



Winchmore  
School

learning to realise potential

# Behaviour Policy



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## **Pastoral Care and Wellbeing Intent**

Winchmore is a large, richly diverse school that has high levels of economic and cultural deprivation as well as a large number of SEND and EAL students. Our approach to behaviour for learning is underpinned by a positive, yet firm approach, designed to challenge and support all of our students to ensure that they achieve the best outcomes possible.

Our focus is to establish and develop positive relationships amongst our learners, by upholding high levels of expectation. We are committed and dedicated to implementing the necessary interventions and support mechanisms, to help students overcome barriers to learning, through the development of self regulation, positive praise, achievement and self confidence. We maintain a close working relationship with the local authority, providing extra support through CAMHS, Secondary Behaviour Support Services (SBSS) who offer a range of external interventions to support students and their families.

Our diverse learning community is underpinned by our core values, our 4 C's; courtesy, commitment, contribution and collaboration. These values are respected by students who are encouraged to achieve academic success, to give them life chances and opportunities through the development of cultural capital. Rewards incentives like trips are organised and offered to students providing them with opportunities to extend their learning horizons, build new friendships and life long experiences/ memories.

Our broad and balanced pastoral curriculum, along with a wide range of extra curricular activities underpins the foundations of developing cultural capital opportunities for our students allowing them to grow and to fulfil their potential. The role of a Form Tutor is essential in establishing productive relationships amongst their students. The daily Tutor programme promotes positive attitudes and provides a supportive foundation to assist student development. This comprises three key areas:

- Relationships, Sex and Health Education (RSHE)
- Social & Emotional aspects of Learning and Wellbeing and
- Assemblies.

A diligent approach is taken to record all incidents of poor behaviour in all Faculty areas. Staff are encouraged to log incidents on SIMS, engage with parents/carers, informing them of poor behaviour, triggering Heads of Department/Heads of Faculty (HoD/ HoF) intervention. HoF will notify Heads of Year (HoY) and inform them of concerns and actions taken. HoY and HoF to liaise about further sanctions.

The safeguarding of students is the responsibility of all staff at Winchmore School. This responsibility has been further reinforced by the introduction of CPOMS (Child Protection Online Management System). All incidents are reported to our Designated Safeguarding Lead (DSL) who, with support from our Deputy Safeguarding Team, responds to all incidents recorded.

There is a big emphasis on the teaching of literacy and the development of reading, writing and oracy in order to develop the students' academic language and to enable them to achieve the best possible results. Within Form Time literacy is a weekly focus where a range of literacy activities are delivered to support the development of language and comprehension.

# WINCHMORE SCHOOL BEHAVIOUR POLICY

## 1. Introduction

At Winchmore we have adopted a whole school approach to behaviour management based around our agreed aims and values. It is a positive approach to behaviour which aims to prevent problems, develop relationships, support behaviour for learning and student wellbeing.

**We firmly believe that positive relationships, effective discipline and good behaviour are essential to support learning and to enable pupils to achieve their best. In order to do this we will:**

- Provide a safe environment free from disruption, aggression, bullying and any form of harassment.
- Adopt a positive approach in developing relationships and when managing behaviour within the learning environment.
- Implement a system of rewards for good behaviour and a range of sanctions aimed at correcting inappropriate behaviour.
- Encourage good behaviour in the classroom through the provision of high quality, well-planned, stimulating learning activities which are designed to meet specific needs.
- Promote early intervention to support behaviour for learning and to prevent problems from escalating.
- Work closely with parents, carers and other support agencies to develop a shared approach for maximising pupil progress and good behaviour.
- Have regard to our Equalities and Anti-Bullying Policies at all times.

At Winchmore we wish to create an ethos and environment in which:

- Students are calm, co-operative, courteous and respect one another.
- All staff believe that students can behave well and have high expectations of them at all times.
- Students take responsibility for their actions.
- Positive behaviours are modelled by all staff.
- All relationships are based on positive engagement and mutual respect.
- Staff will listen and teach our children social skills to be successful.
- Good behaviour supports high achievement and good progress.

In order to achieve this we expect staff to:

- Consistently approach the management of behaviour in the same way all day, every day.
- Be fair and firm in their management of students.
- Make sure that students who are doing the right thing at the right time are praised and rewarded.
- Develop positive relationships with students.

