**CRESTWOOD**
**COMMUNITY SCHOOL**

# Behaviour Management Policy

## Updated: June 2017
## Review Cycle: 2 years

## T. Nash

## Overview and Aims

The aim of this policy is to set out our expectations for the effective management of behaviour at Crestwood Community School. It is based on our aim to provide a safe, secure and caring environment for all. Where all members of the working community possess self-discipline, respect and consideration for others. Crestwood does not tolerate any form of bullying. Be it emotional, verbal, physical, online, homophobic, racial or sexual bullying. Any incident will be dealt with in appropriate manner.

At Crestwood Community School, good behaviour and discipline are expected and considered essential to foster an environment which allows students to learn and flourish. We aim to promote the values of courtesy, respect, honesty and trust, as well as encouraging students to be enterprising and develop their initiative. It aims to help provide students with the opportunity to reach their full potential and enable them to take a positive and active role in the life of the college.

Through this policy our aim is to create an effective atmosphere with the emphasis on a culture where we continually strive to develop high-quality teaching and learning and focus on students' success rather than failure. It is an Inclusive policy which is based on good relationships centred on rewards and praise and where the explicit sanctions provide a clear framework of support for all students.

In summary, the Behaviour Policy aims to:

- Promote high self-esteem and foster positive attitudes
- Provide high-quality teaching and learning experiences for all
- Develop students' self-discipline and independence in learning
- Develop consistency in the application of sanctions and rewards
- Provide the opportunities for all students to fulfil their potential
- Encourage all students to recognise and respect the rights of others
- Enable students to be on task and make good progress in their learning
- Promote Inclusion
- Zero tolerance of any form of bullying

**Summary**

## Crestwood Community School Behaviour Blueprint

### Visible Adult Consistencies

1. Meet and Greet / Farewell
2. Good Morning during Register
3. Use of Praise and Positive Language
4. Sanctions based on Restorative Approach
5. Address issues - use of drive-by

### School Rules

Ready

Respectful

Responsible

### Over and Above Behaviours

Building community spirit

Doing something for nothing

Subject Award

Community Respect Award

Hot Chocolate Fridays

## Learning, Achieving, Leading

### Stepped Sanctions

1. Micro-script in lesson
2. Restorative Conversation (10 mins)
3. Department Detention (30 minutes)
4. School Detention (1 hour)
5. Internal Exclusion

### Microscript: 30 second intervention

1. I have noticed that you are not learning, can I help you?
2. Rule reminder. This will happen if your behaviour continues, give options
3. Reminder of positives
4. Take up time, walk away and look around the room at everyone else
5. Followup 1: Reminder and praise / move seat
6. Followup 2: Reminder and removal to SL

### Restorative Questions

1. What happened?
2. Who was affected?
3. How were they affected?
4. What were you thinking or feeling?
5. What needs to happen to make this right?
6. What will you do differently next time?
7. Remind them on previous positive behaviours

**When the adults change, everything changes**

3

## Praise and Recognition

Our praise and recognition systems are designed to celebrate the success of all our students. In order to achieve this we wish to recognise, encourage and reward students for displaying positive attitudes and behaviour and for achieving well in all aspects of school life.

The school uses an online system called E Praise. This system allows staff to award points to students in recognition for good work, attainment or effort.

We employ a range of strategies to promote this, which might vary according to the individual profile of each student or cohort. Below are examples of the types of reward offered by the school. The list is not exhaustive.

- Verbal praise
- Telephone calls home to parents or carers
- Positive postcards
- E Praise Points System
- Recognition certificates for consistent good progress, attainment and attendance
- Awards Ceremony - annual evening to award prizes for achievement
- Year 11 Certificate evening - awarding GCSE certificates and subject prizes
- Reward trips - linked to good records of behaviour, attendance and achievement
- Vouchers for students who have very good attendance
- Community respect award - given for activities done to support others in their community
- Above and Beyond award - given to a student who has done something special

**House Points**
All students are members of one of our 4 houses: Air, Earth, Fire and Water. The houses compete in academic, sporting and extra-curricular competitions to win the prestigious House Cup. All house points awarded to students count towards these competitions. House points give instant recognition and motivation for achievements. The House co-ordinator and Year Leaders will closely monitor, track and recognise achievements.

**E Praise**
For a step by step guide on how to award a point and use the system, please follow the link below:

https://www.epraise.co.uk/index.php?view=guides_and_tutorials

**Community Respect Award - change time scale**
We want to reward our students for being polite, caring, kind and respectful to others. This award is to be given every half term by each Year Leader to a student or number of students who have gone out of their way to support others in their community. This could be within their tutor group, year group, school or outside school.

**Above and Beyond Award**
We want to reward those students who do something special. Every half term, tutors will communicate with Year Leaders and nominate students. These students will receive a personal congratulations certificate and a letter home from the Headteacher.

| **Ready, Respectful, Responsible** |
|:---:|

Students are expected to behave in such a way that they are Ready, Respectful and Responsible. These are the 3 school rules. An example of how students might show these qualities are:

- To be READY - to come to school organised and prepared for the day ahead. With the right equipment, uniform and attitude which will allow they to succeed in their learning.
- To be RESPECTFUL - towards each other, the staff, the school itself and their environment.
- To be RESPONSIBLE - to think before they act; to follow instructions for health and safety reasons; to use social media appropriately.

**Visible Adult Consistencies**

Staff need to understand when adults change, everything changes. By staff being consistent in modeling respectful behaviour, it will create clear boundaries where all students will thrive. The agreed consistencies that staff will ensure happen in every lesson are:

- Meet and greet students at the door - smile and create a positive start to the lesson. This ensures that students enter the room in an appropriate manner and staff are able to deal with any issues before the start of the lesson, e.g. uniform, phones etc.
- The register should be taken in first 5 minutes of a lesson. The teacher will take the register welcoming each student to the lesson. Students will respond in a polite and appropriate manner and the teacher will thank the students for responding appropriately.
- The use of positive language and praise underpins all we are at Crestwood.
- Drive bys and use of the microscript intervention will be used to deal with low level issues
- A restorative approach to be used to deal with issues and then a sanction follow up will be used

Staff will deal with any students who are not behaving and following the school rules in a consistent, calm and adult manner. Staff will take personal responsibility to follow things through with students and engage in restorative conversations to rectify issues and rebuild relationships. Staff need to take responsibility for the students in their class and ensure high expectations at all times.

In lessons the class teacher will follow the procedures below with any students whose conduct is hindering their own learning and that of the other students in the class. Each lesson must be treated as a fresh start. The procedures below should be delivered in private, in a non-threatening manner and at eye level.

| **Steps** | **Actions - delivered in private** |
|---|---|
| **Reminder** | Remind the student of the expectations linked to 3 School Rules - this is not a warning. |
| **Caution** | Give a clear verbal caution to make the student aware of their behaviour clearly outlining the consequences to come. |
| **Last Chance** | Explain to the student that this is their final opportunity to engage (refer to previous examples of good behaviour) before they will be asked to leave the room. |
| **Time Out** | Ask the student to stand outside the class for no more than a minute. Before the student re-enters, the teacher will speak to them to reset the boundaries. Give them a final opportunity to engage positively before being parked in another class.<br>Log the behaviour on SIMs at the teacher's earliest convenience. |
| **Parking** | Ask the student to leave the class, with work, to go to the appropriate "parking lot" within the department or in the immediate vicinity. |

Consequences for being parked should include the student returning to see the teacher, for a restorative conversation. This could be held at lunch, break time or after school. The aim is the restorative conversation is instead of a punishment. You have a responsibility to talk to the child about their behaviour, repair trust and reinforce high expectations for the next lesson. However, if the student fails to attend the meeting then a Department Detention needs to be issued.

