



Blatchington Mill School

Behaviour Policy

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1. Policy Framework

The Online Safeguarding Coordinator is the Designated Child Protection Officer, working in collaboration with the Online Safeguarding Lead. Our online safeguarding Policy has been written by the school, building on the Brighton and Hove model e-safety Policy and government guidance. It has been agreed by the Senior Leadership Team and approved by Governors. The Online Safeguarding Policy and its implementation will be reviewed annually.

Initiated:	October 2016
Groups Consulted:	Governors Staff
Date Reviewed:	September 2016
Audience	Parents Staff Governors
Policy located:	Portal (Staff and Parents)
Policy Format:	
Policy Relates to:	Student Behaviour Guidelines
Lead Member of Staff:	Lindsey Thompson



2. Behaviour Policy

2.1 Introduction

At Blatchington Mill we expect a high standard of behaviour from our students exemplified by our Brilliant Blatch Behaviour school rules (Appendix 1). This is achieved by everyone in the school community playing their part in promoting high standards of behaviour, dealing with behaviour proactively, relentlessly and positively and all students understanding and fulfilling our expectations.

At the heart of Brilliant Blatch Behaviour (BBB) is a fundamental commitment to celebrating and promoting excellent behaviour both in the classroom and around the school.

Within classrooms we expect students to follow Blatch Basics which support behaviour for learning and we expect staff to plan for behaviour as part of BM5+2.

Our rewards system, Passport, provides rewards for students for doing the right thing every day and ensures that no good act is unnoticed.

We feel it is essential that students are recognised, not just for exceptional work, attitude and endeavour, but for meeting our high expectations on a daily basis.

As a school we are committed to working in partnership with students and their parents and carers so that every student can become the best that they can be.

This is set out in our Home School agreement (appendix 2) – an agreement between students, parents and carers and school which states that:

We work together to ensure that every student does his/her very best and achieves their potential

- We communicate respectfully at all times understanding that we all want the best for our young people
- Student learning is the centre of all that we do – so that our young people can flourish
- We are committed to celebrating diversity and promoting equality. We will all ensure that we challenge any form of prejudice, including discriminatory remarks with regard to gender, race, sexuality, gender identity, religion and disability.
- We expect all members of the school community to follow the school rules with regards to behaviour, conduct, uniform, attendance and punctuality

2.2 Background and Principles

There are strong links between excellent behaviour in the classroom and educational achievement. At Blatchington Mill the Senior Leadership team, Year teams, Curriculum teams, teaching staff and business/support staff strive to improve student's social, emotional and behavioural skills, thereby raising standards of achievement and enhancing social and educational inclusion. In order to minimise the risk of poor behaviour, students are taught positive learning behaviours in lessons, assemblies and form tutor periods. During tutor time, tutors discuss behaviour and attendance issues with their form groups and individual tutees. Regular drop ins both in form time and lessons



time, uniform checks, attitudinal surveys allow staff in the school to monitor students' attitudes, behaviour, self-discipline, work ethic and respond to underachievement.

At Blatchington Mill positive behaviour management training forms a key part of the overall CPD programme. The emphasis on this continuing training is based on using academic research into decreasing incidents of poor behaviour. (Appendix *)

The key foci are:

- Sharing and embedding understanding and processes related to BBB, Blatch Basics, BMS5+2
- Understanding the roles of all staff in relationship to behaviour including tutor, subject teacher, year teams, curriculum teams, support and business staff and senior leaders
- Building and maintaining strong relationships with students, including understanding of opportunities to restore
- Providing strategies for staff in helping give students clear choices and training on how to deescalate situations and how to resolve issues
- Rewards and sanctions and how they work at Blatch

All staff are expected to model outstanding behaviour and demonstrate calmness and respect when dealing with challenging behaviour. The aim of behavioural management is to promote positive behaviour leading to achievement and to manage and de-escalate situations of poor behaviour in order that the school can run smoothly.

Above all, the focus of the CPD will be to develop and maintain a consistent approach to positive behaviour management that is understood by all members of the school community.



3. Brilliant Blatch Behaviour

B1

- We expect and want our students to behave brilliantly in order that they can achieve and so can their peers.
- In every lesson teachers will ensure a positive learning environment – meet and greet, seating plan, use of precise praise, planning for engagement.
- Students who are doing the right thing, who are on time, ready to learn, working hard will be rewarded for doing these things.

B2

- We understand that sometimes students need a reminder to correct off task or incorrect behaviour.
- Teachers will correct any minor behaviour issues in the lesson by reminding students of expectations and de-escalating conflict which could include move of seats or standing outside for 1 minute. Behaviour managed in lessons does not require further follow up or logging on SIMS.

B3

- If a student refuses to follow instructions, even after B2 strategies have been used then duty staff can be called. Duty staff will endeavour to resolve the issue so that learning can continue, or decide to park the student (each curriculum team will have a designated lesson for parking for each session of the day). This will trigger a 'restore and repair' session that day. Students who are to attend restore and repair will be collected at the end of the day.
- In order for 'Restore and Repair' to be efficient and effective, there is a conversation scaffold to ensure the focus is on the behaviour and resolution. Restore and repair should end with a fresh start for student and teacher for the next lesson.
- Any student who refuses to attend Restore and Repair will be set a full leadership detention B4. Similarly, further action, such as a tutor, departmental or year team report card, will be triggered for repeated B3 behaviour.

B4

- Persistently poor behaviour over time, following restore and repair sessions, will be considered by subject leaders and year team leaders for full leadership detention. By this stage parents should already have been informed of behaviour causing concern. This would include behaviour outside of lessons, for example smoking on site, bullying, graffiti or dangerous behaviour. Full leadership detention will take place on Thursday after school. For KS3 students, this will last one hour from 3-4, and for KS4/5 students this will last for 1.5 hours from 3 – 4.30. All decisions about allocating a full leadership detention are confirmed by subject leads and year team leaders / assistant year team leaders.