## 2. **Our Core Values**

Our ethos and our approach to behaviour are underpinned by our core school values which are the **4C's**:

Integrity	Courtesy
Respect	Cooperation
Self-discipline	Commitment
Responsibility	Contribution

## 3. **Aims of our Behaviour Policy**

- To set high expectations of pupils' work and behaviour both within the classroom and outside.
- To promote good behaviour which supports learning.
- To establish and maintain a positive, calm and safe environment.
- To promote pupils' self-discipline and respect for authority.
- To develop positive attitudes and constructive relationships based on mutual respect of one another and of property.
- To work in partnership with parents/carers, pupils and the local community to establish and maintain good behaviour in school and on the way to school and from school.
- To support good behaviour through procedures applied fairly and consistently.
- To de-escalate poor behaviour and minimise disruption to learning.
- To minimise incidences of internal and suspensions.

## 4. **Roles, Responsibilities and Expectations**

Positive behaviour management is based on a balance of clearly defined responsibilities and expectations for teachers, pupils, parents, carers, and governors so that we can work together to resolve conflict, promote inclusion and raise standards of behaviour, learning and achievement.

### **Governors are responsible for:**

- Ensuring the development, implementation and annual review of the behaviour policy.
- Monitoring suspensions on a regular basis.
- Supporting the school regarding pupils causing concern.
- Providing a panel to consider suspensions (both permanent and fixed term over a specific number of days).
- Ensure effective provision for pupils with SEND and LAC.

**All staff are responsible for:**

- Consistently treating pupils fairly and promoting a positive, safe and secure environment.
- Reporting and sharing any safeguarding concerns including harassment and bullying.
- Ensuring that school policies and expectations are implemented.
- Acting as role models in their professional conduct.
- Expecting high standards of work and behaviour.
- Praising and rewarding good work and behaviour.
- Following the school's teaching and learning policy.
- Following the school's system for rewards and sanctions.
- Enlisting the support of HoD/ HoF or other staff and parents/carers where appropriate.
- Participating in relevant professional development.
- Complying with the school's policy on restraint.
- Reading and understanding all procedures connected with the behaviour policy.
- Being involved in the development, communication, implementation and review of the behaviour policy.
- Working in partnership with parents and pupils addressing concerns and resolving conflict promptly and sympathetically.

**Pupils are responsible for:**

- Following the school's minimum expectations in school and on the way to and from school.
- Following the school's minimum expectations when using on-line learning platforms or any form of social media.
- Being kind to each other.
- Ensuring that they contribute to the creation of a safe environment for all.
- Treating others with dignity and respect.
- Challenging poor behaviour from other pupils.
- Ensuring that incidents of disruption, violence, vandalism, bullying and any form of harassment are reported.
- Respect our 'hands off' culture by respecting personal space and understanding that no one has the right to touch or lay hands on anyone.
- Resolving conflicts amicably and participating in reparation.
- Behaving in a manner which supports the learning and allows everyone to develop and make progress.
- Ensuring that mobile phones are not seen or heard in school, should a member of staff see or hear a student using their phones when not directed to for a learning task, students should expect to have their phone confiscated.

**Parents/Carers are responsible for:**

- Acting as positive role models.
- Supporting published school policies, expectations, systems for rewards and sanctions.

- Ensuring that they support the creation of a safe, supportive working environment.
- Working in partnership with the school to encourage respect, good behaviour and to resolve conflict.
- Attending parents evenings/ online meetings, meetings to discuss their child's progress, behaviour or wellbeing, attendance concern meetings, Level 1-2 Behaviour Support Plans and readmission meetings.
- Encouraging attitudes which promote positive behaviour.
- Support the school when a mobile phone is confiscated when their child has been seen using it in and around the school premises.

#### **Tutors are expected to:**

- Adopt the role of key worker with the pupils in their tutor group.
- Work with their tutor group to create a cohesive group, a positive ethos and an effective learning environment.
- Encourage and reward positive behaviour.
- Take appropriate action to improve poor behaviour by members of the tutor group.
- Monitor both negative and positive behaviour patterns within their tutor group.
- Monitor that pupils bring the right equipment and wear full school uniform.
- Communicate regularly with parents and set targets where appropriate.
- Communicate with subject staff, HoY, Key Stage Managers, Inclusion Manager as appropriate.
- Provide opportunities and encourage pupils to take on responsibility.

