



BISHOP VESEY'S GRAMMAR SCHOOL

Behaviour Policy

Review prepared by:	Deputy Head Teacher
Review date/by whom	Learning & Teaching Committee February 2019
School's next review date/by whom:	Learning & Teaching Committee Spring 2020
Ratified by Learning and Teaching Committee:	February 2019
Signed by Chair of Learning and Teaching Committee:	

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 Article 29 (Goals of education - to develop a child's talents and abilities to the full).

2. Glossary

3Cs: Courtesy, Cooperation and Consideration – our expectations of behaviours in school

WMD: warning, movement, detention – our 3 phase escalation process in the classroom

HoD: Head of Department

HoY: Head of Year

MSO: Main School Office

SIMS: School information management system – central digital records of all information

DSL: designated safeguarding lead – the nominated person in the school

3. 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.

3.1 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.

3.2 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.

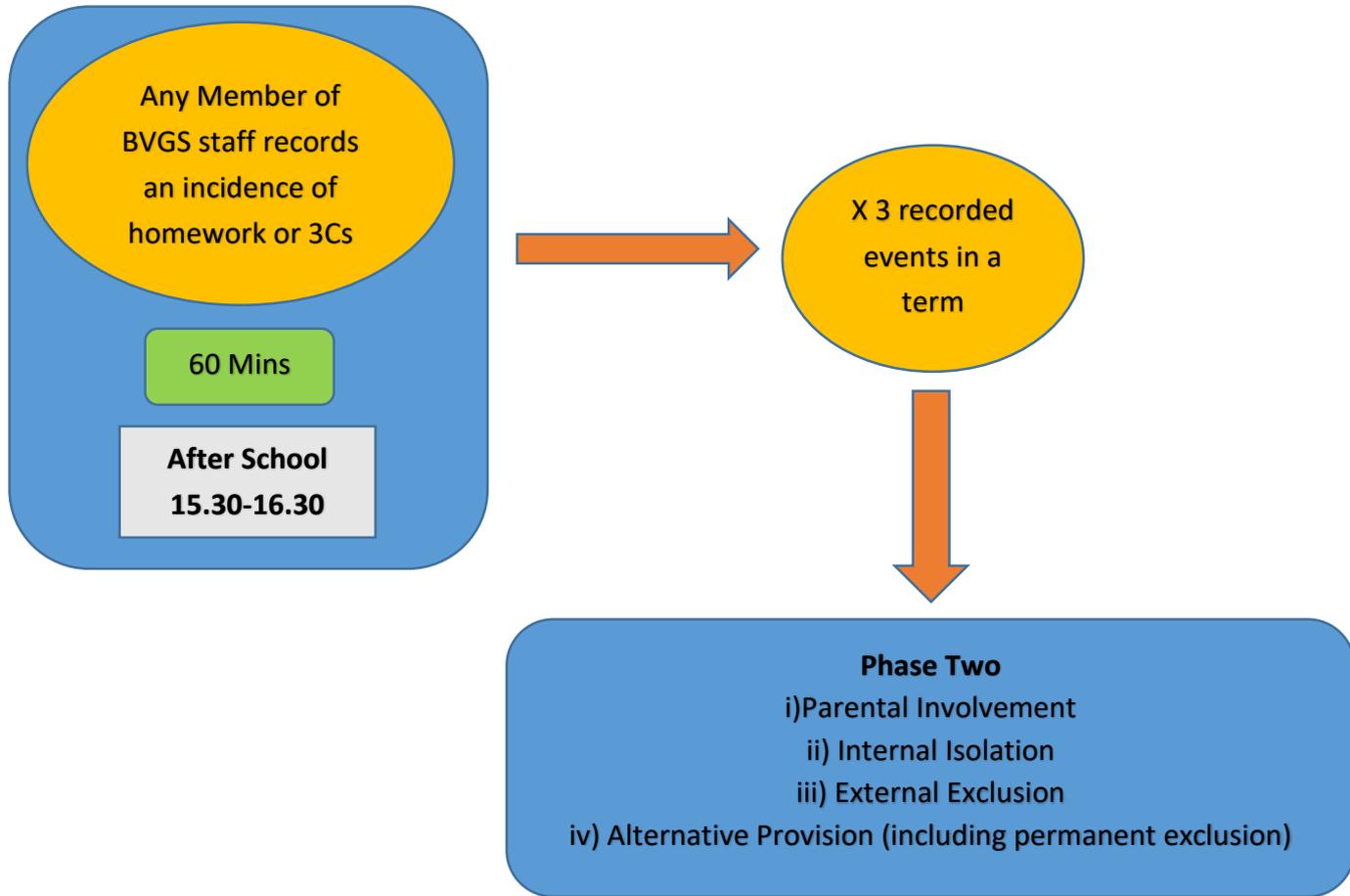
3.3 Teachers play a key part in fostering good standards of behaviour:

- 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

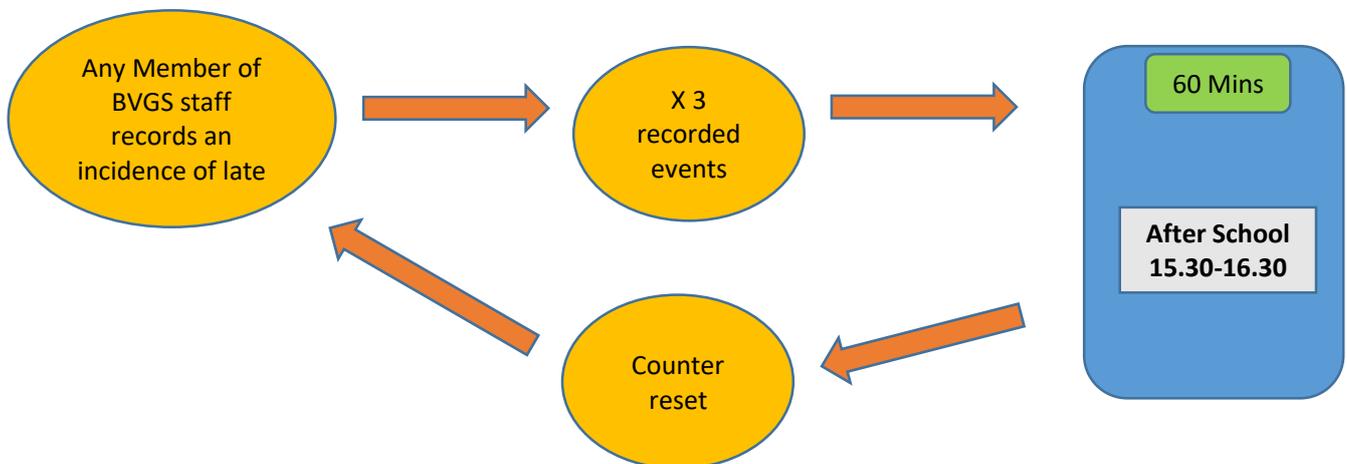
- Modelling exemplary behaviour in their own conduct and manner towards the students wherever they may come into contact with them
- Asserting good values of conduct on the sports field
- Discussing issues with tutees during one to one and form sessions and praising students through frequent use of encouraging language and gestures, both in lessons and around the school, so that positive behaviour is instantly recognised and positively rewarded.

Behaviour Systems:

Homework or Disregard for 3Cs: (for 3Cs use WMD first)

