

TITUS SALT SCHOOL



Behaviour Policy



1.0 Purpose/Background

This policy describes Titus Salt School's approach to promoting positive behaviour and full attendance.

It supports the realisation of our core purpose:

- to provide a caring, safe and stable environment which will help all pupils develop as people and reach their full potential
- to provide an environment where all pupils develop tolerance, understanding and respect for others
- to offer all pupils a broad range of subjects and experiences that will allow the fullest possible development of all their abilities
- to promote high standards for all with:
 - good teaching
 - good behaviour and discipline
 - good attendance and punctuality
- to ensure targets set for pupils are measurable and attainable
- to reward and celebrate the achievements of our pupils
- to give all pupils the opportunity to share responsibility for their learning
- to prepare all pupils fully for the world they will meet when they leave school
- to provide a school which both serves and enriches our local community.

Positive behaviour and full punctual attendance are essential components of an effective teaching and learning environment. Titus Salt School is committed to the promotion of positive behaviour and full attendance for all pupils and to supporting pupils in developing their social, emotional and behavioural skills. This policy provides the framework within which all governors, staff, pupils, parents and carers can contribute to the development and maintenance of an environment where learning will flourish.

The school has *five* key values that underpin this commitment:

- Meeting the needs of all pupils
- Including all pupils, regardless of their ability or background
- Providing pupils with a secure and ordered environment which allows for their spiritual, intellectual, emotional and physical growth
- Positively encouraging and rewarding good behaviour and personal discipline, fostered by both school and classroom practice, and by promoting a sense of community and pride in belonging to the school
- The belief that all parents/carers have responsibility for the good behaviour of their child in school.

The school takes action to promote equality of opportunity, including racial and sex equality. We assess the impact of this policy and its implementation on any vulnerable individuals or groups needing temporary support, e.g. following bereavement.



The promotion of self-discipline and respect for others also guides the school's actions to promote positive behaviour and full attendance and informs the school's response to any kind of bullying or intimidation.

These values inform the behaviour of all members of the school community (pupils and adults alike) and will form the basis upon which the school asks for support and assistance from parents, carers, other members of the community and supporting agencies.

2.0 Policy Objectives

- To encourage positive behaviour and full punctual attendance, with all pupils and adults working to agreed standards
- To set expectations that all pupils will be encouraged to learn the social, emotional and behavioural skills required for citizenship
- To maintain a school environment where pupils are encouraged to attend regularly and behave appropriately because they feel they are valued members of the school community, and that they are safe, secure and at ease.

3.0 Learning and Teaching

Promoting positive behaviour and full attendance enables high standards of teaching and learning to be achieved. A well-designed and relevant curriculum helps develop and maintain positive behaviour and full attendance. Pupils learn more effectively when the curriculum is personalised, differentiated and teaching styles and approaches accommodate individual learning styles and preferences.

4.0 Principles

- Staff should use the most appropriate method of teaching, which draws on pupils' experiences, personalises their learning and values their contributions
- Pupils 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 impact of the curriculum on behaviour and attendance will be monitored continuously.

The Personal, Social, Health and Education (PSHE) curriculum and pastoral programme will be used to teach and promote the social, emotional and behavioural skills necessary for adulthood. All subject areas will provide opportunities to develop and teach these skills so that, through positive behaviour and full attendance, all pupils can learn and make progress.

When designing the teaching programme, account will be taken of pupils' prior learning of social, emotional and behavioural skills at primary school.



5.0 Practice and Procedures

5.1 Roles and Responsibilities

The promotion of positive behaviour and full attendance is the responsibility of all members of the school community, including parents and carers. Not all members of the school will play the same part in this process, but each section of the community will have a specific role.

The governing body will continue to work with other members of the school community to review and if necessary, revise the principles underpinning this policy. For example, members will ensure that the policy and its implementation are consistent with the school's Equality of Opportunity Policy. Specific responsibilities of the governing body include:

- approving policies, including this Behaviour Policy
- monitoring the effectiveness of this policy and its related policies
- monitoring fixed term and permanent exclusions
- monitoring whole school attendance and punctuality
- monitoring racist and homophobic incidents
- monitoring safeguarding including radicalisation
- ensuring the needs of pupils at risk of permanent exclusion are met.