#### **Heads of Year are expected to:**

- Promote a sense of community, good behaviour and positive relationship across their year group.
- Oversee the behaviour of students in their year group.
- Oversee rewards and sanctions in their year group.
- Monitor the behaviour of pupils through the incident logs, reports, referrals and discussions.
- Provide consistent and appropriate support to tutors.
- Initiate Pastoral Support Plans with support from the Inclusion Manager and outside agencies as appropriate.
- Attend meetings with professionals within the Local Authority designed to assist and support students in their year groups.
- Liaise with Behaviour Team and Leadership Team regarding persistent or serious incidents.
- Communicate with parents/ carers keeping them informed of positive and negative behaviours.
- Provide a range of support and intervention for targeted students to improve behaviour (and ensure these are logged).
- Attend the SWIFT meetings and be involved in discussions about supporting students with behavioural and safeguarding needs.
- Support teaching staff by completing drop ins within their year groups to identify where support for behaviour could be improved.

**Subject teachers are expected to:**

- Establish and maintain positive relationships amongst students.
- Have high expectations for learning and behaviour for learning.
- Be punctual to lessons and be ready to meet and greet pupils at the start of every lesson.
- Follow the school's teaching and learning policy.
- Display and reinforce our minimum expectations.
- Be fair and consistent when dealing with pupils.
- Praise and reward good behaviour and positively challenge inappropriate behaviour.
- Establish and implement class rules in relation to noise levels; movement in the classroom; seating plans; turn-taking; tidying up and group work etc.
- Ensure that contributions by pupils are valued and extended, linking pupils' interests and experiences to the curriculum offer.
- Encourage pupils to show respect for the feelings, values and beliefs of others in a variety of ways and a range of circumstances.
- Follow school expectations for dealing with poor behaviour, sharing with HoD/ HoF/ HoY as appropriate and with the Behaviour team.
- Ensure the pupils leave the lesson quietly and sensibly.

**Heads of Faculty are expected to:**

- Facilitate faculty discussions for effective classroom management strategies.
- Ensure that there is a representative from each faculty attending the Research and Development INSETs and that these sessions are then fed back to the faculty.
- Support their faculty in maintaining discipline and following up incidents.
- Ensure that new teachers are familiar with the behaviour policy and faculty systems for rewards.
- Liaise and communicate with Heads of Year, Behaviour team, Assistant Head (Behaviour) and Inclusion Manager as appropriate and in accordance with the school referral process.
- Ensure that strategies are in place for supporting pupils with emotional and behavioural needs.
- Support teachers in their professional development as classroom managers.
- Monitor classroom practice through regular observation.
- Oversee faculty system for rewards and support school system of sanctions.

**Leadership Team are expected to:**

- Be directly involved in encouraging and rewarding good behaviour.
- Take action with regard to serious incidents and persistently disruptive pupils.
- Identify and provide for staff development needs.
- Monitor behaviour incidents, on call, internal exclusions and suspensions.



- Support staff in dealing with pupil behaviour in accordance with the referral system.
- Ensure that the Behaviour Policy is regularly evaluated and reviewed.
- Ensure the provision of a range of preventive and supportive strategies and interventions to improve behaviour.
- Ensure that parents are informed and involved in cases of serious incidents.
- Ensure that Pastoral Support Plans are in place for all pupils at risk of suspension.
- Work with Enfield SBSS to conduct Behaviour Panel reviews for pupils at risk of suspension.

#### **The Behaviour Team is responsible for:**

- Responding to emergency situations through the on-call system.
- Supervising the Internal Exclusion Room and the Remove Room throughout the school day.
- Conducting a full investigation when there is evidence of poor behaviour.
- De-escalate incidents of poor behaviour.
- Mediating at reparation meetings between staff and pupils.
- Providing a presence at the school gates at the start and end of the day.
- Supporting the leadership team in investigating serious incidents.
- Maintaining records of incidents and interventions.
- Evaluating the impact of behaviour interventions.
- Issuing uniform slips at the start of the day.
- Develop positive relationships with parents/carers.
- Communicate with parents/carers, informing them of incidents or poor/positive behaviour.
- Providing a range of support and interventions to improve and modify the behaviour of targeted students.