B5

- Serious breaches of the school behaviour policy, that may require internal or external exclusion, will be reviewed by SLT in conjunction with relevant staff. Examples could include physical assault, causing major disturbances in the community, or threatening behaviour towards staff.

Brilliant Blatch Behaviour is posted around the school and in classrooms



4. Rewards Passport

We strongly believe that outstanding behaviour is underpinned by an effective rewards system. Teachers and support staff will endeavour to recognise excellence in all its forms and ensure that parents/carers can share in this success.

Our rewards system Passport ensures that students are automatically rewarded for doing the right thing and so can collect Passport points which they can exchange for Passport Prizes. Passport points are awarded for a range of good behaviours including attendance, punctuality and achievement. Passport is a system we've built from the ground up in school, and we've therefore been able to tailor it to our exact requirements.

The system has several key aims:

Firstly, the system recognises the excellent conduct and behaviour that we value as an institution through praise and rewards.

Secondly, it is precise about the ways in which behaviour can impact positively upon learning and therefore the way in which this can enhance students' opportunities for personal development.

Finally, it is a reward system that is exciting, motivational and fun – but also recognises all students, including those who just do the right thing day-in day-out.

Passport extracts behaviour and achievement points from SIMS automatically each day. Students earn points for attending and being on time to lessons and for having good or excellent work ethic. On top of this students can also earn points for specific achievements in or out of school or for great homework. Students can then use their points to trade for rewards.

Students log on to Passport when using the Internet at school and can see their passport points, achievement and behaviour points.

We ensure that we celebrate students' achievements both as individuals and as form groups on a regular basis.



5. Behavioural Expectations

In order that the highest standard of behaviour is maintained it is important to set out expectations clearly and share these with staff and students. The following expectations will be reinforced in lessons, tutor time and assemblies:

5.1 Students are expected to:

- follow the rules on mobile phones
- ensure they do not bring any prohibited items to school
- attend school every day on time and in uniform
- be on time for lessons
- work with teachers and school staff to support learning so that that they can excel
- contribute to school life and making our school the best school possible
- do class work and homework as well as they can and complete it on time and catch up on any missed work
- take responsibility for their behaviour and do everything they can to make Blatch a safe and happy place for all
- speak respectfully and politely to all members of the Blatch community
- be prepared to learn and bring all the equipment they need every day
- use the data provided by school to monitor progress and work ethic
- respect and appreciate other students and staff, their work, views, property and individuality in accordance with “Brilliant Blatch Behaviour”

5.2 Students may expect staff:

- To be courteous, consistent, fair and treat students as individuals.
- To plan for behaviour in class using BMS5+2 including having an appropriate seating plan
- To demonstrate a commitment to inclusion by developing effective strategies to keep students in the classroom.
- To provide challenging, relevant, appropriate and interesting work.
- To give feedback on how to improve.
- To be on time to lessons and registration.
- To listen, at appropriate times, to students’ explanations of behaviour.
- To recognise good work and behaviour using the school rewards system.
- To deal with inappropriate behaviour, through the consistent use of BBB
- To contact home regarding behavioural incidents B3 and above



6. Behaviour in the Classroom

In the classroom we follow Blatch Basics – a series of rules to ensure that all can do well.

- **Be on time, fully equipped and greet your staff**
- **Attempt work straight away and do your best**
- **Sit in the place designated by the member of staff**
- **Involve yourself in the lesson and focus on your learning and what you need to improve**
- **Contribute to the lesson in a positive way so that everyone can learn and do well**
- **Speak kindly and respectfully to all and look after the classroom environment**

As behaviour is the responsibility of us all Curriculum Team Leaders also use a checklist for supporting good behaviour in conversation with their teams (see appendix*)



7. Behaviour around the School

In order to ensure smooth transition between lessons and breaks students are asked to adhere to the following rules:

- Keep to the left in corridors and on stairs.
- Walk in the corridors and classrooms.
- Look after our environment and report damage or breakages immediately.
- Talk respectfully without using bad language.
- Mobile phones are not to be seen or heard (except for Year 11) from entrance to the school until outside the school gate at the end of the day



8. Behaviour beyond the School Gates and in the Community

At Blatchington Mill we feel a strong sense of duty to the local community and, as such, will take the necessary steps to identify and issue appropriate sanctions to students who are responsible for anti-social behaviour in the community. Where it is practical to do so, the students will be encouraged to issue an apology to any member of the public who has experienced the anti-social behaviour.

The school adheres to DfE advice which allows us to deal with misbehaviour when the pupil is:

- taking part in any school-organised or school-related activity or
- travelling to or from school or
- wearing school uniform or
- in some other way identifiable as a pupil at the school or
- misbehaviour at any time, whether or not the conditions above apply, that could have repercussions for the orderly running of the school or
- poses a threat to another pupil or member of the public or could adversely affect the reputation of the school.



9. Inclusion

At Blatchington Mill we recognise that not all students will be able to maintain our expectations without additional support. We are therefore committed to supporting students with social, mental and emotional difficulties as part of our SEND policy and in accordance with the Equality Act of 2010.

When a student demonstrates difficulties, year teams working with the Inclusion team, the Child protection team, the SENCO, the Assistant Heads KS3-5 and the Deputy Heads will assess the strategies that will support that student to achieve better outcomes.

Our Inclusion team works in 2 areas: the Hive (years 7-8) and The PIER (years 9-11).

