



BIRCHENSALE MIDDLE SCHOOL

**BEHAVIOUR AND ATTENDANCE POLICY
Incorporating Governors' Written Behaviour Statement,
Anti Bullying Policy and Racial Equality Policy**

Date adopted by Governors: September 2020

Date of next review: September 2021

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Mrs W Rigby – Chair of Governors

Birchensale Middle School Behaviour and Attendance Policy

Governors' Written Statement of Behaviour Principles

- Every pupil understands they have the right to feel safe, valued and respected, and learn free from the disruption of others
- All pupils, staff and visitors are free from any form of discrimination
- Staff and volunteers set an excellent example to pupils at all times
- Rewards, sanctions and reasonable force are used consistently by staff, in line with the behaviour policy
- The behaviour policy is understood by pupils and staff
- The exclusions policy explains that exclusions will only be used as a last resort, and outlines the processes involved in permanent and fixed-term exclusions
- Pupils are helped to take responsibility for their actions
- Families are involved in behaviour incidents to foster good relationships between the school and pupils' home life

The governing board also emphasises that violence or threatening behaviour will not be tolerated in any circumstances.

Ethos

The Behaviour and Attendance Policy at Birchensale Middle School is a statement of good practice that covers all aspects of school life that contribute to the development and maintenance of good behaviour and a positive ethos. All members of the school are expected to help maintain a calm and safe atmosphere conducive to learning, with courtesy and mutual respect as basic requirements.

In our school we all have equal value.

Aims

- To encourage adherence to an agreed set of principles of behaviour by pupils.
- To support effective teaching and learning.
- To contribute to mutual respect and prevent all forms of bullying. (e.g. physical, verbal, cyber, isolating.)
- To foster positive, caring attitudes towards everyone (all people from all ethnic backgrounds, religions, genders and of all sexual orientations) where achievements at all levels are acknowledged and valued.
- To encourage increasing independence and self-discipline so that each child learns to accept responsibility for his/her behaviour.
- To make boundaries of acceptable behaviour clear and to ensure safety.
- To have a consistent approach to behaviour and attendance throughout the school with the agreement and support of teachers, non-teaching staff and parents, leading to everyone having a sense of direction and a feeling of common purpose.

The Basic Code of Conduct

A condensed version of the Code of conduct is available in the Student Planner, on the school website within the parent zone under Behaviour/conduct and in posters displayed in every classroom in the school. (see appendices A)

- Attend school
- Be punctual to lessons and have full equipment
- Work to the best of your ability, and allow others to do the same
- Act sensibly and safely in and around school

- Co-operate with other children and adults
- Treat everyone and everything with respect

In Class

Make it easy for everyone to learn and for the teacher to teach

This includes:

- Attend every lesson
- Arrive on time
- Bring all the equipment you need in a suitable bag
- Put bags and coats away
- Begin and end the lesson in a polite and orderly way
- Listen carefully
- Follow instructions
- Work hard
- Ask for help when you need it.
- Help each other when it is appropriate but don't distract or annoy anyone.
- Put your hand up to answer a question.
- Be sensible at all times
- Do your homework as well as you can and hand it in on time.

In General

Speak politely to everyone

This includes:

- Using a low voice - as shouting is always rude
- Using language which is neither abusive or offensive (in whichever language you are speaking)
- Offering to help others
- Being polite to visitors

Listen to others and expect to be listened to

This can include:

- Trying to understand other people's point of view
- Not interrupting anybody or being interrupted by others
- Being silent when required
- Not answering back.

Keep the school clean and tidy so that it is always a welcoming place, which we can be proud

This includes:

- Taking great care of our displays
- Keeping the walls and furniture clean and unmarked
- Putting all litter in bins (even if this means carrying it until you find a bin)
- Wear the correct uniform at all times
- Reporting any damage you see to a teacher
- Using toilets, changing rooms and showers in an acceptable way.