This includes:

- One to one meetings with students
- Mediation, reparation and conflict resolution
- Meetings with parents/carers and outside agencies
- Training and supporting peer mentoring

#### **The Inclusion Faculty is expected to:**

- Liaise with, and support, HoYs when appropriate in the compilation of ISPs / PSPs for pupils with emotional & behavioural needs in accordance with the SEND Code of Practice 2014.
- Ensure that pupils with emotional and behavioural needs are supported in line with the SEND Code of practice 2014.
- Provide relevant information to staff on pupil's needs and provision made.
- Regularly update and distribute the SEND register.
- Respond to referrals of pupils for SEND support from teaching staff.
- Work with HoY to coordinate case conferences on classes and individuals causing concern.
- Liaise with relevant outside agencies.

- Organise annual review meetings for pupils with Educational Health and Care Plans (EHCP's).

**Learning Support staff are expected to:**

- Support pupils with Social, Emotional and Mental Health needs in line with the SEND Code Practice 2014 and 'Additional Learning Support' provision map.
- Provide relevant information to staff on pupils' needs and provision made, in consultation with the Inclusion Manager.
- Participate in meetings relating to pupils they support.

**Support staff are expected to:**

- Be polite, fair and consistent when dealing with pupils.
- Praise and reward pupils for positive behaviour.
- Challenge inappropriate behaviour.
- Refer pupils to form tutor, HoD, HoF, HoY, Inclusion Manager as appropriate.

**5. Our Minimum Expectations:**

- Follow instructions the first time, every time.
- Be in the right place at the right time.
- Focus on learning; we all have a right to learn.
- Treat others as you would like to be treated yourself.

**6. Classroom Routines**

These should be followed consistently by all staff:

1. Meet students at the classroom door.
2. Students are to line up quietly and enter the classroom ready to learn.
3. Students should check their uniform before entering the classroom (no coats, trainers, jewellery to be worn, trousers pulled up, blazer and tie on) staff should check uniform slips of any item of clothing that is not school uniform.
4. All teachers have a seating plan for the group, which can be clearly seen by students and is non-negotiable.
5. The register should be taken in the first 10 minutes of the lesson.
6. No phones, other electronic items or ear buds. Any that are seen should be confiscated.
7. The statement of minimum expectations should be clearly visible on the classroom wall so that reference can be made to them if it is necessary.
8. The class should be dismissed in groups to avoid a rush onto the corridor; the order of dismissal could reflect acknowledgement of positive behaviour during the lesson.

## 7. Strategies For Challenging Inappropriate Behaviour

Calmly challenge behaviour, be consistent with a positive approach each time, every time:

- Remind students of minimum expectations and what that means.
- Quiet verbal warning.
- Show a personal interest in the students.
- Use non-verbal cues (body language) to indicate to students that minimum expectations are not being met e.g. pointing to head as a sign to remove hat.
- Give students a responsibility.
- Maintain their dignity and self-esteem even when correcting them.
- Re-explain tasks / offer additional support / differentiate in line with student learning needs.
- Check comprehension - low stakes testing.
- Give students time out, cool down time (2 – 3 min maximum).
- Speak privately to students out of earshot of other students.
- Listen to pupils, find out what the problem is and then reiterate the minimum expectation that has not been met.
- Explain the consequences of the inappropriate behaviour and provide pupils with a choice.
- Sent to another lesson to work, with a note for the receiving teacher, following Faculty Policy. Follow up with a reparation before the next lesson.

## 8. Rewards

**“Praise, changes relationships, raises self-esteem, increases motivation and improves attitudes to teacher, subject and school” (Paul Dix).**

Ideas of ways that a student can be rewarded:

- Private and discreet verbal praise; this could be about their work, the way they are moving about school, improved uniform.
- Use small good work, good concentration cards or write a message on a “post it” to discreetly place in the students’ work area to acknowledge the positive behaviour they are displaying.
- Non-verbal signals to show acknowledgement of positive behaviour for example nod of head, thumbs up sign if a student is following instructions
- Positive phone call home.
- Positive letters, postcards home.
- Log Achievement Points. A cumulative system that is acknowledged on a regular basis (see Rewards Policy).
- Log good behaviour on SIMS.
- Leave first system where the students who have been displaying positive behaviour are dismissed from the classroom first

## 9. Sanctions

For a sanction to be most effective it should be immediate or as soon as possible after the incident, parents and carers should be informed along with Tutor, HoD/ HoF/ HoY.

