullying / Harassment Please tick all the elements which apply in your understanding of the incident (s):			2. Manifestations of Bullying / harassment (indicate those which apply)	
	Definitely applies	Possibly applies	Perception of Individual: feelings of being bullied / harassed	
Ability			Isolation / Ignoring	
Age / Maturity			Teasing	
Appearance			General expressions of prejudice / stereotyping	
Class / Socio-economic			Racist literature, graffiti or insignia	
Learning difficulties and Disabilities			Verbal abuse or name calling (specify in 'Details' section)	
Ethnicity / Race*			Targeted graffiti or hurtful note-writing	
Religion / Belief*			Threats including threatened physical assault	
Institutional Racism*			Mobile phone / text message bullying / harassment	
Gender			Internet related bullying / harassment	
Homophobia			Camera phone bullying / harassment	
Sexualised			Actual physical assault	
Size			Other:	

*See County Guidelines on Dealing with Racist Incidents