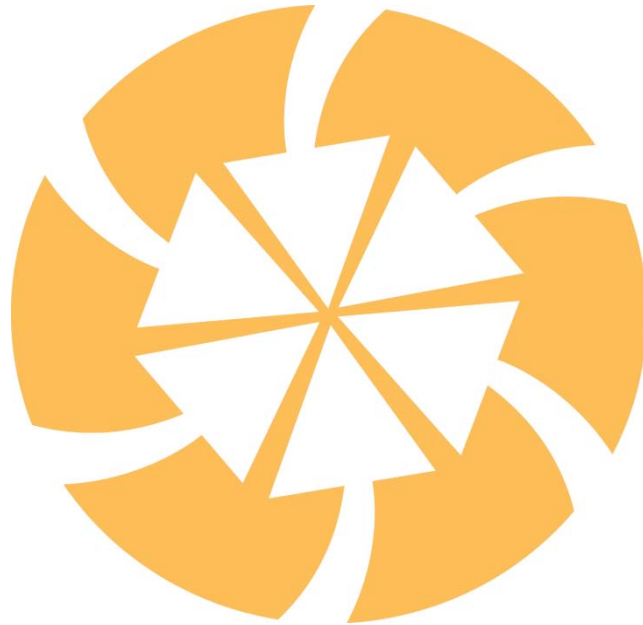


The Blyth School, Community College



Behaviour and Rewards Policy

The Principles

Our policy is based on learning, inclusion, achievement and support.

The Blyth School, Community College values all of its students equally. We are determined to ensure that all students are given the right kind of support and guidance which will enable them to reach their full academic, personal and social potential. Our expectations and standards are high and we expect that standards of behaviour enable high quality learning to take place.

To ensure for every single student the best possible teaching and the best possible learning so as to

- Develop to the full potential that they have
- Prepare them as fully as possible for life after school
- Help them grow into mature and responsible adults
- Raise their awareness of the needs, rights and responsibilities of all members of our society

Roles and Responsibilities

Governors:

- Promote good behaviour and keep the Policy under review
- Communicate to students and parents their expectations for good behaviour
- Support the Head teacher in maintaining high standards of behaviour

Head teacher, Senior Leadership Team, Heads of Year:

- Promote and implement the Policy
- Manage the day-to-day procedures
- Support staff that are faced with challenging behaviour
- Make clear to students how acceptable standards of behaviour can be achieved

Form Tutors:

- Give students advice on how to behave acceptably and to modify poor behaviour
- Give students advice on how to support others in generating good behaviour
- Give students time to discuss their feelings, offering support and guidance

Teachers & Teaching Assistants:

- Consistently and fairly apply the sanctions and rewards
- Give support to other colleagues in the implementation of this Policy
- Create a high quality learning environment, reinforcing good behaviour, demonstrating high expectations, recognising and rewarding good behaviour
- Make clear to students how acceptable standards can be achieved

Support Staff - all those employed by the school or LEA, working in partnership or in a voluntary capacity:

- Promote good behaviour
- Respond to students positively

Parents:

- Take responsibility for the child's behaviour, both inside and outside the school
- Work in partnership with the school to maintain high standards of good behaviour
- Make clear to the child what is and what is not acceptable
- Reward good behaviour and apply sanctions for inappropriate behaviour
- Promote courtesy and cooperation and consideration for other learners and members of the community

Students:

- Take responsibility for own behaviour ensuring that the code of conduct is followed at all times
- Take responsibility by not supporting incidents of disruption and poor behaviour
- Take responsibility for reporting incidents of violence or bullying

Procedures

The procedures arising from this policy will be developed by the Head teacher in consultation with the staff. The procedures will make clear to the students how acceptable standards of behaviour can be achieved and will have a clear rationale which is made explicit to staff, students and parents. The procedures will be monitored by the Head teacher via the Senior Leadership Team, to ensure they are consistently and fairly applied, and promote the idea of personal responsibility and that every member of the school has a responsibility towards the whole community.

