



# BISHOP VESEY'S GRAMMAR SCHOOL

## Behaviour Policy

<b>Review prepared by:</b>	Deputy Head Teacher
<b>Review date/by whom</b>	Learning & Teaching Committee January 2018
<b>School's next review date/by whom:</b>	Learning & Teaching Committee Spring 2020
<b>Ratified by Learning and Teaching Committee:</b>	January 2018
<b>Signed by Chair of Learning and Teaching Committee:</b>	

## **1. Introduction**

This policy is written with the United Nations Convention of the Rights of The Child in Mind. All of our policies bear in mind Articles 3 and 28 - the child's best interests and the right of the child to an education. This policy also bears in mind Articles 13 and 14 (the right to express views bearing in mind rights of others and the right to freedom of thought conscience and religion) and Article 29 (Goals of education - to develop a child's talents and abilities to the full).

## **2. Rewards Systems**

We believe students learn most effectively within a framework of positive encouragement and motivation. By praising and rewarding positive behaviour, others will be encouraged to act similarly and positive behaviour will be reinforced.

### **2.1 Recognition of positive achievement may include**

- Consistent verbal praise, from all staff
- Informing parents of achievement e.g. via postcards, emails, letters
- The award of merits for a wide range of academic, cultural and sporting achievement
- The award of School Colours for achievement in sport, music, drama and chess
- Recognition for individual or team achievements at House Meeting
- The announcement of particularly prominent individual or team successes in school assemblies: this will include the award of cups, trophies and prizes as appropriate
- The award of certificates for progression and contribution to school life e.g. in Music or LAMDA examinations or in the Mathematics Challenge by the Head Teacher in school assemblies
- The award of certificates for progression, zero behaviour points and contribution to school life, or prizes at presentation evenings: these have been developed in the past few years to highlight the achievement of all, not only the very brightest, in the school
- The award of certificates of achievement and prizes at Speech Day: we have expanded significantly the number of awards in recognition of the outstanding ability of our students.