The Headteacher, with the assistance of other members of the Senior Leadership Team and in consultation with the governing body, is responsible for the form and content of the policy. The implementation in ways that maintain a school ethos that encourages positive behaviour and full attendance is also a key aspect of that responsibility.

All staff have a responsibility to ensure the policy informs their day-to-day actions and that they apply the policy fairly and consistently. All staff have a role to play in keeping the policy alive throughout the school, including through providing mutual support to colleagues, and modelling the social, emotional and behaviour skills and high standards of behaviour and punctuality expected from pupils.

Pupils have a role in shaping and promoting the school's behaviour and attendance policies. They will contribute to the detail of the policy through their involvement in defining expectations and rules, and developing rewards, motivational strategies, sanctions and consequences. This will be achieved through the School Council, class meetings, tutor time and PSHE (Lifetracks) lessons. Pupils have a responsibility to report incidents of bullying or intimidation, and a role in offering support to their peers through activities such as peer mentoring and peer counselling.

Parents and carers have a responsibility for their child's attendance and behaviour inside and outside school, which they discharge by the standards they set and the way they encourage progress at home. They also have a role to play in advising on the continuing development and improvement of the policy, through the Parents' Group.



5.2 Our Aims

We are proud to be part of a community where everyone:

- Enjoys learning
- Is helpful and polite
- Works hard to achieve the best they can
- Treats others and the environment with respect
- Takes responsibility for themselves and their actions.

We believe that:

- We have a duty to set high expectations so that you will be encouraged to work hard and behave well, to allow you to achieve your full potential
- You have the ability to decide how well to behave and how hard to work
- We should encourage and reward good behaviour and effort at all times
- We should sanction poor behaviour and effort at all times
- Continued poor behaviour should be sanctioned more severely.

One function of this policy is to set clear standards of behaviour and attendance. Through our aims, pupils are informed about the expectations the school has of their behaviour, and, through the Positive Behaviour Strategy documents, the manner in which these expectations will be rewarded, and the response pupils can expect if they choose not to meet these expectations.

Both our published aims and the Positive Behaviour Strategy documents have been developed through consultation with staff, governors, pupils and parents/carers. They are based on respect for self, for others and for the environment. They are designed to encourage pupils to develop responsibility for their own behaviour and attendance.

The key principles are:

- treat other people and their property with respect and consideration
- take responsibility for your own learning, attendance and behaviour
- take an active part in making sure that the school environment is safe and attractive.

Our aims and the Positive Behaviour Strategy are published in the Pupil Planner, Parent Planner and on the school website.–Pupils will be asked to explain the strategy to their parents/carers. They are displayed in classrooms and other parts of school as a reminder of the school's expectations.

5.3 Praise and Rewards

Frequent praise and reward for achievement are features of teaching and learning at Titus Salt School, so that pupils receive recognition for their positive contributions to school life. Contributions might include school work and effort, adherence to the



Positive Behaviour Strategy, punctuality to lessons and regular attendance. Praise and rewards are available to all pupils whenever they show progress.

The school will use both informal rewards (such as giving praise for appropriate behaviour in and outside the classroom) and formal rewards (such as awarding stamps and merits). The value of regular attendance is highlighted through the use of rewards for high attendance rates.

Examples of situations and circumstances in which formal rewards (such as stamps, merits and certificates) may be awarded are drawn up, agreed and reviewed in consultation with staff. Faculties will follow the agreed whole school systems and in addition may have further mechanisms by which they reward positive achievement. Pupils will also be consulted through the School Council.

Examples of informal and formal rewards which staff are encouraged to use for achievement, effort, positive behaviour and improvements in attendance, include:

- frequent general praise and recognition used in lessons
- awarding 'stamps' in lessons
- senior staff visiting classes to praise pupils work and effort
- recognising achievement in assemblies
- pupils' work displayed
- an achievement postcard sent home, or a phone call commending progress
- recognition in the school newsletter
- merits
- certificates and prizes relating to the total number of merits achieved
- Headteacher awards.

