

## POSITIVE BEHAVIOUR AND DISCIPLINE POLICY

**Date September 2015**

**Date for review September 2017**

### **Governors' Statement of Principles**

The Governors of KINGSDOWN SCHOOL believe that the school Behaviour and Discipline Policy should reflect the following principles:

1. KINGSDOWN SCHOOL provides a safe environment in which all pupils are supported to achieve their potential, academic and social, and are provided with support to overcome any barriers to learning they may face.
2. Respect – for each other, staff and other adults they may come across in the course of their school life and for their environment is at the heart of the school's ethos.
3. Pupils are prepared to face the challenges and responsibilities of adult life and to this end they should be encouraged to develop self discipline and to take responsibility for their actions.
4. All members of the school community have the right to expect a clear Code of Conduct with accompanying rules and regulations which are well publicised, clear and consistently implemented.
5. The school works in partnership with parents/carers and families and with other agencies who may be involved with a pupil.
6. The school is fully inclusive and actively promotes equality of opportunity for all members of the school community regardless of race, religion, gender, sexual orientation or disability. The school will monitor the impact of all its policies and be alert to disproportionate impact on vulnerable groups.
7. The school Behaviour and Discipline Policy should be based on the principles of positive behaviour management. Whilst sanctions may sometimes be necessary and appropriate wherever possible the school seeks to encourage the right behaviour rather than punishing the wrong.

The Behaviour and Discipline Policy should be read in conjunction with the following policies

- Anti Bullying
- Positive Handling
- Teaching and Learning
- SEN and Inclusion
- Equalities
- Safeguarding including allegations
- Complaints
- School code of conduct

Staff at KINGSDOWN SCHOOL have the right to regulate pupil behaviour and to impose disciplinary sanctions when pupils fail to observe the school Code of Conduct or other rules and regulations. The school seeks to work in partnership with parents/carers at all times and expects them to support the school in creating a calm, ordered environment where teachers can teach

and pupils can learn. In accepting a place at the school parents/carers agree to support the school in the implementation of the Behaviour and Discipline Policy.

## **Code of Conduct**

The Code of Conduct is attached as an Appendix. It is prominently displayed in all classrooms. There is ongoing dialogue between staff and pupils about the Code which ensures it is consistently understood and applied.

## **Policy Objectives**

To encourage positive behaviour, with all students and adults working to agreed standards

To set expectations that all students will be encouraged to learn the social emotional and behavioural skills required for citizenship

To maintain a school environment where students are encouraged to behave appropriately because they feel they are valued members of the school community, and that they are safe, secure and at ease.

## **Broad Guidelines for Behaviour and Discipline**

Every teacher will accept responsibility for high standards of discipline in the classroom and within the school environment.

Every student will accept responsibility for high standards of behaviour in the classroom and within the school environment.

All staff will be consistent in their approach to discipline and behaviour and work within the framework of the behaviour policy.

Every student will be made aware by their teachers and their tutors of the Code of Conduct and the school's high standards. The consequences of ignoring the rules of the behaviour system and the benefits and rewards of adhering to the behaviour system will be clearly explained to students.

The Headteacher alone has the right to exclude students and to decide whether the exclusion is to be held on or off the school premises. In the absence of the headteacher the Deputy headteacher will take up this responsibility.

## **Behaviour and Discipline Regulations**

The Head teacher/SLT is responsible for ensuring that all members of the department/tutor team are complying with the whole school behaviour and discipline policy.

SLT will support the above monitoring process.

The head of department is responsible for including a section on behaviour and discipline in their policy.

Staff issuing after-school detentions must do so within the Rewards and Sanctions framework.

Staff can detain students for a period of up to an hour to observe after school detention.

## **Teaching and Learning**

Promoting positive behaviour enables high standards of teaching and learning to be achieved. A well-designed and relevant curriculum helps develop and maintain positive behaviour. Students learn more effectively when the curriculum is differentiated and teaching styles and approaches accommodate individual learning styles and preferences. Engaging teaching plays a significant role in a students' attitude towards learning.

Staff should use the most appropriate method of teaching, which draws on students' experiences and values their contributions.

Students should be received into a classroom where routines are established and high standards expected.

Explicit and regular praise should be used for all types of achievement.

The school follows a 'Positive Behaviour Management' system which encourages all staff members to create learning environment to motivate students to behave appropriately in lessons. Effective classroom management skills are developed through experience and appropriate support from colleagues. Training and reflection on personal practice is very important.

