



**Daubeney Middle School**

**Behaviour Policy**

## **Policy Statement**

At Daubeney we believe that a high standard of behaviour is fundamental to teaching and learning and necessary for the all round development of all pupils. It is the collective responsibility of all staff both teaching and non teaching, to ensure that all pupils are well behaved.

## **School Aims**

Teachers have the right to teach and pupils have the right to learn in a classroom free from disruptive behaviour – a classroom that both reflects behavioural expectations and creates an atmosphere in which pupil's self-esteem can flourish.

To create this learning environment, remember that:

- Teachers have the right and the responsibility to establish rules and directions that clearly define the limits of acceptable and unacceptable behaviour
- Teachers have the right and the responsibility to teach pupils to consistently follow these rules and directions throughout the school day and school year
- Teachers have the right and the responsibility to ask for assistance from parents and colleagues when support is needed when handling the behaviour of pupils.

# The 3 R's

## Respect

This includes:

- Following instructions
- Listening to each other
- Keeping your hands, feet and objects to yourself
- Refraining from verbally abusing others
- Respect for all property

## Rights

Everyone has the right to:

- Feel and be safe in all areas of the school
- To work and learn without interruption
- Fair treatment

## Responsibilities

We are all responsible for our own actions – we have a responsibility to:

- Arrive on time
- Be equipped for lessons
- Behave appropriately
- Ask for help and support
- Be honest

## Behaviour Requirements

### Conduct yourself sensibly around the school remembering the 3 Rs.

- Punctuality of both staff and pupils
- Reciprocal respect – teacher friendly but firm. “Pupil friendly” teaching environment where confrontation is **not** the norm
- Praise and encouragement - leads to improved motivation and raised self esteem
- Consistent, reasonable expectations of behaviour
- In class waiting for pupils to settle before entering a room, then waiting for pupils’ attention before beginning the lesson
- Pupils to follow the teachers’ established routines for the beginning and end of each lesson
- Clear starter and plenary in each lesson. Pupils given outline of content of lesson, so they are aware of the success criteria
- Appropriate lesson content; stimulating and varied tasks
- Work to be differentiated to ensure motivation tasks at the correct level for all pupils
- Realistic targets for a lesson. Most pupils will complete the assigned activity and so have a sense of achievement.

## Daubeney School Rewards System

- The in-class rewards are to be recorded in personal organisers using a stamp, sticker or initials. A corresponding wall chart can be displayed in each class
- Golden ticket **values** reward for out of class behaviour (e.g. showing respect/manners) awarded by any member of staff, in the form of a blank ticket which pupil completes with name/house etc. All tickets go into a half termly house raffle and winners select a prize from school shop
- Termly tick sheet with class lists in staff room which can be 'ticked' for effort in class and once pupils have accumulated five tickets, a positive post card is sent home
- **WOW** board in entrance hall, (the LCD display can be utilised), where exemplary work can be displayed. Positive post card is also sent home
- Praise card (opposite of target sheet) which form tutor awards to one pupil per week, (work down the register so every pupil gets the opportunity during the year). The card is taken to every lesson and teachers write **positive** comments only, (if nothing positive, leave blank). The card would then go home to be shared with parents
- The boy and girl from each year with the highest number of rewards at the end of the year receive a prize (to be decided)
- Half termly non-uniform day for the class per year group with the most rewards
- Golden time lesson at the end of each term for the most improved class (the highest increase in rewards)
- Positive post card
- When an individual achieves 25 merits, they have a non-uniform day.

## Sanctions System

Sanctions will be issued in response to poor behaviour because it disrupts learning.

Examples of poor behaviour which disrupts learning could include: lateness, insolence and rudeness, disruption, incorrect uniform, refusing to follow instruction, refusal to move, refusal to stop talking, refusing to work, using inappropriate language, verbal abuse.

The following procedure can be used unless the behaviour is extreme and needs an immediate response. Alternatively, a pupil may be asked to go to another room for a few moments to allow a 'cooling off' period before they are re-admitted to the lesson.