5.4 Sanctions

Sanctions should be used to help pupils make appropriate choices about their behaviour and attendance. Where they choose to breach the Positive Behaviour Strategy and stated rules/expectations, pupils have a right to expect fair sanctions, applied consistently.

The most appropriate sanction is one designed to put matters right and to encourage better behaviour and attendance in future. It is not appropriate, therefore, to punish whole groups for the misdemeanours of a few, or to impose a sanction that may humiliate pupils.

There is a relationship between our Equality of Opportunity Policy and the sanctions system. The existing mechanisms for dealing with racism and racial harassment within the Equality of Opportunity Policy are incorporated here. In addition, consistency in applying sanctions should take account of sex equality. It is not appropriate to apply sanctions differently to girls and boys.

Where pupils make inappropriate choices about their behaviour and formal sanctions are necessary, the matter will be dealt with by the form tutor or subject teacher. In the case of more serious misbehaviour, the pupil may be referred to the



Faculty Leader/Year Leader/Assistant Year Leader/Behaviour Interventions Leader or member of the Senior Leadership Team.

The present policy includes the sanctions set out within the Positive Behaviour Strategy documents in pupil planners and on display around the school.

Sanctions will lose their effectiveness if pupils do not regard them as fair. Staff are therefore advised to:

- make it clear that they are sanctioning the behaviour not the person
- avoid early escalation to severe sanctions, reserving them for the most serious or persistent breaches of the Code of Conduct
- avoid whole group sanctions
- take account of individual circumstances
- encourage pupils to reflect on the effects of inappropriate behaviour or absence on others in the school community.

To view Government guidance on sanctions, as of January 2016, see Appendix 2.

6.0 Support Systems for Pupils

Titus Salt School is committed to the concept of equal outcomes for all pupils. Some pupils will, therefore, need differentiated forms of support to help them fulfil their behavioural and academic potential. The school will ensure that differentiated strategies are available to pupils to meet their particular needs.

The school monitors pupils whose behaviour or attendance causes concern and organises appropriate support to meet their individual needs.

This support might include:

- regular pastoral reviews to identify those pupils most at risk, included as part of regular academic progress reviews
- short courses on elements of social, emotional and behavioural skills delivered internally and externally
- contact with parents/carers on the first day of any unexplained absence and discussion between pupil and staff responsible for their registration
- particular support for pupils returning after a significant period of absence
- contact with parents/carers in the early stages of a problem
- support from the Year Leader or Assistant Year Leader
- if the pupil's problems are identified as having a SEN aspect, referral to the school's Leader of SEN and where appropriate, additional in-class support from a teaching assistant
- referrals for specialist advice, either for individual pupils, or more generally, for whole school issues relating to behaviour and attendance
- referrals to one of the school's specialist support centres for short periods of additional support
- consultation with parent/carers and family sessions
- one-to-one counselling with a trained specialist



- referral to one of a range of external support agencies that the school works with.

7.0 Support Systems for Staff

All staff have a responsibility to promote and maintain positive behaviour and full attendance in school. Guidance is provided for staff on strategies they can employ to promote positive behaviour and attendance and respond to misbehaviour or absence. At times, staff may feel that they cannot cope with a particular problem. At these times they will receive support and additional advice.

Staff may seek support and advice from a variety of sources within the school, e.g. from a trusted friend or colleague. This 'low level' support is encouraged actively, because sharing a problem is a sign of confidence, not an admission of failure. Support will also be available from Faculty Leaders, Year Teams, SEN staff and the behaviour support team depending on the nature of the difficulty. Staff training is also offered through specifically tailored packages and the school's own team of learning and teaching coaches.

If a pupil has special educational needs rather than additional needs, formal and informal support is also available via the school's SEN system. In this case a referral can be made to the school's Leader of SEN. This may lead to the pupil and the member of staff benefiting from extra in-class support. The Leader of SEN co-ordinates specialist support, e.g. from external agencies that provide additional advice on managing pupils' behaviour and attendance.