Rewards

A school ethos of encouragement is central to the promotion of desirable behaviour. Rewards are an integral means of achieving this. They have a motivational role in helping students to realise that desirable behaviour, self awareness and responsibility to self and others is valued, and are clearly defined in the procedures. Integral to the system of rewards is an emphasis on praise both informal and formal to individuals and groups. Alongside this is informing parents regularly on their child's desired behaviour.

Sanctions

Sanctions are needed to respond to undesirable behaviour. However, prior to any sanction being issued all solution focussed strategies will have been utilised.

A range of sanctions is clearly defined in the guidance and their use will be characterised by clarifying why the sanction is being applied and what changes in behaviour are required to avoid future sanctions. The procedures make a clear distinction between the sanctions applied for minor and major offences.

Intervention

The school works positively with external agencies. It seeks appropriate support from them to ensure that the needs of all students are met by utilising the range of external support available.

Students needing support from external agencies are identified through the Head of Year. When applicable, the Head of Year will liaise with the SENCO to examine the need for SEN diagnosis.

PROMOTING GOOD STUDENT BEHAVIOUR

- Staff will praise students when they see good behaviour.
- Staff will tell students clearly what is expected of them.
- Students will remember what is asked of them.
- Rules are consistent, fair, and will be kept.
- Rules will be regularly reviewed with staff and students.
- Staff will award credits in line with the Rewards Policy to reinforce positive behaviour.
- Staff will regularly inform student's parents of exemplary behaviour as well as achievement (letter of commendation, praise postcards, parents evening, or informally via a note in the student's planner or phone-call)
- When students have worked hard to support others, in or out of school, they will be commended – these acts will be commended in year group assemblies.

REWARDS

Good behaviour should be consistently rewarded.

- Staff will praise a student/class immediately upon their good behaviour and say why they are pleased.
- Staff will regularly inform each other,(positive BMR's, e-mails, phone messages), and the students parents of praiseworthy actions.
- Staff will give credits to students who behave consistently well, and to those otherwise who have made a special effort to do so.
- When appropriate staff will reward a whole group for their co-operative support of individuals or each other, for good behaviour or achievement.
- Exemplary behaviour or achievement will be commended by staff using positive BMR's and/or credits.
- The greatest commendation is the Head teachers Award to be presented by the Head teacher in assemblies.

REWARDS POLICY

Full details of our Rewards policy can be found in the Appendix.

PROMOTING DESIRED BEHAVIOUR LADDER OF CONSEQUENCES

Who	Stage	Action
Head Teacher	Permanent Exclusion Fixed Term Exclusion	Re-integration meeting
Assistant Head Teacher	Governors Behaviour Panel Isolation Room	Behaviour Contract. Report to AHT for 2 weeks. Parental contact
HOY / HOD	Head of Year Report Behaviour Panel	Weekly review meeting between HOY and student Parents welcome to attend. HOY, HOD, FT, Parent, Student to attend. HOY to initiate intervention. Action Plan agreed.
Form Tutor / HOD	Form Tutor Report	On 2 subject reports leads to FT report. Report to FT for 2 weeks. Move to HOY report if no improvement shown.
HOD	Subject Isolation Subject Report	3 lessons isolated within department. Parents / FT / HOY informed. Letter sent home by HOD
Class Teacher	Move student to another room Move student within classroom Second warning Verbal warning Basic classroom management checklist	Reflection form completed by student. Department detention - 1 hour BMR completed by subject teacher if student moved within or to another classroom. Short detention at discretion of teacher Debrief at end of lesson

LEVELS OF BEHAVIOUR

Classroom Teacher/ Form Tutor	Head of Department	Head of Year	Senior Leadership
Talking	Ongoing disruption to learning and teaching	Refusal to co-operate with HOD	Refusal to co-operate with HOY
Uniform issue*	Disruption from outside classroom	Offensive language to staff	Physical abuse to staff
Lack of effort	Refusal to follow teacher's instructions	Discriminatory Language	Drug Related Incidents
Lack of equipment	Fighting*		
Wasting time	Rudeness to staff*		
Interruptions	Refusal to leave* classroom		
Making fun of others			
Arriving late			
Eating in class			
Throwing paper			
Mobile phone use			
Play fighting			
Interfering with other student's belongings			
Throwing objects likely to harm others			
Preventing others from working			
Graffiti*			
Offensive language*			
Vandalism*			
Bullying*			