In addition, well-prepared and stimulating lessons, in which pupils are aware of the lesson purpose, help to secure good standards of behaviour. Effective lessons are those in which pupils enjoy learning, are fully engaged, make progress and improve their attainment through sustained effort and commitment.

### **Effective lessons: Staff**

- give the big picture
- use positive language
- have high expectations
- address different learning styles
- review learning
- move pupils' learning on
- acknowledge and praise effort and progress
- have challenge, pace and enjoyment.
- good time keeping

### **Effective lessons: Student**

- lessons on time
- respect peers and staff
- avoid being didruptive in lessons

- Take ownership of their learning
- do work in lessons to the best of ability

### **To achieve this staff should:**

- set behaviour for learning objectives, when appropriate, as well as other learning objectives for the lesson
- arrive before the class and start the lesson on time
- ensure that pupils enter and leave the room quietly and sensibly
- display lesson objectives clearly
- refer regularly to the Code of Conduct
- ensure that all pupils are able to participate fully in the lesson
- emphasise the positive in learning and behaviour
- use praise and rewards fairly and consistently
- motivate, encourage and engage the pupils
- model and teach positive behaviour, including respect, empathy and social skills
- make sparing, effective and fair use of reprimands
- avoid sarcasm, shouting and threats
- avoid humiliating pupils
- avoid punishing a class for the behaviour of individuals
- keep to time in the lesson and finish on time
- share good practice with colleagues.

### **Maintaining Discipline**

Staff are encouraged to apply their own behaviour management techniques as they develop their relationship with pupils. It is important to establish clear routines and expectations and implement a range of strategies that will solve any potential behavioural issues in the longer term.

During lessons it is vitally important for staff to implement their own behaviour management strategies before implementing the consequence system. The Rewards and Sanction framework is there to support all staff but is not the only behaviour strategy open to staff. Before issuing a consequence staff must first issue a warning and endeavour to apply their own behaviour management techniques. For example, staff might;

- Speak to a student before they enter the room and set clear expectations
- Use non-verbal forms of communication to reinforce behaviour expectations
- Move or suggest moving a student to another seat
- Use praise to remind a student of their ability to behave appropriately

- Vary the activity to find ways of encouraging the specific student to engage positively in the learning experience

Staff may consider using the following techniques throughout the academic year.

- Modify intervention / seating plan at start of the lesson
- Move student to another seat during the lesson
- Consider behavioural / learning needs of individual students during the lesson planning process to ensure students can either access or feel engaged with the learning
- Set targets with the student for future improvement
- Modified approach to student, i.e. – effective use of praise / rewards
- Discuss issue with other department staff to identify other possible strategies
- Discuss issue with other staff who teach the identified student to explore successful strategies
- Discuss issues with Form Tutor
- Notify parents of behavioural issue (letter, phone call , emails etc)
- Consistently consult student risk assessment and individual learning profile

## **Anti Bullying**

KINGSDOWN SCHOOL is determined that all pupils should feel safe at school and enjoy their education. A key feature of this is the strong stance taken against all forms of bullying. The school's policy on Anti Bullying can be found in the anti bullying policy.

## **Use of Force**

We aim to provide a supportive environment and it may be appropriate from time to time to lightly touch a pupil's upper body in order to guide or reassure. In accordance with the Education and Inspection Act 2006 all staff may on occasion need to control or in extreme circumstances restrain a pupil in order to ensure that they do not:

- Hurt themselves
- Hurt somebody else
- Damage property
- Prejudice the good order of the school.

In the event of this requiring anything other than a light touch to the upper body an Incident Report form will always be completed and parents informed. If a pupil requires restraint parents will always be informed and a full debrief of pupil and staff involved held. All staff are trained in TEAM/TEACH BILD accredited safe restraint.

(For more information see Positive Handling Policy)

## Screening and Searching

The Code of Conduct and Behaviour and Sanctions Rules make it quite clear what items are prohibited at KINGSDOWN SCHOOL. The staff reserve the right to screen all pupils for banned objects – this may involve asking pupils to turn out their bags, searching lockers, using a hand held wand or arch.

The school will wand and search all pupil before they are allowed entry on daily basis.

Occasionally it may be necessary to search a pupil with or without their consent again even though they might have been searched before being allowed entry. This will only be done when the school has reasonable grounds to believe a pupil may be carrying illegal, stolen or prohibited items.