Out of class

Move quietly and gently about the school

This includes:

- Lining up sensibly outside classrooms when asked, or sitting ready to work
- Walking to lessons rather than running, pushing or barging past others
- Being ready to help by opening doors
- Being ready to help by offering to carry things
- For safety, please keep to the left along crowded corridors and on stairways
- This pattern of behaviour should also apply outside school

Rewards

Statement

We consider it is important that praise and rewards should have a considerable emphasis within school and pupils will thus achieve recognition for a positive contribution to school life. Such a contribution includes sound academic work and effort, good behaviour, kindness towards others and adherence to the rules of the school. The attention of our school should not be limited to those whose academic work is outstanding or to those whose behaviour is consistently poor.

It is expected that good standards of behaviour will be encouraged through the consistent application of our code of conduct supported by a balanced combination of rewards and punishments within a constructive school ethos.

It is important to develop and maintain consistency in the application of the reward system.

Aims

- To use a consistent pattern of rewards, which are known, understood and agreed to by all.
- To support the code of conduct.

Implementation / Current practise

At Birchensale we have now linked our behaviour management system to SIMS and 'Lesson Monitor' (a computer based software programme), which has greatly improved our ability to record, track and evaluate achievements throughout the school.

This can be achieved in the following ways:

1. To distinguish between **informal** rewards (such as giving praise for appropriate behaviour in and outside the classroom) and **formal** rewards such as the giving of house points, commendations and achievement points.
2. Examples of situations and circumstances in which formal rewards (such as house points, certificates, SLT Stars, Headteacher's Awards) may be awarded has been reviewed, drawn up and agreed upon in consultation with staff. Departments may wish to consider whether or not rewards need to be differentiated for different age groups. Suitable rewards, both formal and informal, may be drawn up for pupils, in order to support the development of consistency.

Examples of informal rewards which staff are encouraged to use for academic achievement, appropriate behaviour and outstanding effort include:

- General praise and encouragement in lessons, which should be used as much as possible.

- Recognition to be given to success of differing kinds in assembly or in form time and pupils' work to be displayed as much as possible in order to give recognition to it.

The overall aim of Birchensale's Behaviour Policy is to catch pupils behaving well and encourage them to make the right choices. To support this all formal rewards are recognised by an award of Achievement Points. At the end of every Term the Top 10% of pupils in every year group are invited to attend a reward trip as a congratulation for achieving the highest cumulative points in their year group. Between 20% and 40% of other pupils are also rewarded for success in the behaviour and achievement scheme, by rewards such as reward trips, non-uniform days, parties, prizes and letters of success sent home to parents.

The system is explained and monitored during form times and assemblies. Further details can be found in the student planner, on the school website within the parent zone under Behaviour/conduct and in posters displayed in every classroom in the school. (see appendices A, B & C)

Sanctions

Statement

Pupils have a right to expect fair and consistently applied sanctions for poor behaviour, which make a clear distinction between serious and minor infringements of the code of conduct.

An appropriate sanction is one which is designed to put matters right and encourage better behaviour in future. Thus, it is inappropriate to sanction whole groups for the misdemeanours of a few or to impose a sanction that is designed to humiliate a pupil or pupils.

There is a relationship between the principles of our Equal Opportunities Policy and the sanctions system. The existing mechanisms for dealing with racism and racial harassment, homophobic, biphobic and transphobic bullying within the Equal Opportunities Policy are also incorporated here. In addition, consistency in the application of sanctions also has a gender based equal opportunities dimension. Thus, rebukes and sanctions, which are differentiated solely on the grounds of gender, should be avoided.

Aims

To develop a consistent pattern of sanctions, which are known, understood and agreed to by all members of the school community.

To support the code of conduct.

Current practice

At Birchensale our behaviour management system is linked to SIMS and 'Lesson Monitor' (a computer-based software programme), which has greatly improved our ability to record, track and evaluate behaviour throughout the school.

Where sanctions become necessary the first line is the individual staff sanction. This may be followed by referral to form teachers. The third line of referral is to the year head, and then to SLT. Sanctions need to be consistent, inevitable, and fair to all parties and followed up.