*- can be moved up levels depending on nature of event

PROMOTING ACHIEVEMENT

Classroom Teacher Expectations

All students and teachers must follow the Code of Conduct –

We expect all people in the classroom to be –

poLite
respEctful
hArd – working
pRepared
puNctual

- Ensure a presence on the corridor from your doorway during lesson changeover.
- Ensure that your classroom is prepared by having the lesson objective and starter on the board. If this is what the students expect on arrival, the lesson should start smoothly.
- Students arriving at different times will enter a calm, inviting working environment.

Students will then prepare themselves to learn by:

- Taking out correct equipment
- Ensuring phones are switched off and out of sight
- Emptying their mouths if chewing
- As students arrive greet them by name, taking every opportunity to recognise where an individual may need extra support.
- When appropriate, take the formal register within the first 10 minutes.
- Start the main body of your lesson by recapping on the previous lesson and then clearly explain the objectives, activities and outcomes that are expected of this lesson.
- Ensure that all students are catered for through differentiated tasks and that they understand these tasks clearly. Where students are successfully engaged, off task behavioural difficulties should be dramatically reduced.
- Encouragement, praise and empowering the student should be used whenever possible.
- Assess and reward where appropriate making sure that all targets set are encouraging.
- Avoid the words “but” and “however” in summative comments. Use positive language always pointing out what they should be doing and not what they shouldn't.
- When setting homework, support all students by making sure that they record it clearly in their planners and that they understand the task.
- Every lesson should conclude with a plenary. This should always refer back to the objectives set at the beginning of the lesson.
- In the unlikely event of a student having to leave your lesson make sure they have a signed note.

- Once students are packed away and standing behind chairs, finish your lesson with a positive comment.
- Dismiss your students in the same manner as you greeted them by standing in the corridor
- In exceptional circumstances, ensure that you send a student who may have been kept behind, with a note to their following teacher. If a student does arrive late allow them to start work before dealing with the lateness.

Emergency Rota -

- Emergency Rota (Senior Leadership Team / Heads of Year) can be used in exceptional circumstances if there is a risk to the safety of staff or students or when the student cannot be contained within the department
- If Departmental Support Rota or Emergency Rota is used, the teacher is responsible for the completion of a BMR and the supervision of a one hour detention.
- The Emergency Rota member of staff will arrive at the classroom, talk to the student and decide what further action to take as appropriate. The student may be moved to another seat within the classroom or be removed from the classroom and placed in another class to be supervised by a colleague. The On-Call member of staff may supervise the class while you talk to the student outside the classroom
- Should the student need removing from class, the member of staff removing the student from class will liaise with the subject teacher to ensure a convenient date and time for the detention is set. The member of staff removing the student from the class will instruct the student office to send a letter. The letter will state the reason why the child was removed from class and when the detention is.

The member of staff removing the student will ensure that a record of the call is made in the Student Office. Where further action is needed, the Emergency Rota member of staff will liaise with the Head of Department and / or Head of Year.

Form Tutor expectations

- Ensure that all students are ready for learning at the start of the day. All tutees should be dressed in correct uniform and have the necessary equipment to ensure learning.
- Build positive relationships with all parents of the tutees – keeping them informed of all relevant information.
- Monitor and review attendance.
- Liaise with home as appropriate.
- Monitor the number of BMR's of the students in the group and discuss appropriately.
- Monitor the success of students when they are on Form Tutor report.
- Ensure that the Head of Year is aware of all students in the form causing concern.
- Attend and contribute to Behaviour Panels / multi – agency meetings when necessary.

Head of Department expectations

- Ensure that all staff in the department follow the policy consistently and fairly.
- Analyse sources of referral within the department.
- Accommodate referred students within the department where possible.
- Discuss behaviour (using the student review form if appropriate) with individual students who receive sanctions.
- Monitor and review attendance of students within the department.
- Monitor the success of students when they are on Department report.
- Speak to parents about continued poor behaviour within the department.
- Attend and contribute to Behaviour Panels when appropriate.
- Praise students who receive credits, praise postcards or positive BMR's.
- Visit classrooms to speak to whole groups where appropriate.
- Evaluate and review the Behaviour and Rewards policy with SLT.
- Ensure that Attendance and Behaviour for Learning is on the agenda at every Subject meeting for the 2009/2010 academic year.

