



CROFTON SCHOOL

BEHAVIOUR MANAGEMENT POLICY

Policies and practices for the management of behaviour at Crofton School have been established within the framework of The Governors' Statement of Principles adopted by the Crofton Governing Body in May 2008. They are also informed by the school statement of values set out below.

In our school community...

- consideration
- achievement
- respect
- enthusiasm

...matter for everyone, every day

We are motivated by a sense of the moral seriousness of what schools do; by a conviction that education, while important, should also be fun; by a belief that schools should be inclusive communities in which everyone is equally valued; and by a determination that we should not tolerate underachievement.

As members of the Crofton community we are expected to show consideration for others whatever their age, size, background, faith or gender. This means actively looking for ways in which we can brighten the days of those around us.

Given that we only have one opportunity to get our secondary education right, every student must have every chance to achieve as much as they are capable of and to become the best people they can be - as such, we expect concentration and focus on learning.

Mutual respect underpins the way we behave - knowing that all human beings are equally and infinitely valuable and that they have equal rights and equal dignity, we listen to each other and we are polite and tolerant of difference.

Enthusiasm is important to us - we want everyone at the school to enjoy their time here and to get as much as they can from it.

Behaviour Management Practices

Disciplinary procedures will general follow the five stages below. However, serious breaches of the school's code of behaviour may cause the procedures to start at any stage higher than 1.

A one-off serious breach of school discipline may lead to permanent exclusion.

Stage 1	<p>Problem - Unsatisfactory behaviour or not meeting expected standards of dress and equipment</p> <p>Possible actions;</p> <ul style="list-style-type: none">• Employ a range of behaviour management techniques• Behaviour management tips• Verbal reprimand• Note in journal• Warning of further action if repeated.• Tutor/Teacher keeps record.• Consult SENCO to see if problems related to learning• Short cooling off period within the Department -if outside a classroom students are to be left no longer than 5 mins. <p>Problem - Unsatisfactory behaviour continues</p> <p>Possible actions:</p> <ul style="list-style-type: none">• Ensure student knows what is required• Verbal reprimand• Referral on SERCO to inform tutor• Short detention• Alert member of staff on leadership patrol during that period <p>Problem - Pupil does not turn up to detention</p> <p>Action</p> <ul style="list-style-type: none">• Class teacher/Tutor resets detention• Ensure SL becomes aware of the issue.	Responsibility of the classroom teacher/Tutor
Stage 2	<p>Problem - Unsatisfactory behaviour continues Pupil still does not attend detention.</p> <p>Possible Actions:</p> <ul style="list-style-type: none">• Check that all SEN and learning issues are attended to• If the issue is tutor based - refer to HOY for support. and possible year detention otherwise -	Responsibility of the classroom teacher with the Head of

- Subject Leader to see student and reset detention as a departmental DT. Records of these must be kept by the SL.
- Student who fails to attend detention should have standard letter sent home
- **Letter**
- Referral on **SERCO** to inform Tutor/HOY
- Note in journal
- Depending on the student - letter or phone call home from SL or in case of tutor issues from the HOY
- Isolation of pupil within faculty for a lesson or more
- Student to be brought to DT by member of Dept/Tutor or last teacher of the day.
- Pupil to be on **faculty report**
- Support with academic work
- Moving groups

Pupils may stay on Stages 1 and 2 but if they persist in not responding to the support and sanctions of the department then they will be moved onto stage 3

Subject Leader **SERCO** referral picked up by HOY

Stage 3

Problem - Pupils who persistently flout the expectations of departments and who have failed to respond to departmental pressure.

Possible actions:

- HOY interviews pupil
- Behaviour report completed to evaluate the pupil's behaviour around the school and to assess what support may be needed for the pupil
- Pupil may be warned and told by HOY to attend the departmental detention
- Pupil may be put in a HOY detention to reinforce the departmental one
- Parents may be invited in
- Pupil may be put on behaviour report with clear targets to meet.
- Isolation.
- Pupil is made aware that they are on Stage 3 of the Behaviour Code and that their behaviour is now becoming a serious issue. Letter sent home to emphasise seriousness of this stage Letter
- **Inclusion on SEN register at School Action or School Action plus - involvement of support agencies**
- HOY may negotiate a course of action with SL
- **HoY to devise a Pastoral Support Plan**
- **HOY to consider CAF pre assessment checklist**
- **HOY to involve link SLT and/or Deputy Head Teacher**

Responsibility of the Head of Department and Pastoral leader

Stage 4

Emergency incident of totally unacceptable behaviour eg: swearing at a member of staff, sustained point blank refusal to do what a MOS has requested, physical violence/abuse of equipment which seriously endangers themselves or others.

Action - **Teacher to contact Leadership Patrol via school office.** Student to be removed from the classroom immediately for an emergency incident and exclusion/isolation or school detention to follow.

Member of staff involved must write a referral immediately.

Problem - unsatisfactory behaviour continues and pupil does not respond to pastoral staff.

Possible actions

- A member of SLT to interview pupil and take further action as appropriate
- Parents invited in.
- Letter home warning parents of possible exclusion if failure to attend detention, and continuation of unacceptable behaviour
- Isolation
- Involvement of support agencies.
- Review of Pastoral Support Plan
- Involvement of external agencies

Stage 5

Problem - Pupil is not responding to support and sanctions

Possible actions

- Adapted curriculum, part time attendance
- Exclusion - fixed term with no improvement leading to permanent. Governor involvement.
- Exclusion - permanent for a one-off serious breach of the school's code of behaviour, eg dangerous behaviour, violence, dealing in illegal substances.

To make this policy effective the following expectations should be met:

The classroom teacher will:

- Follow the guidelines and minimum standards for lessons at Crofton school - see **Appendix A.**
- Take the main responsibility for the behaviour and discipline within their lessons.
- Follow the behaviour management structure to avoid escalating classroom issues too soon.

Senior Pastoral Staff and SMT

Headteacher and governors

- Use the referral system to keep SL and Tutors/HOY informed.
- Ensure work is appropriate to the needs of the student.
- Set clear ground rules for behaviour in their lessons and apply them consistently.
- Keep records of any detentions or contacts with parents.

The Tutor will:

- Follow the guidelines and minimum standards for Tutor times at Crofton School - see Appendix B.
- monitor **SERCO referrals** and alert HOY to potential problems.
- Support the individual classroom teacher or SL in ensuring pupils are aware of expectations and sanctions.
- Reinforce the seriousness where necessary of the Stage the pupil is.
- Follow up unsatisfactory behaviour in tutor time.

The Subject Leader will:

- Monitor behaviour within their subject area eg: regular item on Dept agenda/monitor SERCO referrals
- Run a regular departmental detention, inform parents of students who fail to attend a detention
- Monitor that minimum standards for lessons are being met within their subject area
- Keep records of detentions set within their subject area
- Be the first line of support for all teaching and supply staff within their subject area
- Ensure all subject teachers within their subject area are clear on the procedures for dealing with unacceptable pupil behaviour
- Work with the tutors and HOY to ensure a high expectation with regard to pupil behaviour.
- Alert HOY to problems they consider to be serious.

Heads of Year will:

- Track and monitor the behaviour of their year group across the curriculum
- **Monitor tutor time to ensure that expectations are being met**

- Be the first line of support for tutors
- Ensure records are kept up to date regarding pupil incidents.
- Run a year detention - keep records of this
- Ensure that all tutors are clear on the procedures for dealing with unacceptable pupil behaviour.
- Keep **Subject Leaders** informed about their actions concerning pupils that have reached Stages 3-5.
- Alert link SLT link to any problems they consider to be serious.
- Monitor that tutors are applying the minimum standards for tutor time.
- Ensure appropriate students are entered onto the SEN register
- Draw up Pastoral Support Plans as required
- Consult with outside agencies **using CAF as appropriate**

Senior Staff will:

- Support the work of the HOY and SL **and FL.**
- Respond to serious incidents of poor classroom behaviour
- Monitor the consistent application of the Behaviour Management Policy.
- Ensure full records are kept regarding pupils at risk of exclusion
- Evaluate and review the policy on a regular basis.
- Liaise with parents over students who have reached Stages 4 and 5.
- Liaise with parents over students at risk of exclusion