The present policy has the following types and levels of sanctions currently available to:

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A. Individual members of staff

1. After initial warnings have failed to correct negative choices, a B1 (see appendices B & C) would be issued. This allocates 10 behavioural points to the individual pupil's record.
2. A teacher may also decide to issue a 15-minute break or lunch detention.
3. If a pupil accumulates several B1s the parent will be informed of this via the Student Planner.
4. If behaviour does not improve or if the poor behaviour is more serious in nature a B2 will be issued. This allocates 20 behavioural points to the individual pupil's record. This will normally result in an after-school detention. (Thirty minutes for Key Stage 2 pupils or 45 minutes for Key Stage 3, with at least 24 hours notice given in the Student Planner)
5. At time sanctions 'to fit the crime' e.g. clearing up litter and removing graffiti will be introduced.
6. During all after-school detentions pupils will be asked to complete a behaviour reflection document. This is designed to get the pupils to reflect on their actions and answer the following questions. Why are you here? Who has been affected by your behaviour? What could you do in future to improve on the outcome?
7. The reflection document will then be passed to the member of staff who issued the detention, and they will arrange a one to one meeting with the pupil to discuss the reflection.
8. Very rarely a B3 may be issued for serious misconduct. This will be actioned in conjunction with the Senior Leadership Team. It will normally result in a period of isolation/calming down or a fixed term exclusion. (Parents will be informed of this normally in writing and with a phone call or meeting.) This allocates 40 behavioural points to the individual pupil's record.
9. Pupils may be placed on the Pastoral Support Programme (PSP) to provide them with additional advice and help on a lesson by lesson basis. This also provides an opportunity to catch and show case all the positives things they are doing.

All details of B1s, B2s and B3s can be found in the student planner, on the school website within the parent zone under Behaviour/conduct and in posters displayed in every classroom in the school. (see appendices B & C)

B. Year Heads

1. Putting pupils on Head of Year PSP
2. Sending letters home
3. Arranging meetings with parents
4. Temporary 'Time Out' to calm down and work elsewhere

C. Senior Leadership Team

1. Pastoral Lead PSP
2. Headteachers PSP
3. A Fixed Period of Isolation (normally 1 day)
4. Fixed Term
5. Permanent exclusion (confirmed by the Governors).

Classroom Management

Statement

Effective classroom management skills can be developed through training; INSET, appropriate support from colleagues, and experience. Personal reflection on practice, for the purpose of improvement will be of great importance.

In addition, well-prepared and stimulating lessons, in which pupils are aware of the lesson purpose, help to secure good standards of behaviour.

Aims

- To support the development of increased effectiveness in classroom management
- To help reduce 'low level disruption'.
- To contribute towards increased school effectiveness.
- To ensure consistency of approach by staff.

Guidance for staff

Four basic principles appear to encapsulate the essence of effective classroom management. These may be summarised as:

- Getting them in
- Getting on with it
- Getting on with them
- Getting them out

In more detail this is likely to mean that colleagues should:

- Arrive before the class and begin on time.
- Ensure that pupils are quiet and equipped before starting the lesson.
- Be prepared for the lesson and ensure that lesson purpose is known by pupils.
- Know the pupils as individuals - by name and by attainment. Call them by their first names, and treat them with respect.
- Abide by the code of conduct from the first lesson onwards.
- Model the standards of courtesy expected from pupils.
- Ensure that all pupils are enabled to participate fully in the lesson.
- Emphasise the positive, including praise for good behaviour as well as good work.
- Make sparing, fair and consistent use of reprimands and target the right pupil.
- Criticise the behaviour and not the person.
- Use private rather than public reprimands where possible.
- Avoid sarcasm and threats, which are not subsequently carried out.
- Make sparing, fair and consistent use of punishments.
- Avoid whole group punishments and humiliation.
- Keep to time in the lesson and finish on time.
- Ensure an orderly exit.
- Analyse the classroom management performance and learn from it.