The PIER and the HIVE are founded on the principle that, for young people with behavioural, emotional and social difficulties, positive and appropriate behaviour is a learned skill that needs to be taught and promoted by all staff alongside the academic curriculum. One fundamental aim of the HIVE and the PIER is therefore to support students in avoiding repeated sanctions and assist them in making positive decisions when they are fully integrated into the mainstream school. Both the PIER and the HIVE also support BBB by being the hub for all Internal Exclusions.



10. Sanctions

The highest standards of behaviour and discipline are expected from our students. When a student does breach the school rules, the member of staff will refer to, and consistently apply the school's Brilliant Blatch Behaviour guidelines which have been shared with all staff, students and parents. The aim of BBB is to promote excellent behaviour and to deter students from engaging in poor behaviour.

When issuing a sanction the school will also adhere to DfE advice by ensuring:

- A clear school behaviour policy, consistently and fairly applied, underpins effective education. School staff, pupils and parents should all be clear of the high standards of behaviour expected of all pupils at all times. The behaviour policy should be supported and backed-up by senior staff and the head teacher.
- Good schools encourage good behaviour through a mixture of high expectations, clear policy and an ethos which fosters discipline and mutual respect between pupils, and between staff and pupils.
- Schools should have in place a range of options and rewards to reinforce and praise good behaviour, and clear sanctions for those who do not comply with the school's behaviour policy. These will be proportionate and fair responses that may vary according to the age of the pupils, and any other special circumstances that affect the pupil.
- When poor behaviour is identified, sanctions should be implemented consistently and fairly in line with the behaviour policy. Good schools will have a range of disciplinary measures clearly communicated to school staff, pupils and parents.

10.1 Exclusion

The school follows the DfE guidance which states

“Only the head teacher of a school can exclude a pupil and this must be on disciplinary grounds. A pupil may be excluded for one or more fixed periods (up to a maximum of 45 school days in a single academic year), or permanently. A fixed period exclusion does not have to be for a continuous period. In exceptional cases, usually where further evidence has come to light, a fixed period exclusion may be extended or converted to a permanent exclusion.

10.2 Internal exclusion

Occasionally it is necessary to withdraw a student from their normal lessons by placing them in Internal Exclusion for a B4 related offence. Students who are internally excluded are based in the PIER, Hive or with a member of SLT. Parents are contacted by the year office regarding this sanction and when necessary a reintegration meeting is held. A student in Internal Exclusion is

- Given meaningful activities and be encouraged to work hard to catch up on any missed work.
- Given toilet and refreshment breaks.
- Supervised at all times by a member of staff.



- Given a clear explanation for the Internal exclusion and
- Told the length of time they are to be internally excluded

10.3 Confiscation of items

On the rare occasions when staff may need to confiscate items from students, the school adheres to all DfE advice on this matter. There are two sets of legal provisions which enable school staff to confiscate items from students:

1) The **general power to discipline** enables a member of staff to confiscate, retain or dispose of a student's property as a punishment, so long as it is reasonable in the circumstances. The law protects them from liability for damage to, or loss of, any confiscated items provided they have acted lawfully.

2) **Power to search without consent** for "prohibited items" including:

- knives and weapons
- alcohol
- illegal drugs
- stolen items
- tobacco and cigarette papers
- fireworks
- pornographic images
- any article that has been or is likely to be used to commit an offence , cause personal injury or damage to property
- any item banned by the school rules which have been identified under the rules as an item which may be searched for



11. Use of Reasonable Force

The school adheres to DfE guidelines on the use of reasonable force in schools which states that.

“Members of staff have the power to use reasonable force to prevent pupils committing an offence, injuring themselves or others, or damaging property, and to maintain good order and discipline in the classroom.

- The term ‘reasonable force’ covers the broad range of actions used by most teachers at some point in their career that involve a degree of physical contact with pupils.
- Force is usually used either to control or restrain. This can range from guiding a pupil to safety by the arm through to more extreme circumstances such as breaking up a fight or where a student needs to be restrained to prevent violence or injury.
- ‘Reasonable in the circumstances’ means using no more force than is needed.
- Control means either passive physical contact, such as standing between pupils or blocking a pupil's path, or active physical contact such as leading a pupil by the arm out of a classroom.
- Restraint means to hold back physically or to bring a pupil under control. It is typically used in more extreme circumstances, for example when two pupils are fighting and refuse to separate without physical intervention.
- School staff should always try to avoid acting in a way that might cause injury.
- Reasonable force can be used to prevent pupils from hurting themselves or others, from damaging property, or from causing disorder.
- The decision on whether or not to physically intervene is down to the professional judgement of the staff member concerned and should always depend on the individual circumstances.
- Members of staff in the school will never use force as a punishment.
- Staff members must inform the Headteacher when a student has been restrained or physically controlled.
- A student’s Year Team Leader or Assistant Year Team Leader will inform the parents that their child has been restrained or physically controlled.
- All complaints about the use of reasonable force will be investigated without delay. They will be dealt with in accordance with the Safeguarding and Child Protection Policy which contains a section on managing allegations against staff.
- The Headteacher will identify staff who require advanced training in the use of reasonable force. These staff are likely to work regularly with students who have social, mental and emotional difficulties).
- Any member of staff who uses ‘reasonable force’ is to inform the Head Teacher immediately
- The department of education guidelines also states that
- “Head teachers and authorised school staff may also use such force as is reasonable given the circumstances when conducting a search without consent for knives or weapons, alcohol, illegal drugs, stolen items, tobacco and cigarette papers, fireworks, pornographic images or articles that have been or could be used to commit an offence or cause harm.”



12. Drugs and Substance misuse

Blatchington Mill School believes that drug and substance use and misuse, including alcohol, is a matter that concerns the whole community and therefore an effective policy is one that takes a broad, considered approach, addressing the needs of young people, the school, parents and the community (for further information please see the school's separate Drugs Policy). We have a full programme of PSE lessons covering these topics.