### **2.2 Encouragement to behave well and act as positive role models to each other and the wider community**

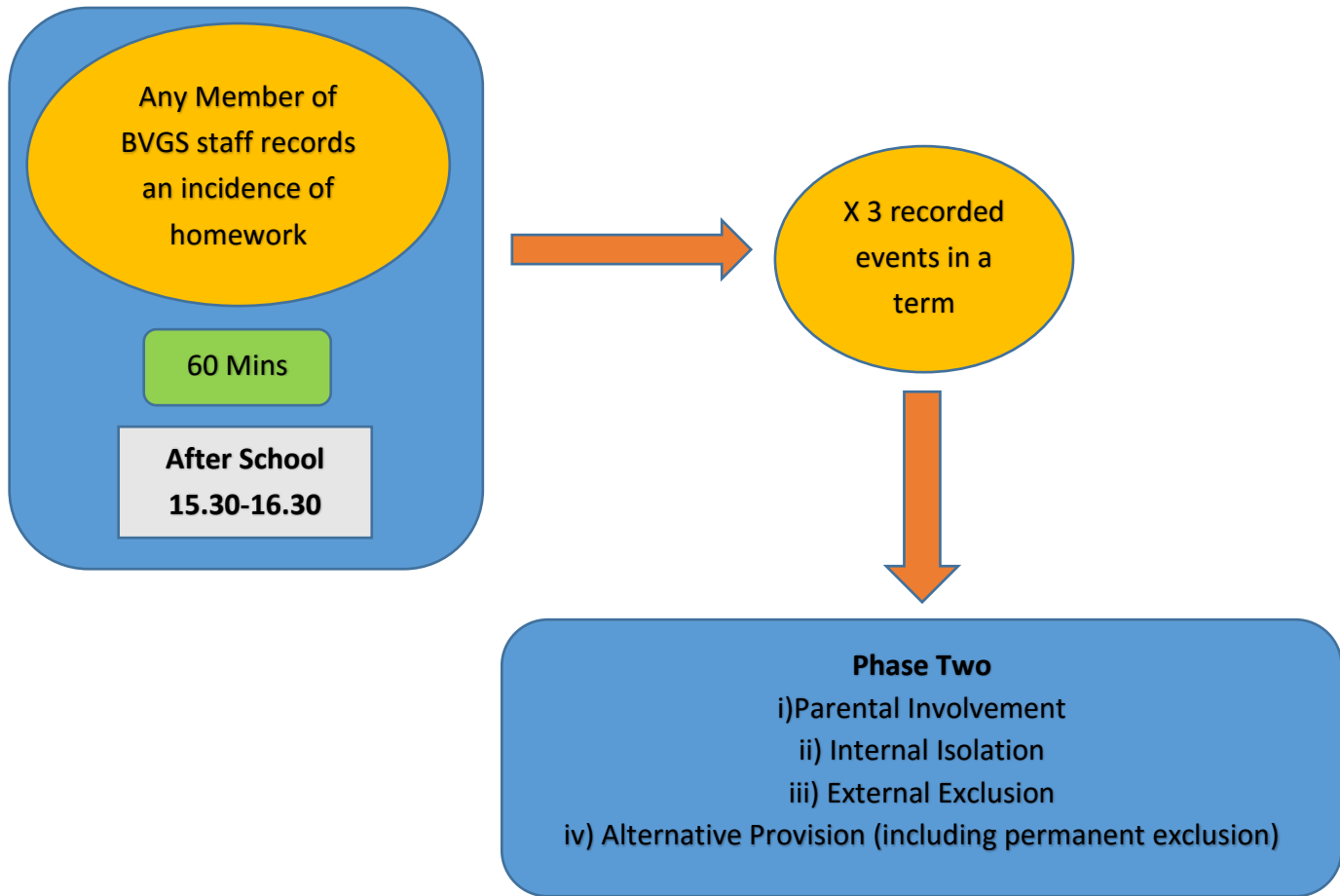
- In sports and games, where they learn to accept victory and defeat with sportsmanship and good grace
- In community service, where they learn to appreciate their own good fortune and the importance of giving willing support to others in the community
- In seeking to become Prefects, Form Officers, Head of House or School Officers within the school: successful candidates will be expected to set high standards of behaviour for others to follow.

### **2.3 Teachers play a key part in fostering good standards of behaviour**

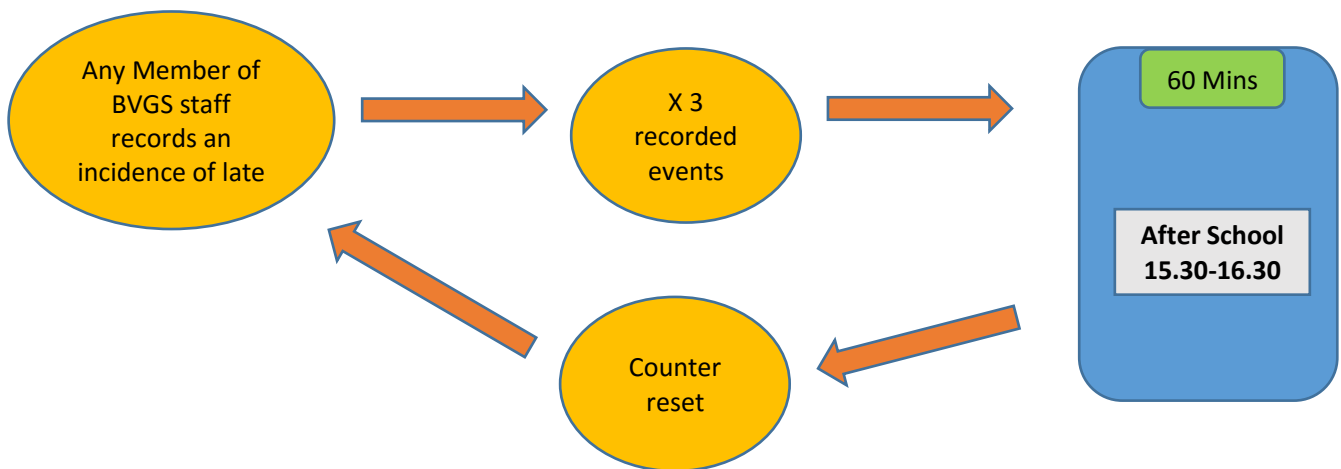
- Having high expectations of students in their behaviour and achievement in lessons
- Providing recognition via the use of merits in all key stages
- Encouraging the development of good relationships between adults/students at the school
- Providing consistent classroom management of the students in lesson times
- Modelling exemplary behaviour in their own conduct and manner towards the students wherever they may come into contact with them
- Asserting good values of conduct on the sports field
- Discussing issues with tutees during one to one and form sessions and praising students through frequent use of encouraging language and gestures, both in lessons and around the school, so that positive behaviour is instantly recognised and positively rewarded.