- Searches will be carried out of sight of other pupils
- Suspicion may be aroused:
  - As a result of a positive screening
  - Because a pupil is acting suspiciously (eg attempting to hide something)
  - As a result of a ‘tip off’ – by a parent/carer or another pupil
  - Because of something said by the pupil
- There will always be two members of staff present when a search takes place. Both members of staff will be of the same sex as the pupil.
- Pupils will **NOT** be frisked or asked to remove clothing other than outerwear but they may be asked to remove their coats, turn out their pockets and bags, remove their shoes and lift up their trouser legs to reveal their socks.
- Throughout the search pupils will be talked to and reassured that there is no threat to them and that they have nothing to fear if they are not carrying anything.
- If pupils refuse to be searched or if they abscond the Police will be informed. If pupils become abusive or threatening the search will be stopped, the pupil isolated and the Police called.
- All searches will be logged
  - name, year, sex, ethnicity of every pupil searched
  - grounds of suspicion
  - time and place
  - who searched
  - who else was present
  - what if any reasonable force was used, and if so why
  - how the search began and progressed
  - the pupil’s responses and how staff managed them (e.g. steps taken to calm the pupil)
  - outcomes and follow-up actions.
- Parents/Carers will always be informed if a pupil has been searched and the result of that search.

Pupils may be searched without their consent – if the school has reason to believe the pupil requires searching and he/she refuses consent the Police will be called and parents/carers informed.

What can be searched for?

- Knives or weapons, alcohol, illegal drugs and stolen items; and
- Tobacco and cigarette papers, fireworks and pornographic images; and
- Any article that the member of staff reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to property; and
- Any item banned by the school rules which has been identified in the rules as an item which may be searched for( See Rewards and Sanctions chart)

In the event of searching without consent, the staff member doing the search would be authorised by the head teacher and in the absence of the head teacher the deputy head teacher will act on his/her behalf.

(For more information see DfE Guidance

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/444053/Searching\\_screening\\_confiscation\\_advice\\_Reviewed\\_July\\_2015.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/444053/Searching_screening_confiscation_advice_Reviewed_July_2015.pdf)

and Kingsdown Screening and Searching Policy.

### **Confiscation and Disposal**

Staff at KINGSDOWN SCHOOL have the power to confiscate any item which is illegal or banned from school. In most circumstances staff confiscate items which are banned from school and return them to pupils at the end of the day. However on occasions this will not be appropriate and in those cases the following principles will apply.

Illegal items (weapons or substances) will be handed to the Police

Legal but banned consumable items (tobacco, alcohol, sweets or foodstuffs eg chewing gum) will be disposed of.

High value items (£20+) eg mobile telephones, MP3 players etc, which are confiscated will be held securely until a parent/carer makes arrangements to collect them.

Low value items will be disposed of.

### **Behaviour out of School**

Pupils are expected to uphold the reputation of the school whenever they are out of school whether they are taking part in an official school trip/outing or wearing their uniform to and from school. Pupils may be subject to disciplinary sanctions if their behaviour brings the school into disrepute or has repercussions for the orderly running of the school.

KINGSDOWN SCHOOL cannot be responsible for pupil behaviour when they are out of school but will endeavour to investigate any incident which is reported to the school. The school will always cooperate with the Police in any investigation of incidents which are thought to involve KINGSDOWN SCHOOL pupils.

## **Allegations**

Any allegation of misconduct against a member of staff will be taken seriously and referred to the LADO and dealt with. Pastoral support will be offered to any individual against whom an allegation is made and the matter kept strictly confidential. If the allegation is against the headteacher the Chair of Governors will be responsible for referring the matter. In the event of an allegation proving unfounded or malicious the matter will be referred to the Governors' Discipline Committee for action. Staff are advised to familiarise themselves with the Government Guidance on Safer Working Practice in order to minimise the risk of allegations being made.

## **Promoting good behaviour**

At KINGSDOWN SCHOOL we believe that good behaviour needs to be modelled and taught. All staff (including support staff) have access to a range of CPD opportunities to develop their behaviour management strategies and skills suggested strategies for promoting positive behaviour are available in the Appendix and regularly reviewed and discussed. We encourage staff who are experiencing difficulties with individual or groups of pupils to discuss and share practice ideas.

We recognise the need for good behaviour to be 'taught' and ensure that appropriate behaviour is discussed with in the whole day curriculum (assemblies, tutor time, PSHE etc) as appropriate. We also ensure that pupils new to the school (whether Year 7s or newly arrived pupils) are fully inducted into the expectations of the school and that they understand the behaviour policy.

## **Rewards**

KINGSDOWN SCHOOL believes that rewarding desired behaviour is more effective than sanctioning unacceptable behaviour. The school has a range of rewards available (see Rewards section in Appendix)

## **Sanctions**

Teachers, teaching assistants and other paid staff with responsibility for pupils at KINGSDOWN SCHOOL have the legal power to discipline pupils whose behaviour is unacceptable, who break the school rules or who fail to follow a reasonable instruction. They may impose any reasonable and proportionate punishment.

(See Sanctions Hierarchy in Appendix)

## **Detentions**

Notice of an after school detention will normally be given and communicated to parents via a phone call or email . Pupils will normally be expected to attend a detention on the date and at the time set. However the school will endeavour to respond positively to parents when a request is made *in writing, email and sometimes verbal communication* for a deferment due to a valid, serious commitment (e.g. medical or dental appointment). No notice detentions will not normally be given but maybe imposed if part of pupil's Individual Behaviour Plan.



Pupils whose poor behaviour disturbs their learning will be given the opportunity to make up lost time at break or lunch time but if they continue to misbehave they will be expected to stay after school or on Friday afternoons.

## **Parents**

KINGSDOWN SCHOOL aims to work in partnership with parents at all times. Parents are expected to support the school in upholding the school rules and creating an orderly climate for learning. They have the right to be informed promptly of any emerging difficulties their children present. They have particular responsibilities in ensuring regular and punctual attendance at school and in ensuring their children are in the right place during any fixed period exclusion. Parents are expected to attend a Reintegration Interview following any period of fixed period exclusion. On admission to the school all parents are given a summary of the school behaviour policy and directed to the school website where they can find the full policy. Acceptance of a place at the school implies parental support for the implementation of the behaviour policy.

## **Pupils requiring additional support**

KINGSDOWN SCHOOL recognises that our pupils require additional support in order to conform to the expectations of behaviour of the school. Our Code of Conduct, rewards and sanctions are designed to meet the needs of pupils with BESD. In addition we provide small group, carefully differentiated teaching and close supervision in unstructured time. We believe that if pupils are able to experience success and not blamed when they have difficulties they will be motivated to continue trying

Pupils who require additional support may be:

- Offered support from a mentor with individual targets which will be regularly monitored. These may be recorded on a Report card or an Individual Behaviour Plan or a Pastoral Support Programme
- Offered a personalised learning programme

The school regularly reviews all pupils in order to ensure that their needs are being met. Where inadequate progress is being made the school will consider what else may be available both from within the school and from a range of outside agencies with whom the school has contact (eg CAMHS, Social Care, Education Welfare, Youth offending Teams etc)

## **Data**

The school collects a range of behaviour data including

- Exclusions
- Attendance and punctuality
- Incidents and sanctions

Data is analysed at individual pupil level by tutors and the HT and is used to inform referrals to school based interventions and referrals to outside agencies.

Data is analysed on a whole school basis by the HT and is used to identify 'hot spots', monitor trends and performance against targets and to inform changes in policy and procedure. Data is also monitored to ensure the school meets its statutory duties with regard to the Equalities Policy.

Data is presented to whole staff meetings and Governors in order to support the evaluation of the impact of the policy.

## **Exclusions**

KINGSDOWN SCHOOL is committed to using exclusion as an absolute last resort after all other sanctions have been exhausted believing that rewarding poor behaviour with a 'day off' is counter productive. Where exclusion is used the school conforms to DfE Guidance.

If pupils are at home the school will provide work – it is the parent's responsibility to ensure the pupil completes the work and returns it to the school for marking (NB parents can be fined if pupils are found in a public place during exclusion).

Reintegration interviews are considered to be a vital part of the reintegration process and provide parents, the pupil and key school staff with an opportunity to reflect on what has happened and to plan any additional support which may be needed to ensure a pupil's successful readmission. If parents do not attend a scheduled reintegration interview additional measures may be taken to facilitate their full participation in the process.

Permanent exclusions are extremely rare and only used when the school has exhausted all other strategies.

## **Review and Evaluation**

This policy is subject to regular review and evaluation by:

Governors – challenging HT data reports and by regular visits and walkabouts.

