



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: SEPTEMBER 2017

Chair of Governors: *David Brynjolffssen*

Review Date: **JULY 2018**

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 Rewards Plan. This will be regularly reviewed and discussed with pupils. Where pupil behaviour is unacceptable the Consequences Plan will be applied. Firm, clear instructions will be given, addressing the unacceptability of the **behaviour** and not the child themselves.

The staff member dealing with the behaviour will:

- remind pupils of the consequences (both positive or negative) of poor behaviour;
- make clear what behaviour should be changed;
- give pupils simple choices regarding behaviour;
- follow the 'Consequences' guidelines;
- model good behaviour.

School Rules will be kept to a minimum, and will be discussed with governors, parents/carers, 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, in the pupil diary and attached as appendix 1. (Code of Conduct)

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;
 - agreeing times for reflective conversations
 - developing and maintaining positive approaches with pupils;
 - developing a common approach with families and support staff/agencies;
 - avoiding aggressive confrontation;
 - putting pupils on report;
 - seeking support from Senior Staff
 - involving parents/carers to encourage support at home
- Exclusion : Where deemed an appropriate sanction, a child may be given the consequence of an exclusion. It is important to note that every case will be treated individually, taking into account a range of factors and often complex circumstances.

An exclusion may be one of two types, depending on the seriousness of the incident leading to the exclusion:

→ Internal Exclusion:

This will involve the child working in isolation from the rest of his / her teaching groups for all (5 lessons) or part of the day. If the exclusion is for a full day, break time and lunchtime will also be included in this period. Activities linked to the planned content of each lesson will be provided by subject teachers and

coordinated by the Leader of Key Stage.

→ **External Exclusion:**

a) Fixed Term: For serious incidents, a child may be excluded from the school premises for a fixed period of time. The duration of the exclusion will reflect the seriousness of the incident. A fixed term external exclusion may only be issued by the Headteacher, or other member of staff acting in that capacity in the Headteacher's absence. On the child's return to school, a reintegration meeting will be held, attended by the child, the child's parents or carers, and Headteacher or member of the Senior Leadership Team / Leader of Key Stage. At the reintegration meeting, the school's expectations regarding acceptable behaviour will be reinforced prior to the child returning to their lessons.

b) Permanent Exclusion: In extreme circumstances, a child may be permanently excluded from the school. Where a child's behaviour is deteriorating to the point where they could be at risk of permanent exclusion, the school will seek the support of the Behaviour Outreach Team, who, in partnership with the school and parents / carers, will employ strategies to promote positive behaviour.

REWARDS AND CONSEQUENCES

Rewards and Consequences are clearly explained to pupils. Behaviour points should be logged on SIMs when recording poor behaviour. Credits should be entered into pupil diaries as rewards.

The Consequences System has been established by staff and supported by training to support consistency of approach.

PREVENTION

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, homophobia 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. Promotion of core British values is referred to across the curriculum.

Medium and short term planning takes into account the needs and abilities of all pupils. Lessons should be stimulating and challenging with achievable objectives and learning outcomes. Pupils should have some ownership of and responsibility for their learning and are encouraged to assess their own individual effort regularly in lessons. Advice is sought from subject and Leaders of Key Stage, INCo, other colleagues, consultants or advisors about the suitability of lessons, teaching materials or teaching and learning styles. Regular CPD ensures that staff are kept informed of recent developments.

PROCEDURES FOR BREAKTIMES AND LUNCHTIMES

At break time there will be 3 teachers on duty – 2 in the playground, one patrolling the corridor and dining room. At lunchtime a senior member of teaching staff will be employed for playground duty alongside 4 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 times 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 and inform relevant staff (form tutor, Leader of Key Stage etc.) as necessary.

SUPPORT AND OUTSIDE AGENCIES

Leaders of Key Stage (with support from the INCo if required) will decide on additional support required and if support from outside agencies is necessary.

Where behaviour continues to challenge we will consider seeking a report from other professional services such as Educational Psychologist, North Hertfordshire Education Support Services (NHESS) and Family support worker. Teachers and other members of staff will be given regular opportunities for CPD, some of which will be delivered as part of the weekly Staff Development sessions.