The basic aims of our drugs policy are to:

- Protect as far as possible the interests of all young people within the school
- Develop positive relationships and images within the school
- Tackle those distributing drugs/substances more severely than users
- Reinforce the educational emphasis on knowledge, awareness, self-esteem and skill development

Each case will be considered on individual circumstance, but fixed-term exclusion is to be expected after situations involving the discovery of suspected illegal/banned drugs/substances. If a student is caught in the possession of drugs for a second time or distributes drugs to other children a permanent exclusion will be considered.



13. Other prohibited items

Students will also face a B5 sanction if they bring in any other prohibited items including knives, laser pens or anything that could cause harm to a member of our Blatch community.



14. Bullying and Prejudice-Based Incidents

The school records all known examples of bullying and prejudiced-based incidents and puts in place strategies for individual students to prevent further incidents occurring (for further information please see the school's separate Anti-bullying policy). When recording incidents of this type, the following definitions, supplied by Brighton and Hove LA, are adhered to:

14.1 Bullying

Bullying is behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally. Bullying can take many forms (for instance, cyber-bullying via social media or the internet). It can involve verbal taunts, name calling, physical injury, and damage to property, rumour spreading, shunning or ridicule and is often motivated by prejudice against particular groups, for example on grounds of ethnicity, religion, belief, gender or gender identity, sexual orientation or disability, or because a child is in care, has caring responsibilities or mental health issues. It might be motivated by actual differences, perceived differences or as a result of association with someone else. *Adapted from; Preventing and Tackling Bullying Advice for Head Teachers, Staff and Governing Bodies, DfE, 2011 by Brighton & Hove Equality and Anti-Bullying Strategic Group, 2012*

14.2 Prejudice based incident /hate incident

This is a one-off incident which is perceived by the victim or any other person, to be motivated by hostility, prejudice or ignorance, based on a person's perceived or actual ethnicity, gender, disability, religion, beliefs, sexual orientation or gender identity or their association with someone from one of these groups. These can also include indirect prejudice driven behaviour that is not targeted at one individual. The impact of this expression of prejudice against an equality group whether intentional or not can be damaging and must therefore be responded to as a prejudice based or hate incident.

Brighton & Hove Equality and Anti-Bullying Strategic Group, 2012



15. Malicious allegations

Complaints against staff are always investigated thoroughly. If after full and thorough investigation, it is the considered view that that allegation against the member of staff was unfounded and malicious, any record of the incident will be removed from the member of staff's file. The student or students involved in making the allegations will be disciplined according to the severity of the case up to and including exclusion.



16. Equality Act 2012

The policy acknowledges the schools' legal duties under the Equality Act 2010, in respect of safeguarding and in respect of students with special educational needs (SEND)



17. Review

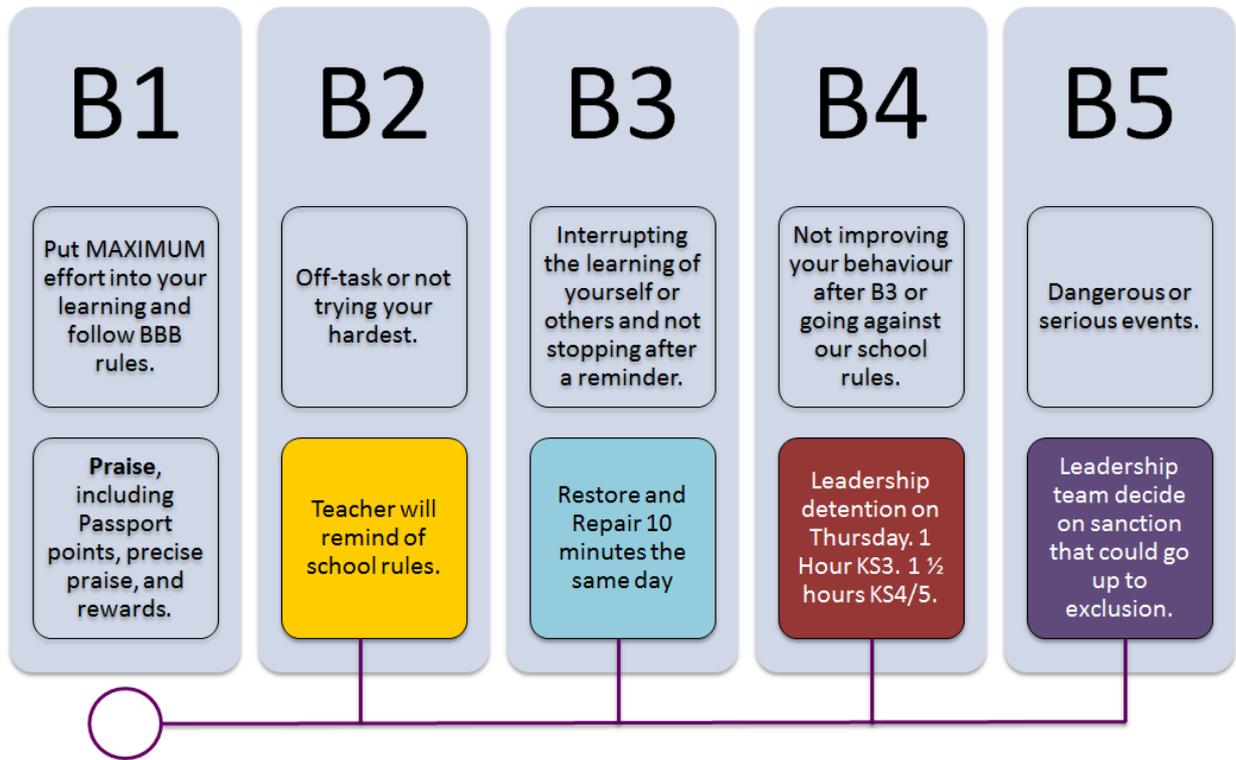
This policy will be subject to review and evaluation bi-annually.



18. Appendix 1 Brilliant Blatch Behaviour



Brilliant Blatch Behaviour





19. Appendix 2 Home School Agreement



Blatchington Mill School Home – School Agreement

Our Home School agreement is the mutual commitment between parents/carers, the school community and our students to support student learning and our partnership together.

- We work together to ensure that every student does his/her very best and achieves their potential
- We communicate respectfully at all times understanding that we all want the best for our young people
- Student learning is the centre of all that we do – so that our young people can flourish
- We are committed to celebrating diversity and promoting equality. We will all ensure that we challenge any form of prejudice, including discriminatory remarks with regard to gender, race, sexuality, gender identity, religion and disability.
- We expect all members of the school community to follow the school rules with regards to behaviour, conduct, uniform, attendance and punctuality

THE SCHOOL

The school will undertake to:

- Establish and sustain a positive partnership between home and school
- Promote a culture of learning so that our students can excel
- Provide a balanced and diverse curriculum which can meet the needs of your son/daughter
- keep parents and carers regularly informed and consulted about school matters in general and your son/daughter's progress in particular
- provide regular and clear progress data to support parents and carers in supporting
- recognise, reward, praise and celebrate good behaviour, outstanding effort, achievement and contribution to school life
- offer a broad range of public examinations including at Sixth Form level
- encourage your son/daughter to participate in a wide range of extra-curricular activities on offer
- work with you to solve any problems which could harm your son/daughter's progress while at school, such as attendance below 95%

Signed by: Ashley Harrold - Head Teacher

March 2016

THE PARENTS/CARERS

Parents and Carers undertake to:

- support the school and work in partnership together

Updated by LT February 2016



- ensure that my son/daughter goes to school regularly, on time, in full school uniform and properly equipped and will notify the school when this is not possible
- encourage my son/daughter to participate in school life to the full including extra-curricular activities
- support the school's "Brilliant Blatch Behaviour" both within school and on the journey to and from school
- keep the school informed of any concerns or problems which might affect my son/daughter's work or behaviour
- use the progress data provided by school to support my son/daughter's progress and work ethic
- support my son/daughter in the completion of any independent learning
- attend parents'/carers' evenings and discussions about my son/daughter
- respond to communications from the school
- keep the school updated with regard to home contact details, including latest mobile phone contact numbers and email addresses

Signed by: Parent/ carer Date:

THE STUDENT

I Shall:

- work with my teachers and school staff to support my learning so that I can excel
- contribute to school life and making our school the best school possible
- do my class work and homework as well as I can and complete it on time and catch up on any missed work
- take responsibility for my own behaviour and do everything I can to make Blatch a safe and happy place for all and speak respectfully and politely to all members of the Blatch community
- be prepared to learn and bring all the equipment I need every day
- use the data provided by school to monitor my progress and work ethic
- respect and appreciate other students and staff, their work, views, property and individuality in accordance with "Brilliant Blatch Behaviour"
- make sure that my mobile phone is turned off and is kept in my bag at all times and only used at the designated time
- attend school every day on time and in uniform

Signed by: Student Date:

Updated by LT February 2016



20. Appendix 3 Levelling document

BMS Behaviour Intervention – (document is to guide and standardise response. Evidence recorded on SIMS).



	Level	Action – these are not in any specific order, but all should be considered/done before moving up	Y/N	Recorded on SIMS?	OUTCOMES?	
IS IT A SAFEGUARDING ISSUE?	Causing Concern (flagged formal or informal data/info) B3a	Form Tutors meet with parents/carers – Build a picture of the child – and the family. Form Tutor to monitor and update YO as necessary. Review meetings planned.				
		Teacher to discuss student causing concern with Faculties and CTLs – strategies to improve Quality First Teaching.	Teacher to discuss student with YO – after discussion and strategies from faculty.			
		Teachers to use “analysis of possible contributory factors” (KM/LT) Class environment modifications e.g. seating plans, differentiated materials, collaboration with TA				
		Discuss with SEND team (e.g. classroom Teaching Assistant). Check SEND reg. Check for Auditory/visual/sensory needs. Check for spatial difficulties				
		Teacher/Parent query YO regarding SEND. YO to collect data from other teachers – ALERT SEND/SENCO via REFERRAL				
		FT/AYTL to consider referral to School Nurse – eliminating contributing factors				
		FT to discuss with AYTL/Pier use of Nurture Intervention (Y7) and/or Friendship/Social communication groups – individual or small group				
		Report card (managed by FT/YO) 1:1 meeting with AYTL/YTL				
	Sustained Concern B3b	FT/AYTL Meet with parents/carers – Relationship building – review meetings planned.				
		Formal meeting with AYTL – review meetings planned. May include creation of REPORT CARD AND/OR Acceptable Behaviour Contract ABC				
		YO to consider holding ‘Student Causing Concern’ meeting so all staff are kept informed				
		YO to consider Early Help Assessment				
		Use of internal interventions – Report Card, School DT, Use of Learning Mentor/Key worker if appropriate, referral to school counsellor				
		Use of additional personalised, bespoke interventions e.g. safetyNet, Off The Fence, Social communication and raising self-esteem groups, RISE, RUOK, Police Liaison, or other appropriate – use of external agencies				
	CTL to refer to “persistent and more serious indiscipline”					
	CTL to meet with student and/or parent/carers. CTL/YTL to meet with student and/or parent/carers					



IS IT A SAFEGUARDING ISSUE?	Level	Action – these are not in any specific order, but all should be considered/done before moving up	Y/N	Recorded on SIMS?	OUTCOMES?		
	Tailored Support B4 (and toward B4)		YTL (or AYTL with support from YTL) to meet with parents/carers – keep informed, clarify and clearly set expectation, alleviate anxiety and outline next steps – review meetings planned. Engage parental support agencies as required e.g. AMAZE				
			YTL action: consider actions to be taken individually AND/OR to refer student to SLT/SENCo/INCo Triage meeting – either route.				
			Assistant Head/SLT to attend review meeting if behaviour has not improved/worsened	TRIAGE meeting (Dep/Assist Heads for pastoral, SENCo, INCo) - PIER referral if appropriate, SEND and CAMHS/EP requests to be considered, internal and external support			
			Pastoral Support Programme (PSP) to be started.	Internal Exclusion, reduced time table.			
			Request parental support of child in school	Fixed Term Exclusion via Deputy Head if appropriate			
			Individual Behaviour Plan (IBP) AND/OR Individual Education Plan (IEP)	PIER individual pupil support and supervision for teaching staff			
			Professionals Meeting (PARMS)	Use 'Buddy' or partner school in place of Fixed Term exclusions and instead of sending home			
			ITF referral				
			Refer to Early Help Hub/ MASH via CP Officer (depending on threshold)				
Intensive Support B4/5			SLT/YTL Meet with parents/carers – enable them to make informed choices for their child's education and well-being. Use of Family Support services as appropriate.				
		Discuss possible referral to BAP					
		Personalised Curriculum and/or Timetable – pertaining to individual's strengths and interests					
		Consider Managed Move to another school (not automatic referral to the PRU) Follow Protocol and LA guidelines					
Critical Need B5		YOS and Police involvement					
		BAP to discuss alternative provision e.g. PRU/Managed Move/PEX					



21. Appendix 4 Creating a positive learning environment

Creating A Positive Learning Environment And Dealing With Challenging Behaviour

Introduction.

Managing behaviour is likely to be amongst the biggest challenges of all teachers, however experienced. The wrong behaviour can destroy lessons, limit learning and cause misery to both staff and students. There is no end-point in developing positive behaviour management and classroom practices; we all benefit from improving our professional expertise and students reap the reward of this through better teaching and more stimulating lessons. Excellent positive behaviour management allows us to deliver more varied, challenging and active lessons; we can avoid 'playing-it-safe' when planning activities and be experimental in trialling new pedagogical approaches to engage young people. Increasing the expertise of every member of staff in creating a positive learning environment and the ability to deal with behavioural issues helps establish a consistently high expectation for lessons across the school, which contributes to a cycle of continuous improvement.

The causes of poor behaviour are often complex and frequently rooted outside of school. External issues affecting students are mostly harder to address than those resulting from elements within our control.

The intention of this paper is to suggest a series of reflections for teachers, middle and senior-level subject leaders to consider when groups or individuals persist in challenging behaviour. The intention of observing, working with and supporting staff is not to create a culture of blame, shame or fear; instead it aims to develop one of openness, continuing professional development, a willingness to recognise where support may be needed and a readiness to work within teams so that good practice can be shared and advice can be offered at an early stage. This will not be seen as a sign of weakness but one of good professional practice and will help create an environment where staff continue to develop skills, share ideas and address concerns in an atmosphere of mutual trust and support.

Teachers experiencing challenging behaviour from groups or individuals need to be empowered to bring about positive change themselves so the class respond appropriately and positively in lessons. Recognising that some groups respond badly to inappropriate seating arrangements, lack of classroom routines and structures, or poorly delivered lessons demonstrates an acceptance that some examples of unacceptable behaviour stems from weak classroom practice. Indiscipline can also result from students being unable to access the work or finding it too easy; similarly, lessons which fail to engage through a unsatisfactory choice of stimulus materials are often more likely to become problematic. A classroom that does not have the right balance of rewards and sanctions may also see an increase in behavioural incident. We also know from research that the two most significant areas that have been proven to have the biggest impact on improving behaviour is positive teacher/ student relationships and teachers being fully aware of their own 'mental set' and triggers.

This is where peer or line-manager support within teams can rapidly help colleagues to improve their expertise and so avert low level disruption. If we do everything within our power to structure lessons well, including planning for behaviour; deliver them through a range of engaging pedagogical methods; ensure the learning environment is stimulating and well organised; build positive relationships with students, use a wide range of rewards, sanctions and interventions whilst being aware of our own 'mental set' we will avert much of the low level disruption which



can otherwise escalate. Achieving that will allow us to focus on students in need of targeted support and individual intervention.

Supporting Colleagues and Developing Professional Expertise.

Staff need to be proactive in planning for behaviour and then act proportionally, professionally, relentlessly and effectively where there are issues, utilising the school's BBB guidelines. Responsibility for behaviour is the responsibility of all of us but starts with the teacher in the classroom. Below is a checklist to use, which suggests areas of professional practice for teachers to consider and then a progressive range of interventions and strategies which should help bring about the change we wish to see.

Analysis And Identification Of Potential Barriers To Learning.

Ref No.	ANALYSIS OF POSSIBLE CONTRIBUTORY FACTORS.
The learning Environment.	
i.	Is the teaching environment welcoming, pleasant and likely to promote a constructive atmosphere for learning? i.e. it shouldn't be messy, BBB should be clearly visible.
ii.	Is the room suitable for the subject and planned activity? i.e. the space itself, the equipment needed, its layout, organisation of resources etc....
Lesson Planning And Organisation.	
iii.	Are schemes of work being followed and lessons planned which reflect the abilities of the group and their prior learning (and possibly behaviour)?
iv.	Are lessons planned to the school standard (BMS 5+2) to provide engaging content, at an appropriate level of challenge?
v.	Are seating-plans used to create appropriate groups of students within the learning space?
vi.	Do lesson plans identify all necessary resource so these can be prepared in advance, which should avoid periods of disorganisation and / or idleness on the part of the class?
vii.	Is the learning space well organised to reduce the possibility of disruption? e.g. easy access to sufficient number of chairs, stocks of paper, books, stationery, resources etc...
Teaching And Lesson Delivery.	
viii.	Is the class met and greeted at the start of the lesson and a set procedure followed? i.e. either enter, settle and start, or line-up quietly and be escorted in (labs and workshops).
ix.	Are students warmly welcomed by name and encouraged to develop productive, friendly and appropriate (professional) relationships with adults and each other?
x.	Are effective lesson structures employed to create a safe, well-organised environment with clear routines to establish discipline? i.e. an immediate engaging starter activity, set-routines to ensure an orderly move between activities etc.
xi.	Do the lessons employ a range of appropriate and engaging pedagogical approaches and materials to stimulate interest and learner participation?
xii.	Is low-level disruption, disengagement and any behavioural incident handled appropriately, proportionately and in the most low-key but effective manner possible?



	i.e. using non-verbal communication to challenge inattention, establishing a routine to gain quiet, using politeness to redress inappropriate language and behaviour - "thank-you to those sitting quietly waiting for the next task."
xiii.	Are established routines used to deal with low-level disruption? e.g. B2 warning given; change of seat, 2 minutes outside. B3 Restore and repair session and contact home.
xiv.	Is there evidence of a good combination of rewards and praise as well as sanctions?
xv.	Are problems confined to particular lessons with the group e.g. Friday lesson 6, or are they evident more regularly?
xvi.	Does the teacher recognise and accept that behaviour is an issue? i.e. it is impacting on students' learning and progress.
xvii.	Is the teacher generally managing the most challenging behaviour effectively or is support/training needed to enhance classroom practice and develop broader expertise?
xviii.	Which of the actions and strategies used to date have had an impact on the majority of students' behaviour for learning?
xix.	What has the class teacher / teachers done so far? List the strategies & actions for discussion with other teachers and / or line-manager.
xx.	How does the lesson end? Are students calm, the room left in good order, positive comments spoken and praise given where appropriate?
xxi.	Has B3 behaviour been logged on SIMS; have achievement points been logged on SIMS?

Progressive Intervention Strategies.



Ref No.	DEALING WITH PERSISTENT AND MORE SERIOUS INDISCIPLINE.
Classroom Teacher Intervention Strategy Checklist	
i.	Does the teacher use a range of low-level interventions both positive and negative to improve behaviour? Are some of the students continuing to disrupt?
ii.	Have B2 strategies been put in place and have they been effective?
iii.	Have B3 R&Rs been completed and are the same students getting them or is there a mixed picture?
iv.	Have alternative pedagogical approaches been tried to see if, for example, a more tightly structured approach reduces the disruption?
v.	Have the parents / carers of persistent offenders been informed by the teacher, consulted with and involved in looking for solutions, and if so, has this brought about any improvement?
vi.	Have persistent offenders been 'parked' with other colleagues and did this have a positive impact on the behaviour of the rest of the class, and the offenders?
vii.	Have other staff within the department been consulted? i.e. CTL, other teachers of the class / individuals. Has their advice been followed and their support accepted?
viii.	Have other staff within the school been consulted? i.e. Inclusion team, Student Support. Has their advice and recommendations been followed and their support accepted?
ix.	Have the Year Office been consulted and asked if they have suggestions to make regarding persistent offenders? Is this a specific subject issue or wider?



x.	Have outside agencies made recommendations for staff to follow for individuals e.g. an Ed Psych report and is this advice being adhered to?
xi.	Have lesson drop-ins / learning walks / lesson observations identified any issues likely to lead to behavioural issues e.g. an inappropriate level of challenge, inappropriate work set, problems with teacher/ student relationship, quality of lesson delivery which is likely to lead to disengagement?
xii.	Have persistent offenders been spoken with in a meeting between the class teacher and CTL / Year Office?
xiii.	Have 'subject-reports' been used to monitor the situation and reward improvement? Have parents / carers been involved with these?
xiv.	Has a B4 leadership detention been requested once all B2 and B3 strategies have been put in place? Have detentions been issued, and are these to the same / persistent offenders? What are the detentions issued for?
xv.	What other support has the CTL, Lead Professional or other department post-holders offered and has this been accepted / acted upon?
xvi.	Is there a need for professional support by a peer mentor, subject coach, SLT or other training?
xvii.	Have students who have not responded to all of the above been spoken with by the SLT line-manager and what was the result of this? i.e. SLT report, meeting with parents etc..



Analysis Of Effectiveness Of Intervention Strategies Used To Date.

These sheets are intended to prompt teachers' thinking when trying to create a positive learning environment and when dealing with poor learning behaviours.

Ref No.	ANALYSIS OF POSSIBLE CONTRIBUTORY FACTORS.	COMMENTS AND OBSERVATIONS.
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ii.	Is the room suitable for the subject and planned activity? i.e. the space itself, the equipment needed, its layout, organisation of resources etc....	
Lesson Planning And Organisation.		
iii.	Are schemes of work being followed and lessons planned which reflect the abilities of the group and their prior learning (and possibly behaviour)?	
iv.	Are lessons planned to the school standard (BMS 5+2) to provide engaging content, at an appropriate level of challenge?	
v.	Are seating-plans used to create appropriate groups of students within the learning space?	
vi.	Do lesson plans identify all necessary resource so these can be prepared in advance, which should avoid periods of disorganisation and / or idleness on the part of the class?	
vii.	Is the learning space well organised to reduce the possibility of disruption? e.g. easy access to sufficient number of chairs, stocks of paper, books, stationery, resources etc...	
Teaching And Lesson Delivery.		
viii.	Is the class met and greeted at the start of the lesson and a set procedure followed? i.e. either enter, settle and start, or line-up quietly and be escorted in (labs and workshops).	
ix.	Are students warmly welcomed by name and encouraged to develop productive, friendly and appropriate (professional) relationships with adults and each other?	
x.	Are effective lesson structures employed to create a safe, well-organised environment with clear routines to establish discipline? i.e. an immediate engaging starter activity, set-routines to ensure an orderly move between activities etc.	