HT – analysis of behaviour data

Staff – questionnaires, staff meetings

Parents (via questionnaire, complaints and positive feedback)

Pupils – feedback via questionnaires and meetings (individual and group)

## **APPENDICES**

- 1. Code of Conduct**
- 2. Rewards**
- 3. Sanctions hierarchy**
- 4. Strategies for promoting positive behaviour.**

**APPENDIX 1**  
**KINGSDOWN CODE OF CONDUCT**

- Attend school and lessons regularly and punctually
- Wear the correct uniform
- Show respect to staff and peers and the school environment
- Make an effort to produce the best work you can in class and for homework
- Stay in class.

## REWARDS

### END OF YEAR REWARDS ( decided by staff)

- Department certificate and vouchers
- Keystage 3 and 4 outstanding student award (awarded to one pupil from each keystone)
- Best Attendance
- Most improved student (behaviour and academic achievement)

### WEEKLY – STUDENTS TO CHOOSE ONE FROM THIS LIST:

- Go to lunch first – 5 mins early
- Weekly credits

### 2 WEEKLY

- Weekly vouchers (every 2 weeks- student with the highest credit for 2 consecutive weeks)

### END OF HALF TERM

- Eating out
- Surprise reward (decided by staff at the end of every half term)

### END OF TERM – STUDENTS TO CHOOSE VOUCHER FROM AN EXTENDED LIST:

- Love2shop gift vouchers
- WH Smith/Waterstones
- JD Sports
- Footlocker
- Etc.etc.....

### TRIPS

- **2 trips in academic year (Autumn and summer)**

#### How to earn the trip

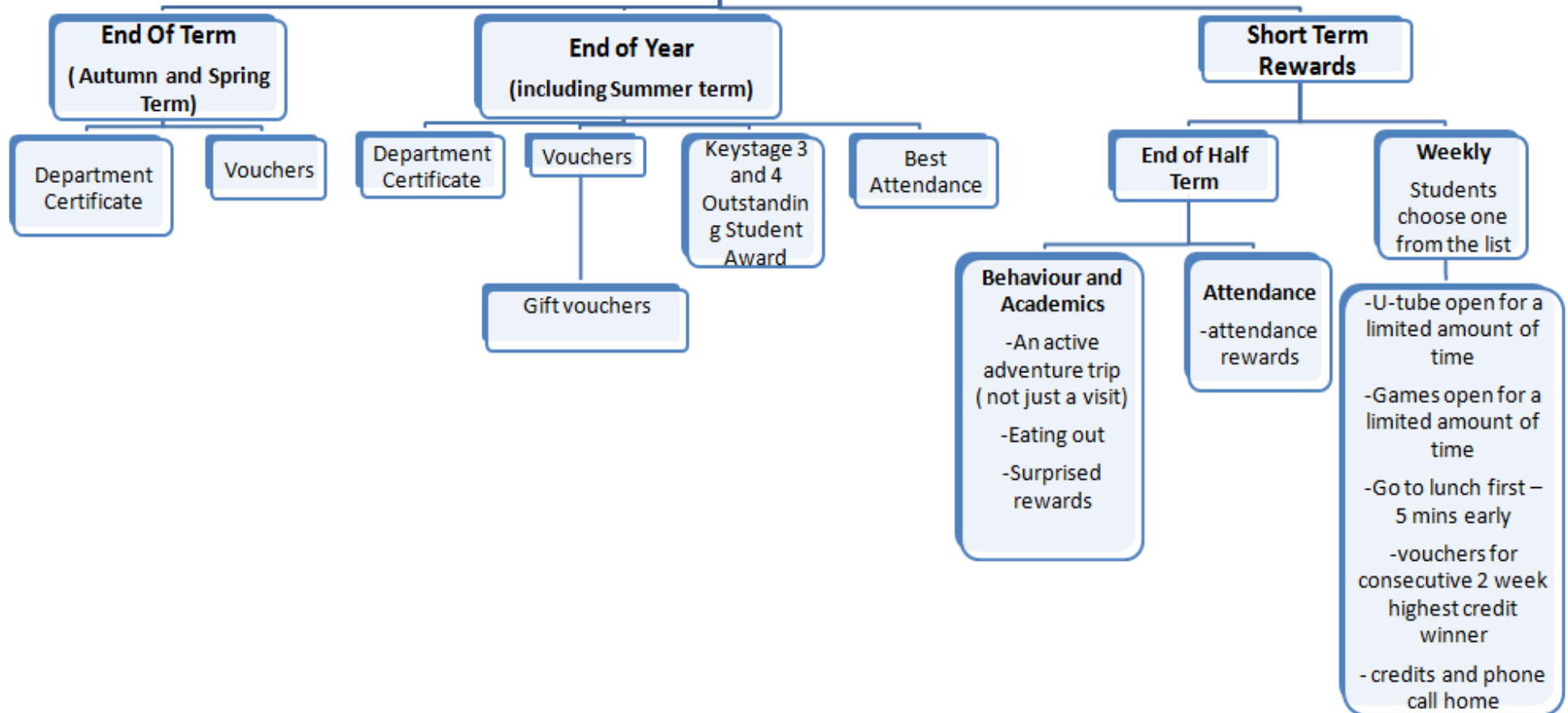
1. Attendance
2. Behaviour (No of incidence, IER, exclusions, absconding, detention)
3. Uniform
4. Performance
5. **END OF YEAR RESIDENTIAL TRIP**