As appropriate, referrals will be made to Children's Services for individual pupils. In this way we can gain access to a range of support including: Family Support Worker, Transition Worker, Family First Assessment, Intensive Families First, (North Herts Emotional Support in Schools Service (NESSie), CAMHS, NHESS, Specific Learning Difficulties Centres (SpLD) etc. A directory and comprehensive guide to these services is available from the Family Support Worker. Where it is deemed appropriate, a Pastoral Support Plan (PSP) for pupils at risk of exclusion 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 diary on a weekly basis. Notes home, credits and consequences will be recorded in the diary. Various means of communication, phone calls, text messages, emails, letters, etc. will be used to inform parents/carers of notable incidents of good or bad behaviour. Parents and carers 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

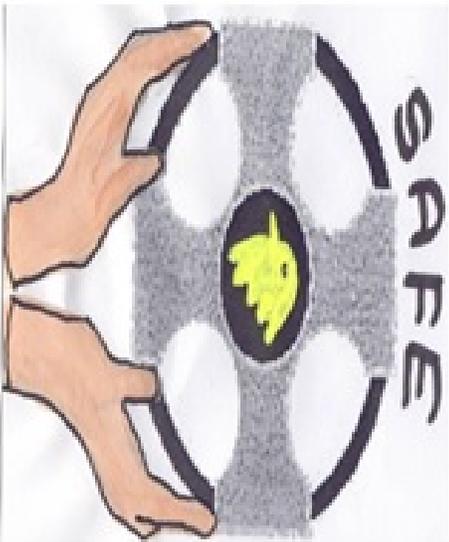
Behaviour incidents should be logged on SIMS. Incidents should be logged with a factual account of what happened and any actions taken.

A Behaviour Incident Report regarding exclusions will be circulated and filed. Individual pupils will be discussed at morning minutes and staff meetings. Parents will be notified of after school detentions by letter. Staff are encouraged to discuss the incident by phone or in person. A record of the phone call with a reason for the detention should be recorded on SIMS and logged in the pupils' pastoral file. 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

Code of Conduct



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 (eg in specialist teaching rooms)

- Pupils will wear the designated school uniform and 'standard' hairstyles and colours.
- Makeup and nail varnish is not permitted.
- Jewellery, apart from a wristwatch/smartwatch, is not to be worn in school. If ear studs cannot be removed they should be covered with tape. No other piercings are acceptable.
- Mobile phones and other electronic equipment are not to be brought into school. If mobiles 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 or at the end of after school clubs.
- 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 (including e-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.

We expect all pupil to taking growing responsibility for their learning

All choices have consequences.
Make the right choice!

Good choices lead to:

Praise
Credit(s)
Good note in diary
Positive phone call and text home
Good progress in lessons

Certificate of achievement
Participation in credit trips (KS 3)
Star of the Month award
Opportunities for greater responsibilities

Bad choices lead to:

Verbal warnings
Written warnings
Reflection time
Contact with parent(s)
Withdrawal of free time
After school detention
Behaviour report
Internal exclusion
External exclusion



Pupil Behaviour Form for Serious Concerns/Incidents

1. Details of Incident and Action Taken				
Pupil:	Form:	Reported by:	Concern/Incident	
Date:	Time:	Location:	Disobedience/defiance	
Others involved:			Persistent disruptive behaviour	
Witnesses:			Bullying	
Details			Verbal abuse/swearing	
			Physical abuse/aggression	
			Sexual abuse	
			Vandalism/damage to property/graffiti	
			No out of school Learning (regular)	
			Drug /Alcohol related	
			Bullying	
			Harassment	
			Racism	
			eSafety	
			Theft	
			Poor attitude/Learning	
Consequence :			Lateness	
			Other (leaving premises)	
Action taken by whom			Reprimand	
Signed: _____ Date: _____			After school detention	
			Kept in at lunch	
			Parents/carers informed	
			Note in Learning Journal	
Incident resolved: <u>YES</u> NO (Please circle)			Behaviour points for exclusion	

If resolved pass copies to Leader of Key Stage, Leader of School, Class Tutor and Admin to place in school file, otherwise refer on for further action

2. Referral to Year Leader and in extreme circumstances Headteacher		
Signed: _____ Date: _____	Reprimand	
	After School Detention	
	On Report	
	Parents/Carers informed	
	Internal Exclusion	
	Fixed Term Exclusion	2
Incident resolved: YES NO (Please circle)		

Copied to:

