



Behaviour Policy

POLICY STATEMENT

Witton Middle School is committed to creating an environment where exemplary behaviour is at the heart of productive learning. Everyone is expected to maintain the highest standards of personal conduct, to accept responsibility for their behaviour and to encourage others to do the same. Our behaviour policy guides staff to teach self-discipline, not blind compliance. It echoes our core values (PRIDE) with an emphasis on responsible and respectful behaviour and is underpinned by a partnership approach with parents and carers, particularly when managing interventions to support learners and staff. We want our learners to take pride in how their actions reflect upon themselves and others and be self-disciplined rather than simply through the threat of consequences.

AIM OF THE POLICY

To:

- Create a culture of exemplary behaviour - for learning, for community and for life.
- Promote the primary aim of engagement with learning.
- Promote strong relationships, ensure that all learners are treated fairly and shown respect.
- Encourage attention to be focused upon the expected behaviours rather than give learners attention for poor conduct.
- Help learners take control over their behaviour and be responsible for the consequences of it.
- Build a SAFE community which values kindness, care, good humour, good temper, co-operation, tolerance and empathy for others.
- Promote community cohesion through improved relationships.
- Ensure that excellent behaviour is a minimum expectation for all.
- Promote self-esteem and self-discipline for future independence.

PURPOSE OF THE POLICY

To provide simple, practical procedures for staff and learners that promote consistency in practice:



- Consistent language: consistent responses with simple and clear expectations reflected in all conversations about behaviour.
- Consistent follow up: ensuring 'certainty' at the classroom, year group and senior management level. Never passing problems up the line, each member of staff taking responsibility for behaviour interventions and seeking support but never delegating.
- Consistent positive reinforcement: routine procedures for reinforcing, encouraging and celebrating appropriate behaviour.
- Consistent consequences: defined, agreed and applied at the classroom level as well as established structures for more serious behaviours.
- Consistent, simple rules/agreements/expectations referencing promoting appropriate behaviour; micro-routines (3 simple steps), oral and visual cues: simple routines reinforced in classroom environment and rewards.
- Consistent respect from the adults: even in the face of challenging learners!
- Consistent models of emotional control: emotional restraint that is modelled and not just taught; staff as role models for learning; staff learning alongside learners.
- Consistently reinforced rituals and routines for behaviour around the site: In classrooms, around the site, at reception.
- Consistent environment: consistent visual messages, echoes of core PRIDE values and positive images of learners.

ALL STAFF

Learners are held responsible for their behaviour. Staff will deal with behaviour without delegating and use the steps in behaviour when dealing with poor conduct.

They will:

- Meet and greet at the door;
- Refer to 'Ready, Respectful, Responsible' to be SAFE;
- Model positive behaviours and build relationships;
- Plan lessons that engage, challenge and meet the needs of all learners;
- Use a visible recognition mechanism throughout every lesson and between lesson times;
- Be calm and give 'take up time' when going through the steps, seeking to prevent before implementing sanctions;
- Follow up every time, retain ownership and engage in reflective dialogue with learners;
- Never ignore or walk past learners whose behaviour needs correction.

MIDDLE LEADERS

Middle leaders are not expected to deal with behaviour referrals in isolation. They will stand alongside colleagues to support, guide and model to show a unified consistency to the learners.

Middle leaders will:

- Meet and greet learners at the beginning of the day.
- Be a visible presence in their year group to encourage appropriate conduct.
- Support staff in returning learners to learning by sitting in on reparation meetings and supporting staff in conversations.
- Regularly celebrate staff and learners whose efforts go above and beyond expectations.
- Encourage, model and support the use of positive letters, Positive phone calls and post cards.
- Ensure staff training needs are identified and targeted.
- Use behaviour data to target and assess interventions.
- Support staff to deal with the behaviour when necessary.

SENIOR LEADERS

Senior leaders will deal with behaviour alongside other colleagues. They are to stand alongside colleagues to support, guide, model and demonstrate a unified consistency to the learners.

Senior leaders will:

- Meet and greet learners at the beginning of the day and take time to welcome learners.
- Be a visible presence around the site and especially at changeover times.
- Celebrate staff, leaders and learners whose effort goes above and beyond expectations.
- Regularly share good practice.
- Support middle leaders in managing learners with more complex, demanding or disruptive behaviour.
- Use behaviour data to target and assess school wide behaviour policy, practice and continuous professional development.
- Regularly review provision for learners who fall beyond the range of written policies.
- Support restorative meetings, meeting with parents and carers and those pupils who are at risk of exclusion on a Pastoral Support Plan (PSP).

RECOGNITION AND REWARDS FOR EFFORT

We recognise and reward learners who go 'over and above' our expected standards. Staff understand that a quiet word of personal praise can be as effective as a larger, more public, reward.

The use of praise in developing a positive atmosphere in the classroom cannot be underestimated. It is the key to developing positive relationships, including with those learners who are hardest to reach.

ESCALATION

The steps indicated below should always be gone through with care and consideration, taking individual needs into account where necessary. Praise the behaviour you want to see. Staff will spend more time with learners who meet our expectations than those who are attention seeking. All learners must be given 'take up time' in between steps. It is not possible to leap or accelerate steps for repeated low-level disruption. For the vast majority of learners a gentle reminder or nudge in the right direction is all that is needed.

Staff who manage behaviour seamlessly use a range of positive redirection strategies for steering learners. Strategies include: whole class reminders, non-verbal communication and highlighting positive behaviour. This policy supports the use of strategies which provide learners with a chance to redirect themselves towards learning before they receive a formal reminder.

The reminder – Reminder 1 (R1)

This is a clear unambiguous and private reminder of the expectations for the learner to be: Ready, Respectful, Responsible to be SAFE. These are used to make learners aware of their behaviour. The learner then has a choice to do the right thing. Take up time between the first and the second reminder gives learners time to make adjustments to their behaviour and to make the right choice.

The caution – Reminder 2 (R2)

A clear verbal caution delivered privately to the learner making them aware of their behaviour and clearly outlining the consequences if they continue. The learner has a choice to do the right thing. Learners will be reminded of their previous good conduct to prove that they can make good choices. Learners are asked to consider prior good conduct to which they can return, therefore cueing them into positive examples of good conduct.

Consequences

Should the learner choose not to follow strategy or 2 reminders then a consequence is required.

The learner will be given the opportunity to re-engage with the learning / follow instructions through the 2 reminders. To defuse a situation learners may be offered the opportunity to re-set themselves outside classrooms if needed. In general, 3 minutes should be enough.

Having given 2 reminders, staff will need to re-enforce the boundaries through a restorative conversation at a time convenient to the staff member, most typically during a lunchtime session in the restorative room (C1). The learner will be asked to reflect on their next step. Again the learner is reminded of their previous positive conduct/attitude/learning. An integral part of this process is a consequence, which is given to overcome the learner's poor behaviour choice. For example - incomplete work will need to be finished to a good standard in the restorative room. There are a plethora of consequences available to staff which are targeted at individual poor behaviour choices and some generic consequences such as community service, which includes; litter picking, writing letters of apology and working in the lunch hall, all which can be used to support better behaviour choices.

If a learner refuses to take the opportunity to diffuse the situation and persists in disrupting the learning of others then the learner will be asked to leave the room to learn in another workspace. The workspace allocated will be determined by the exit-rota (C2). If appropriate, a member of 'On Call' senior team will escort the learner to a workspace outside the teaching room (C3). All staff will always deliver sanctions calmly and with care as it is in everyone's interest to confront poor behaviour in a calm manner. The learner will always be required to make the best possible choice at each stage of the process and will be offered a clear choice to get back on track. Refusal to leave with a member of the 'On Call' senior team (C4) can result in a serious intervention.

Learner's may have their behaviour monitored by staff to show progress towards agreed targets. At Witton Middle School we make sure that this is done discreetly. We do not use coloured reports, advertise poor behaviour to other learners or give fame to those who choose not to meet our high standards of behaviour.

For learners choosing a C1 – 3 we have a 'restorative room' where staff and pupils can speak away from the class to ensure that learners have a full understanding of the impact of their choices. The restorative room is used when pupils are unable to change their behaviour through the use of strategies, reminders and/or take-up time.

Partnership with Parents and Carers

Parents and carers are integral to the process of securing the improved behaviour of their child and will be informed and required to support at key points. Parents and carers are expected to support the actions of the school so that the learner receives a common set of expectations.

Staff will work closely with parents and carers particularly where there is a cause for concern e.g. attendance, behaviour or progress issues.

Parents and carers will:

- be asked to support the staff in engaging the learner in managing their own behaviour
- may be asked to support a Restorative Meeting (RM)
- support the expectations and actions in an Individual Behaviour Plan (IBP)
- jointly discuss both the consequences for the learner if not meeting the required action and the positive outcomes for everyone if conduct improves
- be aware that all of the issues actions will be recorded on the School's Information Management System (SIMs) and their associated behaviour points recorded. Learners are assigned points which equate to a level of harm inflicted. These are exported and summarised on a weekly basis for those pupils whose behaviour is of concern
- be aware that learners on an IBP can be escalated to a PSP (Pastoral Support Plan) if they fail to meet the targeted areas of the IBP or if their behaviour is concerning in any other aspect. PSPs can indicate that a child needs to reduce the time spent in school should it be found that they are unable to manage themselves effectively on a full time contract. Learners on a PSP will have meetings to assess progress.
- Be aware that learners may be considered for an appropriate intervention should their behaviour be of a considerable concern.
- Be aware that school Governors will support Witton Middle School staff and parent/carers should the learner's self-discipline not improve to the required standard.

APPENDICES

1. Witton Middle School Behaviour Blueprint
2. Wittton Middle School Behaviour Map

ASSOCIATED POLICIES

Anti-bullying Policy

Equality Policy

Positive Handling Policy

This policy appears on the school website

Prepared by: Headteacher Responsibility of: Headteacher

Agreement Date: 11.04.19 Review Date: April 2021

This Policy was prepared giving due regard to the disabilities and/or special education needs, age, race, religion or belief, sex/sexual orientation, gender/gender reassignment, marriage and civil partnership, pregnancy and maternity of the children and staff at Witton Middle School and its community.

VERSION CONTROL

Date	Version	Approved by	Title	Changes
19.05.2016	1	FGB	Behaviour Policy	
18.05.2017	2	FGB	Behaviour Policy	School responsibilities updated
11.04.2019	3	FGB	Behaviour Policy	School responsibilities updated



Witton Middle School's Behaviour Blueprint



All adults will strive to:

- Be calm, considered and controlled at all times
- Be relentlessly positive (with high expectations for all)
- Build trusting relationships by catching the pupils being the best they can be

Our simple rules:

- Respect for all
- Ready to learn
- Responsible
- TO BE SAFE

Our values: We believe in showing

Perseverance – Responsibility – Independence – Determination – Empathy

Relentless Micro-Routines

Walk inside school

Wear school uniform with
PRIDE

Walk in lines when moving as a
class

Microscript

I've noticed that (undesirable behaviour)

Remember the rule about ... I can't have ... I need ... (reminder)

I am going to need to see you (desired behaviour)

If you chose not to (state consequence)

Do you remember last week when you (positive memory) That's what I want to see from you now.

I know it is hard sometimes, but I know you can do it.

Thank you for listening. Walk away.

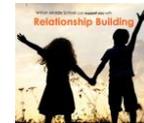
Stepped sanctions:



- **(R1)** - Calm redirection – 30 second reminder of the rules
- **(R2)** - Time to consider & 2 minute follow-up conversation with your teacher.
- **(C1)** - Conversation with your teacher in the restorative room – for repeated reminders or for not completing work or for a consequence to be given.
- **(C2)** - Move calmly to another workspace (see exit- rota). Follow up conversation with your teacher in the restorative room in your own time.
- **(C3)** - Failure to move to another workspace. Senior 'On Call' support required. Follow up conversation with your teacher and senior leader in the restorative room in your own time.
- **(C4)** Refusal to move to another workspace as requested. Follow up conversation involving your parents/carers.

You will always need to catch up on all work missed in your own time, at home or failing this at lunch or after school.

Restorative questions to repair and rebuild:



Using calm voices, good body language and excellent listening, we will work together to solve problems by asking each other:

- What **has** been happening?
- How **did** it make you feel **at the time**?
- How do you feel **now**? What do you wish you had done differently?
- What are **you** going to do to put this right and make things different in the future?
- Do we need a contract and a check-in with the teacher to help us **keep on track**?

After a restorative you must show a strong commitment to improve.

Everyday recognition

- First attention to best conduct
- Being on the recognition board for meeting class target and following the rules each week (new one at the start of the week – small whole class recognition when we all achieve this before Fridays – see list of suggested rewards which classes might vote for)

Over and above recognition

- Praise
- Post cards home
- Phone calls home
- Warbler and certificate
- Over and above board
- Over and above assembly every three weeks.

Serious breaches

Such as:

- Intentional physical aggression
- Prejudice
- Bullying
- Damage to property
- Being removed from your lessons (more than once in a week) or refusal (more than once in a week) will result in a call home to exclude

Should this continue there will be a meeting with Headteacher or Deputy Headteacher and your parents/carers

Even more there will be a further meeting with a school governor and the Headteacher and your parents/carers

Further challenging behaviour?

An Individual Behaviour Plan (IBP) will be put into place, which will mean that some of your privileges in school are stopped. Failure to meet the targets in an IBP could result in a PSP (Pastoral Support Plan) which could lead to a reduction in the amount of time you are able to spend in school.

Year 7

To recognise that year 7 are the most senior year group in the school they have earned the right to have

- Chairs during their year group assemblies
- Half-termly film afternoons for those with less than 6 negative SIMs that half-term
- Monthly prize draws for those with zero SIMs

What happens if...

Our policy is to relentlessly remind of our rules, give choices and then follow through in a calm and considered manner.

Some examples:

- **A child is not wearing school uniform...** check organiser for parent/carer messages and/or medical – then use the stickers (x2) to remind, failing this send reminder letter home, failing this then the child is sent home to dress in uniform
- **A child chooses not to complete the work set** despite reminders – letter home with the work, he/she chooses not to complete this then he/she attends a catch-up session, failing this parents/carers are contacted, failing this afternoon detention on Tues/Wed/Thurs
- **A child refuses to attend assemblies**, they can choose to complete a worksheet at the back of the library with a teacher, failing this they can complete the sheet after school
- **One child hits another**, a restorative when calm, followed by a letter of apology followed by community service, if they choose not to attend then they can complete a worksheet afterschool – this may need to be dealt with as a serious breach if the physical aggression is intentional or there is injury
- See list of keep calm consequences for suggestions or suggest another and add this to the list



Witton Middle School Behaviour Map

Positive recognition for all

- Meet and greet
- Call out names and praise for those following our rules
- Recognition board for all pupils achieving the class focus – reward at the end of the week to be chosen from a list by the pupils (see rewards for low key ideas doc no more than 20 mins)
- Stickers – daily and weekly
- Dojos -
- Half-termly golden time & non-uniform (afternoon on the day you would have had a year group assembly).
- Post cards and letters (see letter doc)
- More...be creative – its all recognition for doing the right thing at the right-time – add to the lists of ways of recognising pupils
- Over & above board with certificates in weekly year group assemblies and named in the Warbler
- Trips
- Headteacher awards nominated by all

- Chairs in year group assemblies for older pupils – post SATs onwards
- Monthly movie afternoons for older pupils – post SATs onwards.

RECOGNISE - PRAISE

Lesson by lesson

- R1 - Calm redirection – 30 second reminder of the rules.
- R2 -Time to consider & 2 minute follow-up conversation with your teacher.
- Move calmly to another lesson. Follow up – conversation with your teacher -3R room.
- Failure to move to another lesson. SLT support required. Restorative meeting (RM) in your own time.
- You will always need to catch up on all work missed in your own time, at home or failing this at lunch or after school.

REMINDERS –
CHOICES -
CONSEQUENCES

P/C informed

Half-termly accrued points 1 – 6 points recorded in organiser and SIMs
P/C informed by CT

MONITOR

IBP

Half-termly accrued points 7 – 12 triggers an IBP (IBPs can temporarily remove some of the ways in which we recognise good behaviour – these can be earned back).
The tracker will have the same targets as the IBP. They can indicate further consequences if there is no improvement. CT sets and reviews IBP supported by SLT/SENDCo with p/c.

There is a weekly checks based upon weekly SIMs data. Feedback to P/C weekly via e-mail or call home. Formally reviewed with P/C at the end of the half-term.

Supported by Proactive check-ins and a behaviour course linked to specific issues.

CONSEQUENCES

PSP

Half-termly points 13+ triggers a PSP with CT and P/C led by SLT/SENDCo and
There is a fortnightly checks with P/C based upon SIMs data.

Supported by Proactive check-ins and an extended behaviour course(s) linked to specific issues. Formally reviewed at the end of the half-term.

**INCREASING
CONSEQUENCES**

Governor Meeting

Failing to meet PSP targets will initiate a Governor review meeting with SLT which will review SIMs point, PSP targets and consequences.

**SIGNIFICANT
CONSEQUENCES**

Some actions for above to work

- Make sure all can enter behaviour points on SIMs.
- Adjust points system to fit new rules
- Monitor heatmap
- Decide targeted pupils from monitoring
- Monitor these weekly
- Re-vamp design IBP so its easy for T – delete rather than write
- Design behaviour interventions and build in slot into timetable – talk to TBP
- Training on IBP for T
- Assign pupils to an SLT member