#### List of things that should lead to credits or reward

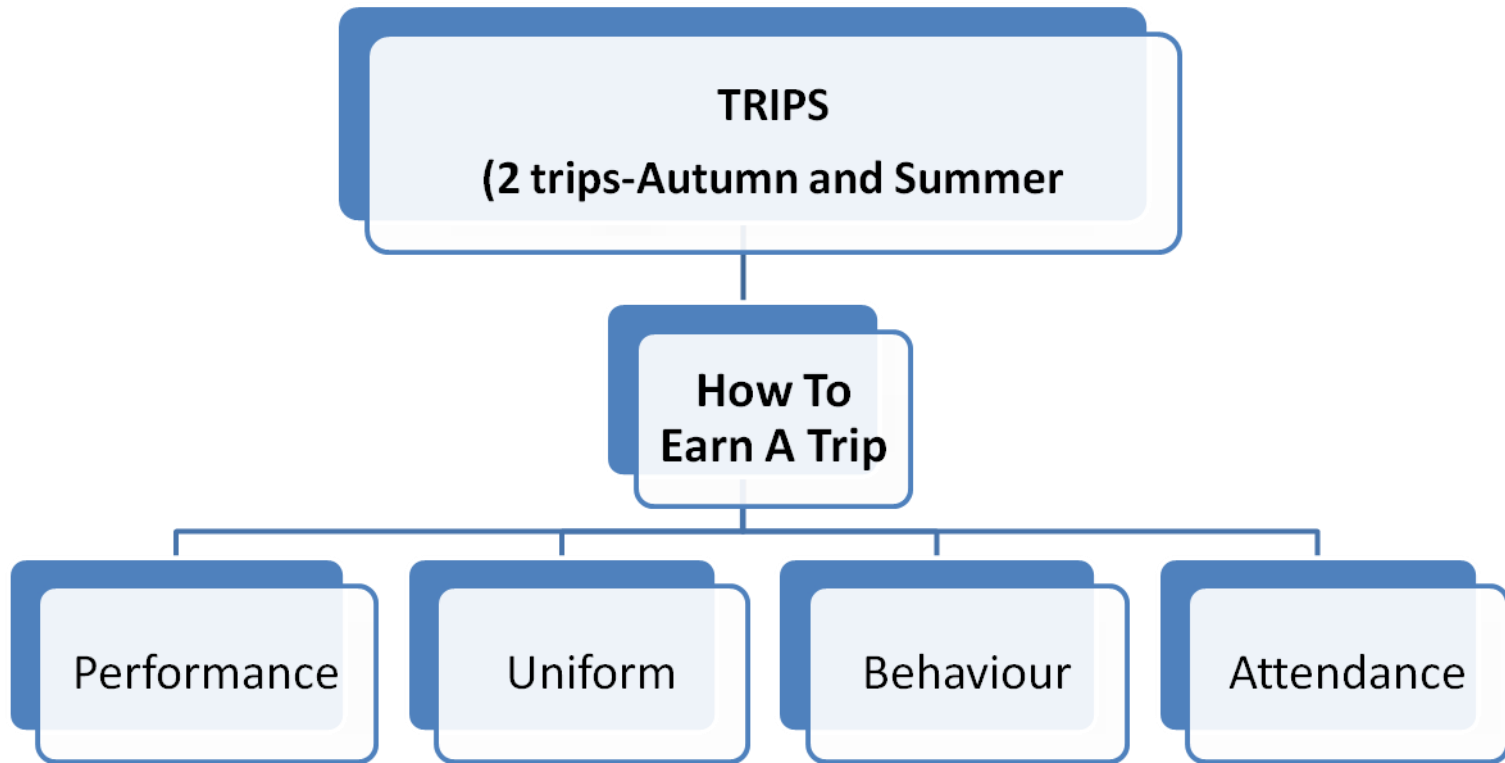
- Attendance & Punctuality ,
- Uniform,

- Progress in class
- Progress in behaviour in class and around school
- Submitting Homework
- Polite
- Being consider