Ref No.	ANALYSIS OF POSSIBLE CONTRIBUTORY FACTORS (continued).	COMMENTS AND OBSERVATIONS (continued).
xi.	Do the lessons employ a range of appropriate and engaging pedagogical approaches and materials to stimulate interest and learner participation?	
xii.	Is low-level disruption, disengagement and any behavioural incident handled appropriately, proportionately and in the most low-key but effective manner possible? <i>i.e.</i> using non-verbal communication to challenge inattention, establishing a routine to gain quiet, using politeness to redress inappropriate language and behaviour - "thank-you to those sitting quietly waiting for the next task."	
xiii.	Are established routines used to deal with low-level disruption? e.g. B2 warning given; change of seat, 2 minutes outside. B3 Restore and repair session and contact home.	
xiv.	Is there evidence of a good combination of rewards and praise as well as sanctions?	
xv.	Are problems confined to particular lessons with the group e.g. Friday lesson 6, or are they evident more regularly?	
xvi.	Does the teacher recognise and accept that behaviour is an issue? <i>i.e.</i> it is impacting on students' learning and progress.	
xvii.	Is the teacher generally managing the most challenging behaviour effectively or is support/training needed to enhance classroom practice and develop broader expertise?	
xviii.	Which of the actions and strategies used to date have had an impact on the majority of students' behaviour for learning?	
xix.	What has the class teacher / teachers done so far? List the strategies & actions for discussion with other teachers and / or line-manager.	
xx.	How does the lesson end? Are students calm, the room left in good order, positive comments spoken and praise given where appropriate?	
xxi.	Has B3 behaviour been logged on SIMS; have achievement points been logged on SIMS?	



Progressive Intervention Strategies.

Ref No.	DEALING WITH PERSISTENT AND MORE SERIOUS INDISCIPLINE.	COMMENTS AND OBSERVATIONS.
Classroom Teacher Intervention Strategy		
i.	Does the teacher use a range of low-level interventions both positive and negative to improve behaviour? Are some of the students continuing to disrupt?	
ii.	Have B2 strategies been put in place and have they been effective?	
iii.	Have B3 R&Rs been completed and are the same students getting them or is there a mixed picture?	
iv.	Have alternative pedagogical approaches been tried to see if, for example, a more tightly structured approach reduces the disruption?	
v.	Have the parents / carers of persistent offenders been informed by the teacher, consulted with and involved in looking for solutions, and if so, has this brought about any improvement?	
vi.	Have persistent offenders been 'parked' with other colleagues and did this have a positive impact on the behaviour of the rest of the class, and the offenders?	
vii.	Have other staff within the department been consulted? i.e. CTL, other teachers of the class / individuals. Has their advice been followed and their support accepted?	
viii.	Have other staff within the school been consulted? i.e. Inclusion team, Student Support. Has their advice and recommendations been followed and their support accepted?	
ix.	Have the Year Office been consulted and asked if they have suggestions to make regarding persistent offenders? Is this a specific subject issue or wider?	
x.	Have outside agencies made recommendations for staff to follow for individuals e.g. an Ed Psych report and is this advice being adhered to?	
xi.	Have lesson drop-ins / learning walks / lesson observations identified any issues likely to lead to behavioural issues e.g. an inappropriate level of challenge, inappropriate work set, problems with teacher/ student relationship, quality of lesson delivery which is likely to lead to disengagement?	
xii.	Have persistent offenders been spoken with in a meeting between the class teacher and CTL / Year Office?	



Ref No.	DEALING WITH PERSISTENT AND MORE SERIOUS INDISCIPLINE (continued).	COMMENTS AND OBSERVATIONS (continued).
xiii.	Have 'subject-reports' been used to monitor the situation and reward improvement? Have parents / carers been involved with these?	
xiv.	Has a B4 leadership detention been requested once all B2 and B3 strategies have been put in place? Have detentions been issued, and are these to the same / persistent offenders? What are the detentions issued for?	
xv.	What other support has the CTL, Lead Professional or other department post-holders offered and has this been accepted / acted upon?	
xvi.	Is there a need for professional support by a peer mentor, subject coach, SLT or other training?	
xvii.	Have students who have not responded to all of the above been spoken with by the SLT line-manager and what was the result of this? j.g. SLT report, meeting with parents etc..	



22. Research on behaviour

Comparing the effectiveness of aspects of classroom management	Average effect-size	Number of students or pupils	Number of studies	Decrease in number of disruptions (Average for the studies)
Summary of experimental data from Marzano (2003)				
Rules and procedures Strategies to clearly and simply express rules and other expectations of student behaviour. Also to justify these persuasively from the teacher's and students' point of view. For greatest effect the rules are negotiated with students	0.76	626	10	28%
Teacher-student relationships Strategies to improve the rapport, and mutual respect between teacher and student	0.87	1110	4	31%
Disciplinary interventions The effective use of 'sticks and carrots' to enforce the rules described above	0.91	3322	68	32%
Mental set Strategies to develop your awareness of what is going on in your classroom and why. A conscious control over your thoughts and feelings when you respond to a disruption.	1.3	502	5	40%