The desire of the restorative conversation is to rebuild the relationship between the student and the member of staff and give the student an understanding of how their poor behaviour caused the issue. There is a need for all staff to be consistent in the approach taken when delivering a restorative conversation. Colleagues see that you are committed to managing the behaviour of all children; when you ask for support it is more likely to be provided enthusiastically. All staff need to follow the questions laid out below:

- What happened?
- Who was affected?
- How were they affected?
- What were you thinking or feeling?
- What needs to happen to make this right?
- What will you do differently next time?
- Remind of positive behaviours

**Stepped Sanctions**

If the restorative approach does not work then the member of staff, who had to deal with the student's behaviour in the first instance needs to set a Department Detention. The aim that this could be served the same day if we have permission from the parent, or the next school day. It is paramount that the teacher rings home and speaks the parent. This is a chance to build a rapport with the parent and gain their support. It might also gain insight into reasons why the student may be acting in such a manner. If an incident is passed to a senior colleague, or a sanction is threatened and not followed through, the student might begin to imagine the original member of staff is not able to manage their behaviour.

It is important when the detention is served that member of staff works to rebuild the relationship with the student through a restorative conversation. However, if the student fails to attend the the Department Detention, then the Subject Leader needs to address the issue and come up with a solution where they can support the teacher in rebuilding the relationship with the student. If the issue is not resolved, then the student may come to the next lesson with resentment.

It is expected that the majority of low level behaviour issues are kept and dealt with by the teacher or with the support of their department. Obviously there will be times when a student's behaviour warrants a further sanction. This can be through a School Detention.

School Detentions will be run by a member of the SLT and a Middle Leader. They will be served at exam desks, in the Hall at the Cherbourg Campus and the Gym at the Shakespeare Campus. During this detention further restorative work will be done by the member of SLT and the Year Leader or Assistant Year Leader. The original staff, who had to deal with the initial inappropriate behaviour, would be invited to meet the child and the member of SLT to discuss the situation, rebuild the relationship and plan for the future.

There are protocols for setting a detention in the appendices.

**Sanctions Guidelines**

| Sanction | Duration | Types of behaviour | Informing parents | Place |
|---|---|---|---|---|
| Tutor | All day | Non uniform and no equipment | Phone parent/carer | Tutor's classroom |
| Class Teacher | 10 minute restorative talk or 30 min DT | No homework, Poor effort, Swearing, Lesson Disruption Inappropriate behaviour, EOC Missing equipment | Phone parent/carer | Teacher's classroom |
| School | 60 minutes | Missed subject detention or Contraband | Phone parent/carer | CH Campus - Hall SH Campus - Gym |
| Internal Exclusion | 8.45 to 4.00pm | Swearing at staff, Violent behaviour, Bullying, Theft Racist incident, 2 EOCs in a day | Phone parent/carer | Internal Exclusion Room |
| Fixed Term Exclusion | Determined by circumstance | Extreme violent behaviour Offensive weapon Illegal Contraband Sexual misconduct Continual unwanted behaviour | Phone parent/carer and meeting set up to discuss next steps | |

**Emergency On Call (EOC)**

The use of EOC should be used when all other avenues have been explored, or the behaviour being witnessed is extreme or has an impact on the safety of the students or staff. It is paramount that EOC must be rung only be the Subject Leader or next senior member of staff in the vicinity. Or send a responsible student to reception who will inform the member of staff on EOC.

● The Cherbourg Campus EOC number is 07388 376787
● The Shakespeare Campus EOC number is 07388 376790

Examples of incidents that warrant EOC

● Abusive swearing at staff
● Possession or use of an illegal substance
● Any physical assault by one student on another
● Violent fight in and around the college
● Physical violence to staff
● Repeated refusal to do what the Subject Leader asks
● Missing from lesson, truanting

On the arrival to the lesson, the member of staff on EOC will ascertain the situation and will try to diffuse the situation to allow the learning to continue. In some cases it may be necessary to remove the student and park them in another classroom for the rest of the lesson. It is important that the teacher whose class the student is from completes the behaviour log in SIMs, sets a sanction and contacts home.

If appropriate, at the of the lesson the member of staff on EOC will bring the student back at the end of the lesson for a very short restorative conversation with member of staff where the problem arose. This ensures that the student is aware they have to make amends and a further sanction may be forthcoming.
There are protocols for the doing an EOC duty in the appendices.