# REWARDS









	<b>BEHAVIOUR</b>	<b>SANCTIONS</b>	<b>REFUSAL TO COMPLY</b>
<b>1.Mobile Phones and Electronic Devices</b>	<ol style="list-style-type: none"> <li>1. Mobile Phones and any other electronic devices should be handed in before entering the school building.</li> <li>2.</li> </ol>	<ol style="list-style-type: none"> <li>1. Not allowed in the building</li> <li>2. First breach of rule:-end of day confiscation and a phone call home</li> <li>3. Second time breach of rule:- confiscation of phone for a week and phone call home</li> <li>4. After second time breach of rule:-Parents come for the phone</li> </ol>	<ol style="list-style-type: none"> <li>5. Remove outside the building until phone handed in</li> </ol>
<b>2.Hats, Coats, Hoods, Scarves, keys, bags ,food, drinks, money ,cigarette( including e-cigarette) shisha pipes ,tobacco products and Jewelleries</b>	<ol style="list-style-type: none"> <li>1. Hats, Coats, Hoods, Scarves , food, drinks bags and Jewellery should be put in lockers</li> <li>2. Keys, money ,cigarette( including e-cigarette) shisha pipes ,tobacco products and Jewelleries handed in to office</li> </ol>	<ol style="list-style-type: none"> <li>1. Ask student/s to remove item/s and place in locker and/or office</li> <li>2. If not handed not allowed in the building</li> </ol>	<ol style="list-style-type: none"> <li>1. Remove outside the school building until item/s handed in and complied with school rules.</li> </ol>
<b>3. Lighters/ matches</b>	<ol style="list-style-type: none"> <li>1. Lighters/matches should be handed in</li> </ol>	<ol style="list-style-type: none"> <li>1. Confiscation at first sight and destroyed</li> </ol>	<ol style="list-style-type: none"> <li>1. Exclusion (health and safety risk)</li> </ol>
<b>Smoking</b>	Smoking is not allowed on school premises	Confiscate items and destroyed	Sent home
<b>2. Refusal to go to lessons/out of lessons</b> <b>3. Refusal to complete any class work.</b>	<ol style="list-style-type: none"> <li>1. Should be in lessons at all times</li> <li>2. Should be authorised by staff to be out of a lesson</li> <li>3. Should complete work in class not just be in class.</li> </ol>	<ol style="list-style-type: none"> <li>1. Talk through to go back to lessons</li> <li>2. Make up lost time during break and lunch time by completing the work missed.</li> </ol>	<ol style="list-style-type: none"> <li>1. If student is not causing a problem leave student where he is and monitor them</li> <li>2. If student is causing a problem remove student to a safe area</li> </ol>

			<ul style="list-style-type: none"> <li>3. After school detention</li> <li>4. Continuous refusal- parents called in to shadow.</li> </ul>
<b>5.Play fighting</b>	<ul style="list-style-type: none"> <li>1. No touching</li> </ul>	<ul style="list-style-type: none"> <li>1. Warning and reminders</li> <li>2. Break time detention</li> </ul>	After school detention
<b>6.Disrupting and distracting others in lessons</b>	<ul style="list-style-type: none"> <li>1. Disrupting and Distraction of other students in lessons is not acceptable in school</li> </ul>	<ul style="list-style-type: none"> <li>1. Warning</li> <li>2. Removal from lesson</li> <li>3. Detention( breaktime or after school)</li> </ul>	Failure to do will repeat sanction
<b>Staff Assault</b>	<ul style="list-style-type: none"> <li>1. Any form of assault on staff is not acceptable</li> </ul>	<ul style="list-style-type: none"> <li>1. Removal to IER follow by exclusion- pending further investigation.</li> <li>2. Police may be called</li> </ul>	May lead to prosecution
<b>Student Assault</b>	<ul style="list-style-type: none"> <li>1. Any form of assault on other students</li> </ul>	<ul style="list-style-type: none"> <li>1. Removal to IER -exclusion-pending further investigation</li> <li>2. Police may be called</li> </ul>	May lead to prosecution
<b>Verbal Abuse (Staff &amp; Students)</b>	<ul style="list-style-type: none"> <li>1. Any form of verbal abuse to staff and/or students</li> </ul>	<ul style="list-style-type: none"> <li>1. Warning</li> <li>2. Removal</li> <li>3. Detention</li> </ul>	
<b>Absconding</b>	<ul style="list-style-type: none"> <li>1. Absconding from school</li> </ul>	<ul style="list-style-type: none"> <li>1. Immediate phone call home</li> <li>2. In some cases contact police</li> <li>3. If student returns during school time take</li> </ul>	