Head of Year expectations

- Ensure that all Form Tutors follow the policy consistently and fairly.
- Analyse sources of referral across the Year group.
- Monitor the performance of students on report to the Head of Year.
- Work closely with tutors, outside agencies and parents to ensure maximum attendance.
- Work closely with parents to ensure positive changes in behaviour.
- Identify intervention strategies and agency support when needed.
- Praise students who receive credits, praise postcards or positive BMR's.
- Visit classrooms to speak to whole groups where appropriate.
- Evaluate and review the Behaviour and Rewards policy with SLT.
- Ensure that Behaviour for Learning is on the agenda at every pastoral meeting.
- Collate all evidence of student behaviour in the student file.
- Identify and arrange Behaviour Panels for students at the relevant stage.

Assistant Head Teacher expectations –

- Ensure that Heads of Year follow the policy consistently and fairly.
- Analyse sources of referral from Heads of Year.
- Monitor the performance of students on report to the Assistant Head Teacher.
- Identify and secure further sources of external support.
- Oversee all areas of the Behaviour for Learning process at the relevant Key Stage.
- Identify and arrange Governor's Behaviour Panels for students at the relevant stage.

SANCTIONS

On occasions, where students do not abide by the rules of the school, the following sanctions may be applied.

Sanction	Stage	Misdemeanour
Permanent Exclusion		<ul style="list-style-type: none"> • Drug dealing • Assault of staff member • Violent behaviour to another student • Threatening with a weapon
Governors Panel		<ul style="list-style-type: none"> • Several fixed term exclusions • Permanent exclusion hearing
Fixed Term Exclusion		<ul style="list-style-type: none"> • Gross abuse to staff • Assault on student • Theft from school / student • Drugs/ alcohol in school • Gross defiance • Persistent / serious bullying • Racism • Serious damage • Threats to staff
Isolation	Unit	<ul style="list-style-type: none"> • Fighting • Refusal to comply with previous sanctions • Defiance • Dangerous behaviour • Removal from 2+ lessons in one day • Inappropriate language to staff
Isolation	Within Year group : Directed by Head of Year	<ul style="list-style-type: none"> • Poor behaviour (generally) • Ongoing uniform issues
Isolation	Subject Leader	<ul style="list-style-type: none"> • Removal from lesson
Detention	Whole school – 1 hour	<ul style="list-style-type: none"> • Smoking • Bullying • Damage • Refusal to attend detentions • General truancy
Detention	Tutor	<ul style="list-style-type: none"> • Lateness (and letter home)
Detention	Head of Department – Up to 1 hour	<ul style="list-style-type: none"> • Ongoing disruption in subject area
Detention	Teacher	<ul style="list-style-type: none"> • Swearing • Lateness • Disruption • Truancy from lesson • Homework issues

Whole School Detention

This will run on a weekly basis. Staff will be responsible for supervising one detention (as a team of six) once a term. Students can be placed in detention for any offence that occurs **out** of lesson. All misdemeanours in lessons should be dealt with by departments.

All students will receive 24 hours notice for this detention and a letter will be sent home explaining the reason for the detention. Teacher will notify the HOY of the offence via BMR or e-mail and HOY will arrange for the letter to be sent home.

Heads of Year are responsible for ensuring that students attend the detention. A failure to attend the detention will automatically result in a day in the Isolation Unit.

Isolation Unit –

Students will be placed in the Isolation Unit as a consequence for repeated breaches of the school Behaviour policy or for one off serious incidents. The Unit can be used as an alternative to Fixed Term exclusion. Students can be placed in Isolation for a period of between one and three days.