Effective Lessons

Statement

Effective lessons are likely to be those in which pupils are fully engaged and make good progress and improved attainment with sustained effort and commitment. Such lessons are normally well prepared and interesting, the aim of the lessons are clear to pupils, they are appropriately resourced, and they include differentiated tasks according to ability and are well paced. Effective lessons are also likely to be those in which encouragement is given to pupils asking questions and making contributions as well as responding to teacher questions.

Aims

- To improve the quality and experience of learning for pupils.
- To support effective classroom management techniques.
- To contribute towards improved school effectiveness.

Guidance for staff

- Be well prepared for the lesson.
- Keep everyone occupied and interested.
- Extend and motivate all the pupils.
- Include some differentiation well matched to pupil ability.
- Mark all work promptly and constructively.
- Use the results of assessment to help focus lesson planning.
- Set homework regularly and to schedule.

Movement and Physical Space

Aims

- To ensure quiet and orderly movement around school
- To ensure equal access for everyone to all parts of school
- To provide support and linkage for the code of conduct
- To develop a consistency amongst staff when dealing with issues concerned with movement and physical space

Attendance

Statement

The school takes every opportunity to encourage good attendance, as it is through the efforts of all parties that the recent upward trend can be continued. The school rewards all pupils who do well and follow up absences very early.

Rewards

- All pupils who achieve full attendance for a week are given a house point which helps them towards their goal of achieving bronze, silver, gold, platinum, ruby or diamond awards.
- All pupils who achieve full attendance for a term receive a commendation and a certificate for their Records of Achievement.
- All pupils who achieve full attendance for a year receive a commendation, a certificate for their Record of Achievement and a book voucher.
- Good attenders are also mentioned in the half-termly newsletters.
- All pupils with 100% attendance for the whole school year are entered into a prize draw, at the end of the Year.

Problems

- Together with the EWO, all patterns of absence are monitored and dealt with either through meetings, letters home or home visits.
- The school make first day contact to check on absentees.
- The school discourages the taking of annual holidays in term time, as this is a major cause of absence.

ANTI-BULLYING POLICY

Following the acknowledgement that bullying occurs in all schools, Birchensale Middle School is pursuing a strategy to ensure that bullying is not a secretive activity; and to ensure that victims are safe-guarded and bullies helped.

PROCEDURE

1 Definition of Bullying

Bullying takes place where a person is deliberately and repeatedly threatened, frightened, intimidated, abused or hurt verbally, mentally or physically. Cyber bullying is where this happens through the internet or other communications network (e.g. mobile phones). Bullying can also take the form of deliberately ignoring and isolating a person on a repeated basis. Bullying can be aimed at groups of people (e.g. religion, race, ethnicity, sexual orientation, gender, gender identity) or at individuals.

Some examples are:

- Racist bullying
- Sexist bullying - because of their gender. For example, because they are a boy or a girl, or saying they are acting 'like a boy' or 'like a girl'
- Homophobic or biphobic bullying - because someone is lesbian, gay or bisexual, or because someone thinks they are, or because their parents/carers are. It is also calling someone lesbian, gay or bisexual on purpose to be unkind or nasty to them, for example 'you're so gay!'
- Transphobic bullying - because someone is trans, or because someone else thinks they are trans, or being nasty about trans people (someone who feels the gender they are given as a baby doesn't match the gender that they feel themselves to be).

2 Anti-Bullying – Code of Conduct

There is a code of conduct, (originally drawn up in conjunction with pupils) states all pupils' rights and responsibilities. All Birchensale Middle School pupils should abide by this code.

Pupils' Rights: This school does NOT tolerate bullying;

- 1 Everyone should be allowed to have individuality. (Regardless of their religion, race, ethnicity, sexual orientation, gender.)
- 2 People should be able to voice their own opinions sensitively.
- 3 Everyone has the right to say "NO".
- 4 No-one should be physically hurt by anyone else.
- 5 No-one should be subjected to verbal abuse.
- 6 Everyone has the right not to be subjected to threats.
- 7 Pupils should have someone to turn to for protection.
- 8 Victims have a right to **TELL**.