**Students with complex needs**

There will be a small number of students on both campuses who have complex needs that necessitate an individual plan:
- Pastoral Support Plans for many students, coordinated by year leaders and associated staff.
- Individual Behaviour Management Plans (IBMPs) for students in the SEMH RP
- Multi-Element Behaviour Plans (MEBPs) from the Learning Support team.

These plans often given more precise advice on how to meet the needs of individuals. Whilst expectations are ultimately the same for all students, the journey on that route are personalised with small steps. Students may have personalised rewards and consequences built into their plans.

A list of all students with individuals plans are listed in staff rooms. These plans are emailed directly to specific class teachers but are available for all staff in the shared Crestwood Community School Directory on google drive. At regular intervals during the school year, feedback will be sought from school staff on the appropriateness of each plan. There is separate guidance available for staff on support processes in place for students with SEMH placements.

| Appendices | |
|---|---|
| **Document** | **Link** |
| Behaviour and discipline in schools: advice for headteachers and school staff (DFE January 2016) | https://drive.google.com/drive/folders/0B2xjEf9G6W5NLS1DU3JuYUtpQ1U |
| Use of reasonable force: advice for headteachers, staff and governing bodies (DFE July 2013) | https://drive.google.com/drive/folders/0B2xjEf9G6W5NLS1DU3JuYUtpQ1U |
| Searching, screening & confiscation: advice for headteachers, staff & GBs (DFE February 2014) | https://drive.google.com/drive/folders/0B2xjEf9G6W5NLS1DU3JuYUtpQ1U |
| Exclusions from maintained schools, academies and pupil referral units in England: a guide for those with legal responsibilities in relation to exclusion (DFE 2012) | https://drive.google.com/drive/folders/0B2xjEf9G6W5NLS1DU3JuYUtpQ1U<br>https://docs.google.com/document/d/1jcd0cnPJIXPfEkIdaqnjeFeCSXbXVtA_3zv1F3f3w1Q/edit |
| Internal inclusion referral | https://docs.google.com/a/crestwood.hants.sch.uk/forms/d/1ctYcBvgs0b9Z1XZGkSw5aZF8OPhVMSmhDjLMCvgooBo/viewform |
| Internal exclusion protocols | https://docs.google.com/document/d/1VfhWsRWMx94y45BpavvtpD-IyTnwtXoLbkZAL3x6gVQ/edit |
| School detention letter | https://docs.google.com/document/d/1tcbO_miGJzbEiP8Ao2WFhFBEFPYKvRUzi5-oOapQIbY/edit |
| Detention letter | https://docs.google.com/document/d/1saCnAF4uN2maGW70UXaSIcsIjqoXv3adPi9rYmajqwc/edit |
| Mobile phone guidance | https://docs.google.com/document/d/1hGRpBRahFChanXF3kLzzCcIdfFjrvfjnYWJ7e98Wczo/edit |
| Physical intervention form | https://docs.google.com/document/d/1-37sQ1cN3w9zgQIEy1d3gXBOZ-iXeE9tReYcjQNh2bE/edit |
| Racist incident form | https://docs.google.com/document/d/1DSn6PaMxTv5u0XbQZkeZzpNFoDsImz3dQ8wc8Pegay8/edit |
| Logging behaviour on SIMs | https://docs.google.com/document/d/1zbHdcitbG8wLTMZWKR05IxSz3WZJ6z7UN9mHuSx7t4w/edit |
| Logging multi incidents on SIMs | https://docs.google.com/document/d/1WNRYuwTHa9HVsWmyAWoa1PulaVWvjNPY2GcRccxKQtU/edit |
| Protocols for issuing a detention | https://docs.google.com/document/d/1vpEvXaOQWm5LnHJmGg4onjmub6nBO6uQwKSlbz3lZY4/edit |
| Protocols for undertaking EOC duty | https://docs.google.com/document/d/11qGEd8FK6HW4qtdvopnHiJtaJFI0uP9tMPaJe-NZf6I/edit |