Guidelines for staff supervising in the Isolation unit–

- Staff should be prompt for the session.
- Please do not leave the students.
- Should you require support, please contact the front office and ask for Emergency Rota.
- Should a student arrive at the room when you are on duty, please call the Student Office.
- Work is provided by HOD's. Please ensure that all students are undertaking relevant activities.
- Students should work in isolation and in silence.
- Students are not allowed to leave the unit without being accompanied by a member of staff.
- Students will be escorted to the toilet between lesson change over.
- Students will take lunch between 12.50 and 13.10 and should be accompanied to the Bistro. Students must not sit together in the Bistro.
- Water is available for students and staff.
- Please log any incidents in the register and on the student report sheet.
- At the end of each day, the student should complete a reflection sheet and discuss this with the Head of Year before leaving school. All incidents must be followed up at the end of the day by the Head of Year.

INTERVENTION

The Blyth School is committed to ensuring that our students receive the correct intervention and support to ensure that all of our young people are able to fulfil their potential.

All efforts will be made to secure appropriate selected intervention wherever possible.

Intervention	Responsibility with
Permanent Exclusions Governors Hearing Fixed Period Exclusions AHT Report Isolation Room Managed Moves	Senior Leadership Team
CEIT PSP EWO TYS Place 2 Be CAMHS MOSAIC Learning Mentors PRU Behaviour Support Unit EOTAS Specific counselling Pastoral Panel Youth Worker buddying Sixth Form buddying Staff mentoring Police guidance session HSLW	Other recognised agencies / adults : referred by Head of Year
Fixed period Exclusion HOY Report Meetings with Parents Referrals to agencies Connexions Isolation Room Behaviour Contracts	Head of Year
Letters home Subject Report Meetings with students / parents / teachers	Subject Leaders
Form Tutor Report Letters home Telephone calls Meetings—parents / students	Form Tutors
Moving rooms / seats Subject report cards Letters home Meetings in school Basic classroom management techniques	Class Teacher

Training

The Senior Leadership Team and Governing Body will ensure that appropriate high quality training on all aspects of behaviour management is provided to support the implementation of the policy.

Review

The Senior Leadership Team and Governing Body will regularly review this policy and associated procedures, to ensure its continuing appropriateness and effectiveness. The review will take place in consultation with the Head teacher, staff and parents. The outcome of the review and changes to policy, resolutions and solutions will be communicated to all those involved and incorporated into an amended Behaviour Policy.

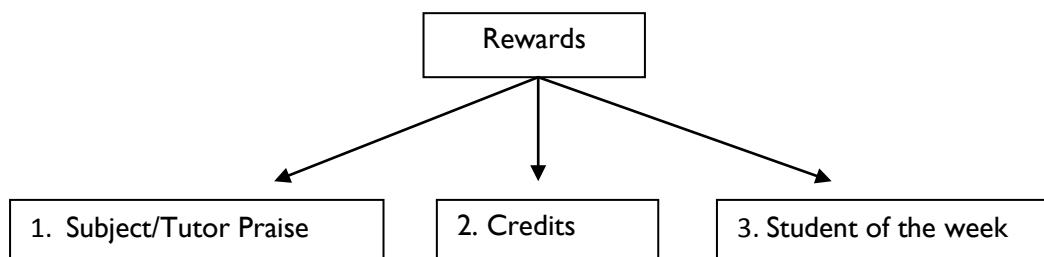
APPENDIX

The Blyth School Community College

Rewards Policy

The staff and students of The Blyth School believe that rewarding positive behaviour is essential.

There are three ways in which positive behaviour can be rewarded at our school:



1. Subject/Tutor praise:

Throughout the year, students will complete work that either exceeds or is in line with their predicted grade/level. Staff are encouraged to liaise with parents to inform them of good work/attitude. When staff feel that a student has performed well in a lesson or over a period of time then parents will be informed by:

- **Telephone call home:** The member of staff will phone parents informing them of the good work/attitude.
- **Letter home:** Staff will send letter home informing parents of good work/attitude.
- **Achievement postcards:** All departments have achievement postcards that will be sent home to inform parents of good work/attitude.