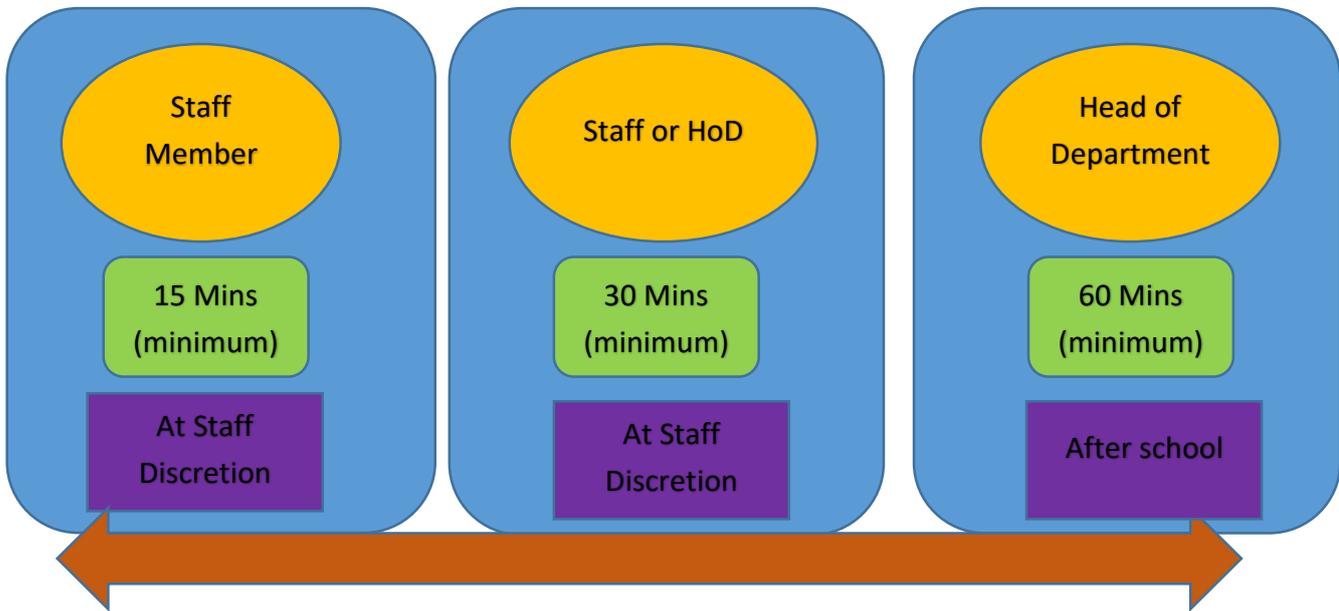


Punctuality

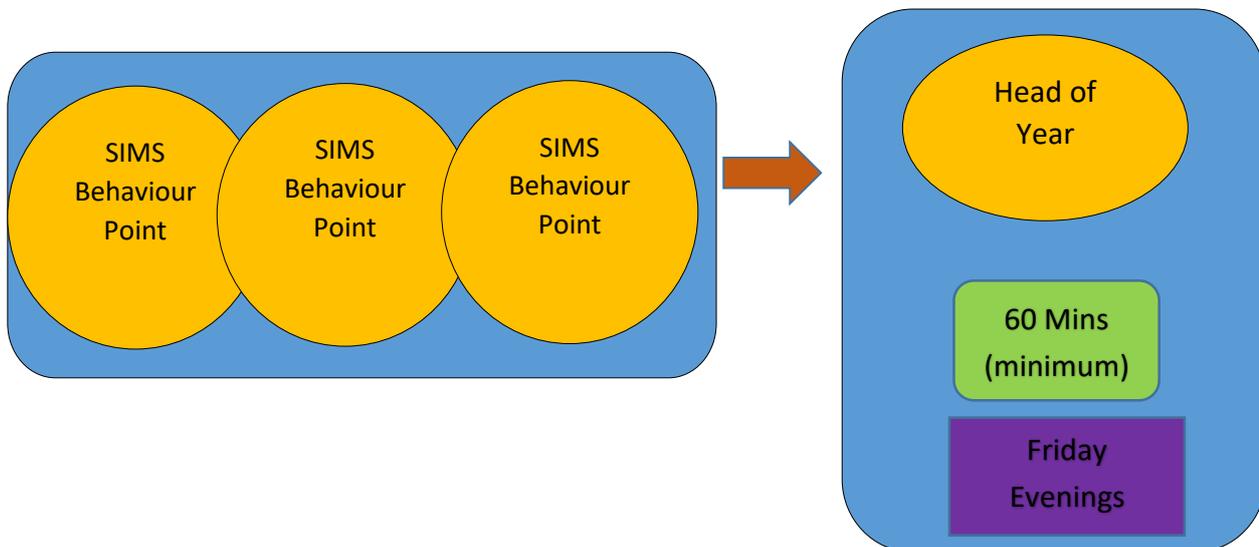


Behaviour Actions (other than homework/3Cs/punctuality):

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. Phase 1

4.1 Dealing with Late Homework or Disregard for 3Cs, Years 7-13

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
- Or, if a student shows disregard for the 3Cs (after receiving two prior warnings that lesson), the class teacher will enter the issue on SIMS and issue a detention

In either case:

- The 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
- If a student receives four or more after-school detentions in any given full term, students enter phase two below

4.2 Dealing with Poor Behaviour Years 7-13 (with the exception of homework or 3Cs):

4.2.1 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

4.2.2 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

4.2.3 Repeated pattern of behaviour incidents - Head of Department action, and after-school detention of 60 mins

- If a student has **three recorded behaviour events from the same teacher in a given term**, they will be issued with an after-school detention to be held at 3.30pm on the next available day
- The relevant Head of Department will also intervene by speaking to the student, contacting home, and possibly placing the student on departmental report

5 Phase 2 - Homework and Behaviour - years 7-13

5.1 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

5.2 Inadequate progress made against targets

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

5.3 Head Teacher Involvement

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

- External exclusion

5.4 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

6. Dealing with Late Arrival and Attendance, years 7-13

6.1 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

7. Procedural Points

7.1 Recording and Monitoring:

- All behaviour issues are recorded by staff on SIMS. It is vital that members of staff who are recording behaviour issues and setting detentions engage with restorative-style conversations with the affected students in an attempt to help the student understand the reasons that they have been given a detention and how they can improve in the future
- Staff are still to use the three point WMD system for managing behaviour:
 - Warning: if a student makes a poor choice then the staff member issues a warning
 - Movement: if a student persists with poor choices then the member of staff moves the student to a different place as appropriate. If there is nowhere appropriate to move the student to, the member of staff will instead issue a second warning
 - Detention: if the student continues to make poor choices then the member of staff issues the appropriate detention and records this 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 is also monitored and dealt with by HODs and HOYs
- Homework, 3Cs 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

7.2 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, Stage 2, etc.

7.3 Homework or Disregard for 3Cs:

- Having received four or more after-school 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 a homework 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

7.4 Definition of “Disregard for 3Cs”:

The three Cs are co-operation, consideration, and courtesy.

- In the classroom: If, after two verbal warnings, a student continues to behave in such a way that has a negative impact on learning (for themselves or others) then they are guilty of a “3Cs” offence. This includes low level disruptive behaviour, but it does not include class work or homework issues, or equipment or planner issues.
- Outside the classroom: It is possible that for certain behaviours outside of the classroom that no prior warning is required.

7.5 Staffing:

- Staff provide detention support according to an annual rota.
 - Each staff member is required to supervise a detention approximately 6 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 the 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

7.6 Punctuality:

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

7.7 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

7.8 Communication:

- Parental responses to detention notifications are mailed directly to the Key Stage Leader, 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.