- Pupil will be warned and given an opportunity to change their behaviour
- Pupil may be warned again and moved to a different seat
- A 'consequence' (usually a detention) will be given by the Subject Teacher
- A paper referral\* slip will be completed and added to the Behaviour Log by the Subject Teacher
- It is then forwarded to the Form Tutor via the register.

If poor behaviour continues or returns:

- Pupil may be warned again and given an opportunity to change their behaviour or moved to a different seat
- Pupil can then be sent to their Form Tutor (or to another teacher/HOY by agreement)
- A paper referral\* slip will be completed and passed to the Form Tutor via the register
- A 'consequence' (usually a detention) will be given by the Subject Teacher
- The referral will be added to the Behaviour Log by the Subject Teacher

Sanctions will also be given if the safety of others is threatened or if pupils are disrespectful to others.

This could include: possessing banned items, vandalism, aggressive behaviour, dangerous behaviour, verbal abuse, physical assault.

- A paper referral\* slip will be completed by the adult who witnessed the behaviour and passed to the Form Tutor via the register
- A 'consequence' (usually a detention) will be arranged through discussion with the adult who witnessed it and FT or HOY
- The referral will be added to the Behaviour Log by the adult or HOY as applicable.

\*3 referrals will result in a Full School Detention. Pupils who accrue large numbers of referral slips will be referred to HOY for further action.

## Daubeney Middle school – Behaviour Log Input Form – Yellow Slip

|                      |  |                  |  |
|----------------------|--|------------------|--|
| Pupil's Name         |  | Tutor group      |  |
| Date of Incident     |  | Time of incident |  |
| Where did it happen? |  |                  |  |
| Bullying (✓ for yes) |  |                  |  |
| Racist (✓ for yes)   |  |                  |  |

Behaviour Code (Please tick next to the comment – listed as they appear on Behaviour Log)

|                          |  |                                  |  |                               |  |
|--------------------------|--|----------------------------------|--|-------------------------------|--|
| Aggressive behaviour     |  | Drugs or alcohol related         |  | Refusing to work              |  |
| Arriving late for lesson |  | Missing a detention              |  | Self harm                     |  |
| Arriving late for school |  | Not submitting homework          |  | Sexual misconduct             |  |
| Being out of lesson      |  | Not having kit/equipment         |  | Smoking                       |  |
| Cyber-bullying           |  | Not wearing uniform              |  | Social isolation              |  |
| Dangerous behaviour      |  | Physical assault against a pupil |  | Theft                         |  |
| Disruption               |  | Physical against an adult        |  | Truancy                       |  |
| Going off site           |  | Possessing a dangerous object    |  | Using inappropriate language  |  |
| Inappropriate use of ICT |  | Possessing banned items          |  | Vandalism                     |  |
| Incomplete report card   |  | Refusing to follow instructions  |  | Verbal abuse against a pupil  |  |
| Information              |  | Refusing to move                 |  | Verbal abuse against an adult |  |
| Insolence and rudeness   |  | Refusal to stop talking          |  |                               |  |

Brief Description of Incident:

|  |
|--|
|  |
|--|

Initial Action Taken:

Completion checked

|  |  |
|--|--|
|  |  |
|--|--|

Has this incident been referred for further action? YES/NO

Completion checked

|  |  |
|--|--|
|  |  |
|--|--|

Initials:

Date:

Subsequent Outcome(s) (Sanction):

|  |
|--|
|  |
|--|

Initials:

Date:

|  |
|--|
|  |
|--|

Date entered on to the Behaviour Log

by

Circulated to: Form Tutor → Head of Year → SLT if appropriate → File

The current Behaviour Co-ordinator is:

Mrs. S. Evans

This policy was presented to the Governing Body:

10<sup>th</sup> February 2011

Signed on behalf of the Governing Body:

\_\_\_\_\_

Date for Review:

February 2013