The school supports staff through continuing professional development; additional training can be arranged for faculties, Form Tutors or individual members of staff looking to develop their behaviour management skills. The school ensures that staff are made aware of research findings and good practice in the area of behaviour and attendance.

Standards of behaviour and attendance are audited each year and monitored regularly to ensure that success is identified and recognised, and areas for improvement are included in an action plan to address the problem.

8.0 Support Systems for Parents/Carers

Titus Salt School is keen to facilitate effective and on-going parent/carer support for all its policies and practices.

The school offers workshops for interested parents/carers on topics such as parenting, drugs, teenage pregnancy, coping with adolescence, attendance.

Parents and carers who express concern to the Form Tutor, Year Leader or Assistant Year Leader about managing the behaviour and attendance of their child are offered support from a range of services offered through or via the school's Achievement Support department. These include the peer mentors; Pupil Support Centres, Learning Support Centre and Behaviour Interventions Centre (BIC);



Attendance Officer; Educational Welfare Officer; Local Authority Children's Services; school nurse; Child and Adolescent Service (CAMHS).

In addition, we are always striving to increase the range of support we offer pupils and their families by working with services from the voluntary sector.

If staff have concerns about a pupil's behaviour and attendance, parents and carers will be informed about these concerns at the earliest opportunity and invited to look, together with the school, for a solution to the problem. This process will always respect the opinions and situation of the family, pupil and the school.

We will do our best to engage parents and carers who are hard to reach through a range of additional measures including, where appropriate, home visits by our Attendance Manager, Year Team support and Educational Welfare Officer involvement.

The school will make all relevant documentation on behaviour and attendance available to parents and carers in a user-friendly and accessible format.

The school will provide opportunities for parents and carers to contribute to the school's policy and strategies for promoting positive behaviour and attendance. This will be through participation in regular audits, the advice of Parent Governors, the involvement of parents/carers in school support activities, cultural and social events and other activities that promote positive partnerships between the school and the wider community.

9.0 Partnerships

The school is part of the Bradford Central Confederation Behaviour and Attendance Collaborative (BAC). Through this partnership, it is able to access additional support for pupils who are failing to meet the school expectations as outlined in the Positive Behaviour Strategy documentation. This support can include access to external provision and 'Managed Moves' to give pupils a fresh start at partner schools.

The BAC centrally co-ordinates the Safer Schools Partnership (SSP) which includes police officers who are allocated to work in schools for one day per week. SSP officers may be involved with pupils and parents/carers in preventative programmes supporting the school's Positive Behaviour Strategy and liaising on the school's behalf with a range of external agencies.

10.0 Monitoring

To ensure that high standards of behaviour and attendance are maintained, the school has systems for monitoring behaviour and attendance, including punctuality to lessons. These systems include monitoring the behaviour and attendance of individual pupils, so that actions to promote positive behaviour and minimise both authorised and unauthorised attendance are constantly improved.



Attendance - staff ensure that registers are completed in accordance with statutory guidelines. A register of attendance, including attendance in lessons is maintained on the school's database. Absence is always followed up and the reason recorded.

The relationship between the curriculum, teaching and learning, behaviour and attendance is a particular focus for monitoring.

Monitoring mechanisms include half termly reviews of exclusion data to determine the nature of exclusions and whether any particular group of pupils (for example, by gender, ethnicity, SEN, CLA or disadvantage) is over-represented in these figures. The data collected covers factors such as the behaviour leading to the exclusion, the setting, the subject, the time of day and the adults involved. The school monitors all incidents of racial abuse and bullying carefully. Fixed term or permanent exclusions will result in a careful examination of the events leading up to the exclusion and the forms of support offered to the pupil.

Positive and negative behaviour and attendance is reviewed and analysed weekly to inform action planning at an individual, group or whole school level. This includes sources of data such as: SIMS behaviour reports, notation in pupil planners relating to behaviour concerns; use of detentions and withdrawal facilities; referrals for additional support from the SEN department; subject and individual stamps and use of praise and rewards; and parental contact. The progress of pupils with statements of SEN (Education Health Care Plans – EHCP, from September 2014) and Children Looked After (CLA) is monitored carefully.