		to IER and make up lost time 4. Refusal to return to school: A day internal exclusion (including break and lunch time)	
<b>Homework</b>	1. Refusing to do home work	1. Home work to be completed during break/ lunch time where possible. 2. After school	1. After school detention
<b>Weapons and drugs</b>	1. Possession of weapon or drugs 2. Zero tolerance on weapon and drugs possession and use.	Confiscated and destroyed 3. Will lead to permanent exclusion from school and police notified	
<b>Stealing</b>	1. Respect for the property of others	1. Investigation 2. IER for a day/group detention	Refusal to return item will lead to fixed term exclusion
<b>Bullying</b>	1. Zero Tolerance to bullying	1. Investigation 2. IER 3. Detention 4. Exclusion 5. Reporting 6. Criminal investigation	
<b>Outside school incidents</b>	1. Any incident happening outside school	1. Sanction as stated above except when police are involved. Reserve our right to share information with police	
<b>Trips and external activities</b>	Students are expected to behave as normal as they would do in school	All sanctions as stipulated in this document applies	

<b>1. Damage to school building and property</b> <b>2. Peers/staff personal property.</b>		1. Clean and/or repair 2. Community service in school(up to 5 hours) 3. Parent/carer billed 4. May lead to exclusion 5. Police may be called	1. After school detention

**I do understand the rules and sanctions listed above and I agree to follow them**

.....

.....

.....

**Pupil's Signature**

**Pupil's Name**

**Date**

## APPENDIX 4

### STRATEGIES FOR PROMOTING POSITIVE BEHAVIOUR.

#### START OF LESSON

1. Teacher to be there before students
2. Teacher stands at door of classroom to 'meet and greet'. Ensure pupils understand every lesson is a 'fresh start'.
3. Ensure pupils sit in allocated seat (planned seating to be displayed)
4. Starter activity to be available immediately and accessible to all.
5. Ensure start of lesson routine is understood and kept to

#### DURING LESSON

1. High expectations of work and behaviour
2. Good and outstanding teaching encourages good behaviour – pay attention to planning, pace, interest and variety, differentiation, visual cues. Make learning EXCITING
3. Stimulating environment with motivating displays of pupil work – pay attention to layout of room ensuring easy access/exit routes for latecomers/miscreants, that all can see IWB etc.
4. Ensure Code of Conduct, rewards and consequences are visible to all – use the rules as a buffer – depersonalise.
5. Praise consistently (5:1 ratio minimum) – 'Catch them being good'. Use reward system
6. Know your pupils well and understand their needs. Ensure you use strategies recommended in IEPs, etc
7. Make opportunities to build positive relationships in unstructured time
8. Watch language, tone, posture, body language etc. Remain calm and cool at all times
9. Plan the use of any additional adults to support students who need extra help to meet the lesson objectives
10. Use of AfL encourages motivation and engagement
11. Never threaten – promise. Ensure you always follow through on what you have said.
12. Follow up – if something goes wrong in your lesson even if SLT become involved, make yourself responsible.
13. Reflect!!!! Don't be afraid to admit you got it wrong and change your practice the next time.

## **END OF LESSON**

1. Allow time for plenary and reflection on whether Learning Objectives have been achieved – if not why not?
2. Orderly dismissal

## **OUT OF CLASS**

1. Noticing – ensure response is appropriate to time/place – follow up what you have noticed
2. Duties – on time, in correct place. Take opportunity to build relationships with students.
3. Intervene whenever incidents occur – follow correct procedures.
4. Corridors kept clean and tidy with motivating/informative display