### 3. Behaviour Systems

#### 3.1 Homework

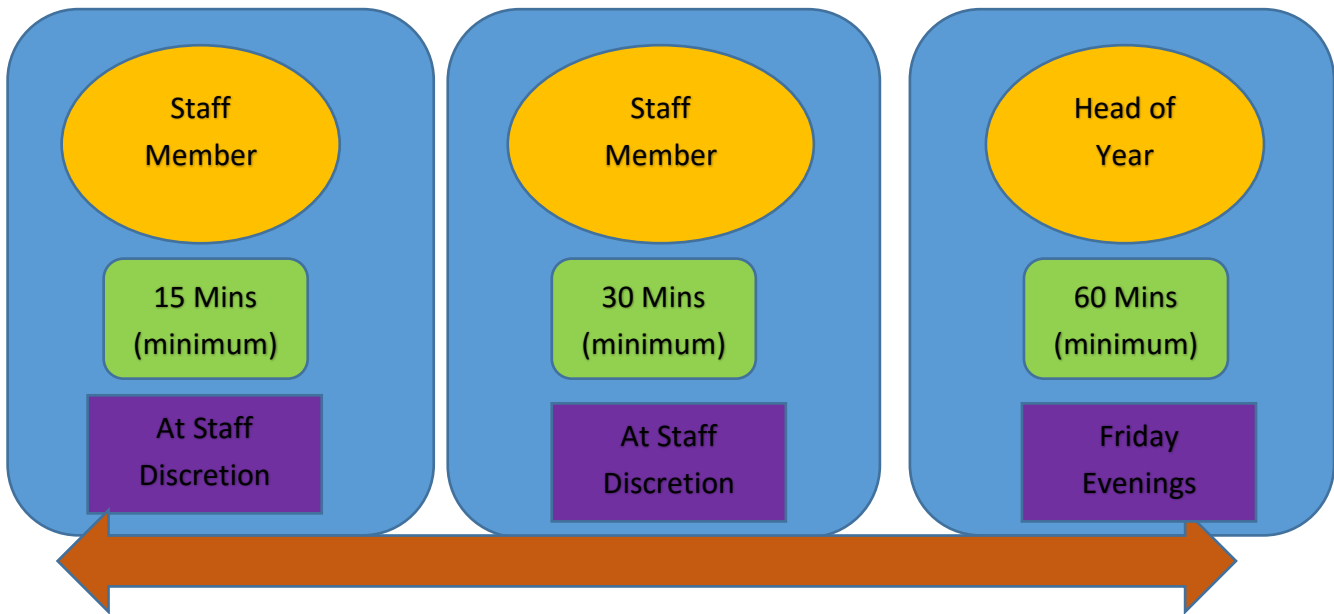


#### 3.2 Punctuality

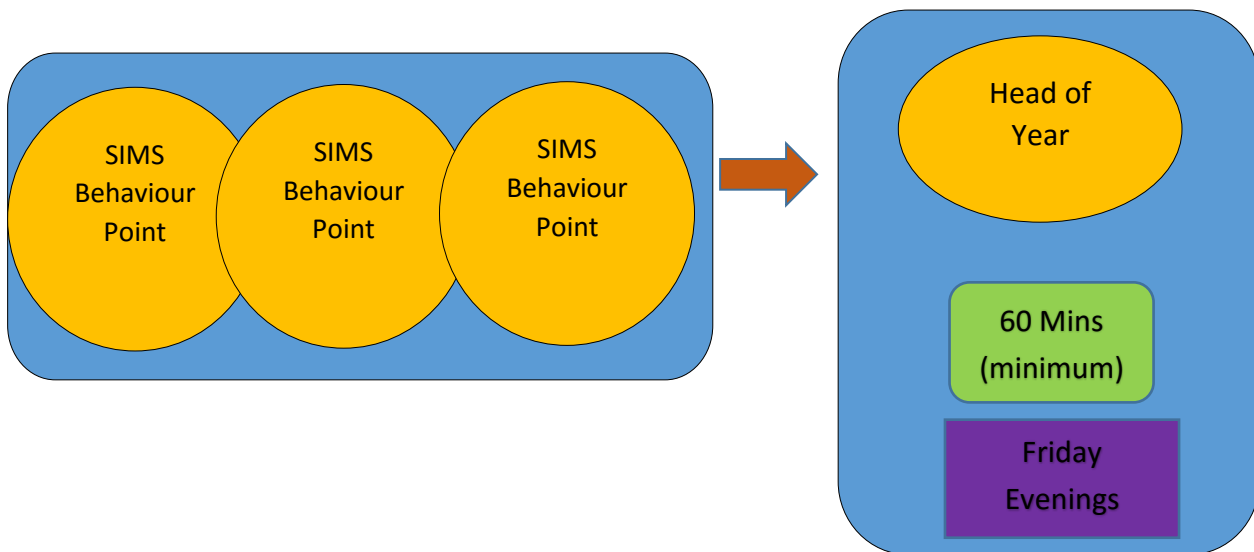


**3.3 Behaviour Actions (other than homework/punctuality)**

**FOR EACH MEMBER OF STAFF, EACH TERM:**



**EACH WEEK:**



- Phase Two**
- i) Parental Involvement
  - ii) Internal Isolation
  - iii) External Exclusion
  - iv) Alternative Provision (including permanent exclusion)

## **4. Behaviour Systems in Detail**

### **4.1 Dealing with Late Homework Years 7-13**

#### ***Phase 1***

##### **Class teacher Action**

- If a student fails to produce a piece of homework, the class teacher will enter the issue on SIMS and issue a detention
- Detention will be held the following day, after school, for one hour between 3.30pm and 4.30pm.
- A message is sent to parents via SIMS Intouch
- Once late homework has been recorded three times in any given full term, students enter phase two below

### **4.2 Dealing with Poor Behaviour Years 7-13**

#### ***Phase 1***

##### **Staff Member/Class teacher detention: 15 mins (minimum)**

- If a student has a single incident of behaviour recorded, the staff member/class teacher will issue a detention
- For incidents occurring outside the classroom the detention will be monitored and delivered at the discretion of the Head of Year

##### **Second Staff Member/Class teacher detention: 30 mins (minimum)**

- If a student has **two recorded behaviour events in a given term**, a Teacher detention for 30 mins will be issued. This may be a departmental detention at the discretion of the Head of Department

##### **Repeated pattern of behaviour incidents - Head of Year action: 60 mins**

- If a student has **three recorded behaviour events in a given term**, they will be issued with a Head of Year detention to be held on Fridays at 3.30pm

### **4.3 Homework and Behaviour - Phase 2, years 7-13**

#### **4.3.1 Continued/persistent homework, lateness or behaviour issues following 3 school detentions** HOY to liaise with parents, targets set and possible internal isolation and report for student

#### **4.3.2 Inadequate progress made against targets**

- Parents requested to attend school formal meeting with Head of Year and/or DSL/Deputy Head
- Student placed on Internal Isolation for all lessons and targets set and monitored

#### **4.3.3 Head Teacher Involvement**

In extreme cases, where no progress is made and behaviour continues to disrupt the learning of others, on agreement by HOY, Deputy Head, or Head:

- External exclusion

#### **4.3.4 On advice of Head Teacher, actions which will result in the student no longer being able to attend BVGS**

Managed Move/Alternative Provision/Permanent Exclusion

#### **4.4 Dealing with Late Arrival and Attendance, years 7-13**

##### **Staff Member/Class teacher detention: 60 mins**

- Once a student has three recorded incidents of either being late to school or late to a lesson, the student will attend an after school detention for 60 mins
- Each time thereafter a student has an additional three recorded incidents of being late to school or a lesson, they will attend an after school detention
- Phase 2 actions will only be instigated under the guidance of the Head of Year

#### **5. Procedural Points**

##### **5.1 Recording and Monitoring**

- All behaviour issues are recorded by staff on SIMS
- Behaviour points and Reward points on SIMS are regularly monitored by tutors and, where appropriate, discussions take place between a tutor and a student
- Behaviour (other than homework/punctuality) is monitored and dealt with by HOYs
- Homework and punctuality are monitored by the Detention Coordinator
  - SIMS has developed report functions for both homework, behaviour and punctuality – detention registers are generated at the end of each day and emailed to staff (for the following day)
  - SIMS allows parents to be emailed/text with a message relating to homework, behaviour, punctuality and HOY detentions, stating the date on which the detention is to be sat

##### **5.2 Detention registers are generated using the following process**

- Students are recorded as having attended/not attended detention on SIMS at the end of each detention session
  - For non-attendance, daily attendance registers are checked to ensure students were in school
  - If found to be present in school but not attending detention, students are booked on to the system and required to sit the missed detention on the next day and are also given an additional detention as a deterrent
- Failure to attend a second time results in students being reported to HOYs and HOYs deciding on the appropriate action e.g. HOY detention

##### **5.3 Homework**

- Having received three homework detentions in any given full term, students are reported to HOYs and booked on to a HOY detention
  - HOYs then decide if the issue should be escalated to Phase 2
- During detention, students are required to complete a reflective document on their actions
  - These are checked and signed by staff during the detention, and then by HOYs
  - During detention, staff are encouraged to discuss appropriate actions with students, individually
  - If a student completes their reflective piece before the end of their detention they are given a revision worksheet to record and revise the key learning points from that day's lessons and study
- Students given detention are checked against the Red/Amber list which is updated weekly and stored on SIMS. The process is that students on the amber list should be given additional opportunities to complete homework and are only given detention once these opportunities have been exhausted
  - Discussion is also undertaken with the teacher/HOY to gauge the suitability of detention
  - Students on the Red list are removed from the detention register and HOYs are alerted
  - In both cases, the behaviour point is maintained on SIMS
- Staff can amend the detention register for their students themselves, or, can request the Detention Coordinator to amend the register

#### **5.4 Staffing**

- Staff provide detention support according to an annual rota.
  - Each staff member is required to supervise a detention approximately 7 times during the year (pro-rata for part-time staff)
  - Staff work in teams of 2 to 4 people, with a lead member collecting registers/phones/confiscated goods from MSO at 3.25pm
    - The register is collected by the detention coordinator half way through the detention
    - The phone register is returned to MSO at the end of detention by the lead staff member
    - On-call Support is provided during all detentions by a member of SLT
  - At HOY detention on Friday, staff support is provided by HOYs
  - Staff are able to request a swap in their rota duty, with approval given by the Deputy Head, and it is the responsibility of the member of staff on duty to organise the swap
  - In the case of staff illness, the school will arrange cover

#### **5.5 Punctuality**

- Punctuality is monitored daily with students receiving three instances of being late (in any half term) given a detention
  - In recording punctuality detentions, close discussion is held between the MSO and Detention Coordinator to ensure acceptable reasons for the issue have been recorded

#### **5.6 Uniform**

- Confiscated phones/hoodies/incorrect uniform etc. are returned at the end of the day at approximately 3.40pm, with students having to wait in Old Big School with other detention students

#### **5.7 Communication**

- Parental responses to detention notifications are mailed directly to the Deputy Head, Detention Coordinator and MSO, ensuring swift and appropriate action
- Students are reminded during period 5 if they are in a detention that afternoon: the register on SIMS will indicate a red "D" to alert the teacher who will then discretely remind the student