11.0 Reporting on Behaviour and Attendance

A termly report to governors examines all areas of the school's organisation that relate to behaviour and attendance. This monitors the effectiveness of the school's organisation as it relates to:

- leadership and management
- everyday policies; rewards, sanctions and the promotion of positive behaviour
- dealing with consistently poor behaviour
- bullying
- pupil support systems
- classroom behaviour
- out-of-classroom behaviour
- behaviour within the local community
- curriculum
- attendance
- links with partners and other agencies.

The report identifies areas of success and improvement so that these can be publicised and recognised by everyone. Analysis of the report leads to a actions that address areas for further development and feeds into the School Development Plan.



12.0 Related Policies and Documentation

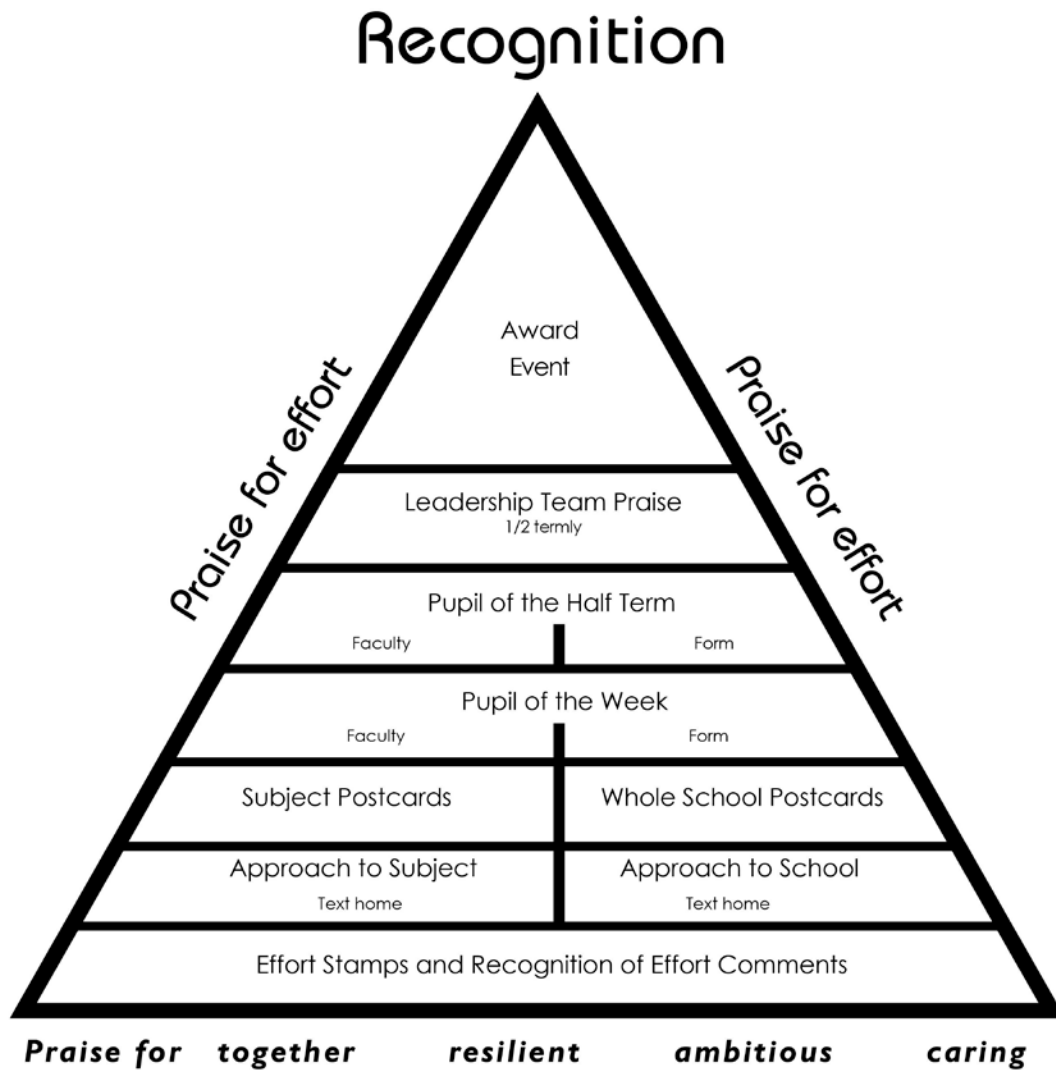
- Anti-bullying Policy
- Child Protection and Safeguarding Policy
- Equality of Opportunity and Accessibility
- Home-school Agreement
- Travel Code of Conduct
- Attendance and Punctuality Policy
- Attendance and registration information for staff
- Attendance and punctuality: guidance for parents/carers
- Care and Control Policy (Incorporating Physical Restraint)
- Drugs Policy
- Uniform and Personal Appearance Policy
- Bradford Children's Services – Pupil Exclusions Manual: Advice and Guidance for Headteachers and Governors
- Inclusion and SEND Policy
- Disadvantaged Pupils Funding Policy
- E-safety Policy