Pupils' Responsibilities: This school does NOT tolerate bullying;

- 1 To accept and respect the individuality of others.
- 2 Listen to the opinions of others.
- 3 Pupils must not put pressure on others to act against their will.

- Pupils must never physically hurt anyone.
- 5 Pupils must never be verbally abusive to others.
 - 6 Pupils must never threaten or abuse others through any medium, including electronic media.
 - 7 Pupils should not encourage or provoke trouble.
 - 8 **Any knowledge of bullying should be reported to an appropriate adult immediately.**

Strategy for an immediate response to bullying

The person to whom the incident is reported should take immediate action. Lunchtime Supervisors should refer individuals to the Duty Teacher.

Victims and, where appropriate, bullies should be given the opportunity to describe the incident responding to the simple questions.

What, why, who, where, when, how.

The victim must be re-assured. An arrangement must be made for a suitable person to meet the victim to assess the situation and then follow up later to ensure the bullying has stopped and the victim is helped to make a full recovery from their victimisation. This could be the end of the situation. If it is not, further help should be sought for the victim (such as counselling), as well as pursuing punishment and help for the bully.

The bully must be spoken to explaining that reports of the incident will go on their files. Parents will be contacted explaining the situation. If there is a repeat, their parents will be invited in. If bullies do not respond to a combination of punishment and help (which could possibly be counselling) they must be aware that exclusion from School is a possibility.

The school realises that there is no single strategy which can be applied to bullying. Therefore it is necessary to have a range of strategies available that may be implemented when appropriate for pupils who bully and are bullied.

All occurrences of bullying MUST be dealt with quickly and calmly. At Birchensale Middle School we have extremely high expectations of behaviour. No form of bullying will be tolerated in any way.

4 Maintaining Awareness

Bullying is regularly discussed throughout the Life Skills curriculum in all year groups on an annual basis. Additionally, much of the Life Skills curriculum supports the culture of celebrating differences, equality for all, respect and British Values. Displays and posters around school reflect the culture of celebrating differences and where everyone is equal and everyone is valued.



Code of Conduct



In Class: *Make it easy for everyone to learn and for the teacher to teach, this includes:*

- Attend every lesson
- Arrive on time
- Bring all the equipment you need
- Begin and end the lesson in a polite and orderly way
- Listen carefully
- Follow instructions
- Work to the best of your ability, and allow others to do the same
- Ask for help when you need it.
- Help each other when it is appropriate but don't distract or annoy anyone.
- Put your hand up to answer a question.
- Be sensible at all times
- Do your homework as well as you can and hand it in on time.

In General: *Speak politely and listen, this includes:*

- Treat everyone and everything with respect
- Use a low voice - as shouting is always rude
- Use language which is neither abusive or offensive
- Offer to help others
- Try to understand other people's point of view
- Don't interrupt anybody
- Be silent when required
- Don't answer back.

Around School: *Move quietly and gently about the school and keep the school clean and tidy so that it is always a welcoming place, of which we can be proud, this includes:*

- Line up sensibly outside classrooms when asked, or sitting ready to work
- Walk to lessons rather than running, pushing or barging past others
- Be ready to help by opening doors or by offering to carry things
- For safety, please keep to the left along crowded corridors and on stairways
- Take great care of our displays
- Keep the walls and furniture clean and unmarked
- Put all litter in bins (even if this means carrying it until you find a bin)
- Wear the correct uniform at all times
- Report any damage you see to a teacher
- Use toilets, changing rooms and showers in an acceptable way.