2. Credits:

Students will be rewarded with credits for positive behaviour. All staff in school can award these credits (teachers, admin support, cleaners, caretakers and kitchen staff). Staff will be limited to two credits per lesson per student aiding consistency across the school. Credits will be awarded for the following:

Silver Credit (1)

- Producing a very good piece of work (Achieving his/her predicted grade/level)
- Polite and well mannered behaviour
- Excellent effort in lesson
- Helpful behaviour around the school
- Achieving 100% attendance for a week
- Very good punctuality over a week
- Very good attitude in tutor period

Gold Credit (2)

- Producing an excellent piece of work (Achieving above his/her predicted grade/level)
- Outstanding effort and commitment in lesson
- Achieving 100% attendance for agreed period of time (month/half term)
- Outstanding attitude in tutor period

These credits will be stuck in the planner and saved by the student. Students will receive a credit catalogue at the beginning of the year and can 'cash in' their credits for a prize. The more credits they get, the bigger the prize. Students must liaise with their tutor regularly to ensure an up to date record is kept. Should a student lose their planner their credits will be lost unless they have checked them in with their tutor. Each tutor will keep a total of the number of credits their tutor group has earned and email it to their office support at the end of the week to allow for inter form competitions.

3. Student of the week:

Every week each tutor will nominate a student of the week. This can be awarded if a student has:

- Been polite & respectful to both teachers and fellow pupils
- Attended all lessons & registration on time
- Worn the correct school uniform
- Used the planner correctly
- Improved their estimated grades in subjects
- Completed their homework/ coursework
- Attended revision/catch up sessions

Student of the week privileges:

- **Lunchtime queue jumper** for that week
- **Entry into termly draw** for huge prizes.
- All students of the week for the term will have an **opportunity to go on a trip** at end of that term.
- Students will also receive a **letter home** to celebrate this achievement.

Review and Monitoring –

The Rewards Policy will be reviewed regularly by the Student Council, Behaviour and Attendance Monitoring group and the Pastoral team.

The policy will be formally reviewed on an annual basis.

School Powers and Procedures – The Steer Report (2009)

Misbehaviour in and out of school –

The Blyth School, Community College has the power to discipline students not only for misbehaviour within school but also, as reasonable, for misbehaviour that occurs off of school premises. This includes incidents which take place on the way to or from school and incidents which take place when the student is wearing school uniform. In addition, this includes incidents of bullying that took place off the school site, but have their origins in school.

Right to search students –

The Blyth School, Community College has the right to search students if there is suspicion that they are carrying any of the following –

- Tobacco or smoking equipment
- Alcohol
- Drugs
- Weapons
- Stolen property
- Any item that is considered a risk to students or other members of the school community.

Right to detain students –

The Education and Inspections Act 2006 established the fact that schools have the ability to use the sanction of student detention. Students can be detained for a few minutes at the end of lesson or for up to 10 minutes at the end of the school day without parental consent. The Blyth School, Community College will give 24 hours notice to parents if a student is to be detained for a period of more than 10 minutes. In some cases, this information will be relayed to the parent verbally via the student.

Right to restrain students –

Where possible, the staff at The Blyth School, Community College will try to avoid physical contact with students. However, staff do have the right to physically restrain students in exceptional circumstances. These circumstances include preventing a breakdown of good order or ensuring the health and safety of the students in the school.

Mobile Phone / MP3 player Policy

Students must ensure that all mobile phones/ MP3 players / Head phones are switched off and concealed throughout the course of the school day. Failure to comply with this rule will mean that the student must hand the device over to the teacher on demand.

The teacher will return the device at the end of the school day.

Should this happen on more than one occasion, the teacher will pass the phone to the Head of Year. The Head of Year may keep the phone at their discretion until parents have been contacted.

Isolation Unit Reflection Form

Student name - _____ Tutor Group- _____

Date - _____

To be completed by staff

Reason for being in the Isolation Unit -

Placed by - _____ Duration- _____

Lesson	Conduct (/10)	Comments	Staff
1			
2			
3			
4			
5			

To be completed by the student

Why were you placed in the Isolation Unit? –

How would you react differently faced with the same situation again? –

What can the school do to support you more? E.g. provide a mentor, refer to a counsellor, speak to parents –

Head of Year notes: based on debrief with student -