13.0 Policy and Review

This policy has been developed in line with DfE guidance It is reviewed annually following the annual audit and the school's behaviour and attendance monitoring programme. The effectiveness of the policy is monitored by those members of the Senior Leadership Team who take responsibility for co-ordinating its implementation.

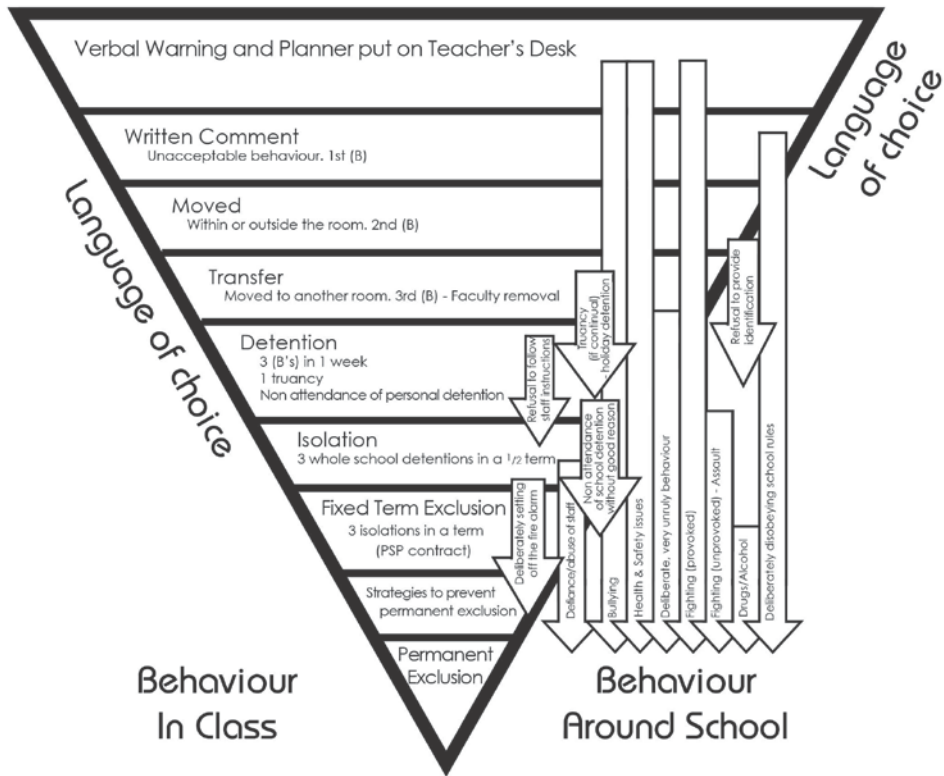


Appendix 1 Positive Behaviour Strategy Pyramids





Sanctions



Appendix 2

Government guidance on behaviour and discipline in schools, January 2016

<https://www.gov.uk/government/publications/behaviour-and-discipline-in-schools>