BEHAVIOUR PYRAMID

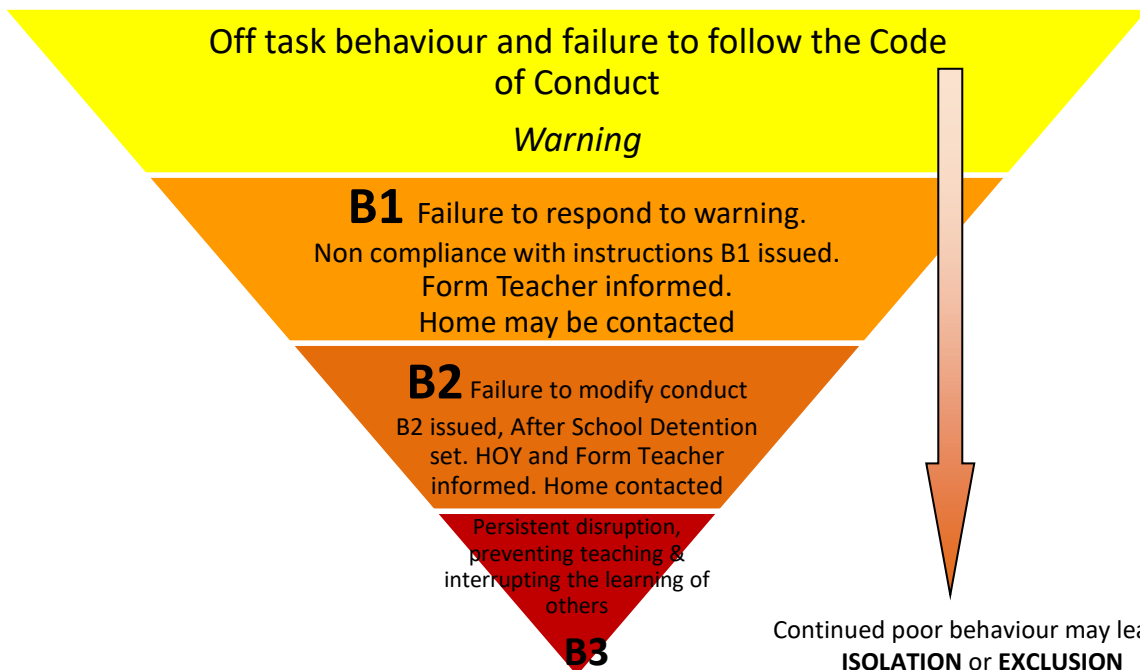
YOUR BEHAVIOUR . . .

All Students must follow the Code of Conduct at all times



REWARDS

CONSEQUENCES



GROSS MISCONDUCT



EXPLANATION OF BEHAVIOUR CODES

YOUR CHOICE . . .

All students must follow the Code of Conduct at all times

- Attend school / wear correct uniform
- Be punctual to lessons and have full equipment
- Work to the best of your ability and allow others to do the same
- Act sensibly and safely in and around school
- Co-operate with other children and adults
- Treat everyone and everything with respect

Off task behaviour and failure to follow the Code of Conduct

Warning



B1 Failure to respond to warning, Non compliance with instructions

- Repeated basic infringements
- Breaking the code of conduct
- Failure to complete adequate work
- Disruptions in class

Award of B1

- Failed to respond to warning
- Staff to record on SIMS
- Discuss with student, possible break/lunch detention



B2 Failure to modify conduct

- Continued failure to respond to code
- Refusing to follow a reasonable instruction
- Continuous need to stop the lesson for poor behaviour; disruption to others learning
- Failing to attend break / lunch detentions
- Anti-Social Behaviour
- Use of offensive language in the classroom

Award of B2

- Failed to amend behaviour
- Staff to record on SIMS
- Issue after-school detention
- Home contacted
- Pupil Reflection document completed.



B3 Persistent disruption, preventing teaching and interrupting learning of others

Has everything possible been done with this student? e.g. PSP, detentions, work catch-up/positive learning development; Rewards and Incentives; Discussions and meetings with home, withdrawal from the class within Department, Intervention, Mentoring

Award of B3

- Possible Isolation or SLT Detention
- Staff to record on SIMS
- Home contacted
- PSP to "Repair and Rebuild"