### Detentions

**Should be used as an opportunity to have a restorative conversation with a student.**

Staff should keep students and lead on positive discussion with students to communicate where their behaviour was seen as inappropriate. HoD, HoF, HoY or the Behaviour Team could be invited if necessary to support and facilitate this behaviour for learning conversation.

It is essential to establish a positive relationship during this time and what the required behaviour is and how the next lesson the student has with you will be approached.

Parents and carers should be informed of this with immediate effect so that they can also support their child and staff in adapting their child's behaviour.

A short detainment with two-way dialogue is more effective than a prolonged detention with meaningless work and no reference to the reason the student has been detained.

If the student has not completed homework or not been engaged in learning during the lesson, compulsory attendance to a Homework/ catch up club would be an effective way to move forward. This then detains the student but also gives valuable support and enables some more focused time to identify if the student is finding the work difficult.

It is really important if a member of staff requests a student to stay after a lesson, return at the end of the day or attend a homework/ catch up club that they are there and talk to the student about what has happened. It is equally important that the sanction is carried through in the manner that was originally stated i.e. 10 minutes is not extended or shortened. This is to ensure consistency and the student understands that what is said is what is meant.  
**Staff should aim to inform parents and carers when a child is kept behind at short notice.**

### Taking work home to complete

If work has not been completed in class because the student has chosen not to engage in the lesson, it could be set as additional homework with a target to bring it back at an agreed time. This could be set through Google Classroom to individuals or small groups.

A phone call home could just confirm with the parent/ carer what has happened and gain their support in ensuring the work is completed and returned.

### **Internal Exclusion**

Referrals can only be made to internal exclusion by the Headteacher, Deputy Head (Behaviour) or Assistant Head (Behaviour). Internal exclusion is for more serious breaches of the school Behaviour Policy and is an alternative to external suspension. Internal exclusion is held at the main Winchmore site where students will be supervised by members of the Behaviour Team and work will be set for students to complete in isolation.

The Exclusion room day is 8.30am – 4.00pm. This will be extended if the student is late or does not behave in an appropriate way.

The number of days in the Internal Exclusion will have been agreed and recorded; student's attendance will be full days only.

Students will report to the Internal Exclusion at 8.30am and register with the Behaviour Team member on duty. They will be expected to be in full school uniform and have writing equipment.

If the student is late, the number of minutes they are late will be doubled and added to the end of the day. This will be stated clearly to the student when they arrive and recorded on their Record Sheet for Exclusion Room.

The student will be allocated a seat and will be given work to do. The work will vary in nature and subject and will be appropriate to their age and ability. Teachers may set work to be done whilst the student is in Internal Exclusion and this is particularly important for KS4.

Students are not to leave the Internal Exclusion, they will be allowed to go to the toilet and have a lunch break but this will be facilitated in the Internal Exclusions room. No student will leave the Internal Exclusion during the day unaccompanied.

Students will be expected to **work in silence and complete the work they have been set.**

A Record Sheet for Internal Exclusion will be completed by the Behaviour Team member on duty. At the end of the day this will be reviewed with each student.

## **External suspension of pupils**

Suspensions are the ultimate sanction and should only be used in very serious cases. Suspension from school can only be authorised by the Headteacher/ Deputy Headteacher.

In all circumstances, when a suspension is considered appropriate, reference will be made to Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England including pupil movement (January 2022).

There are two types of exclusion: fixed term suspensions and permanent exclusions.

### **Fixed term suspensions:**

- May be used for serious incidents involving threatening behaviour, fighting or refusing to follow authority and persistent disruption to lessons.
- The length of each suspension is carefully considered taking into account the nature and seriousness of the incident, the past record of the pupil and the effect of the incident on the school community.
- 6 Day plus provision will be organised should students receive more than 5 days of suspension.
- Written details of the incident must be collected including those of witnesses.
- All statements must be dated and signed.
- For these reasons all incidents will be carefully documented.
- The Parent / carer is phoned by the Deputy Head, Assistant Head or HoY to explain the incident and the exclusion. A Fixed term Exclusion letter is posted/emailed home.
- The pupil returns at an agreed time with the parent / carer for a reintegration meeting with the Headteacher, Assistant Headteacher and HoY at which targets for improvement will be set.
- Staff are informed of the suspension via an email.
- The suspension is logged on the incident record and the LA informed.
- Subject teachers are responsible for ensuring that appropriate work is set and marked on Google Classroom for all suspensions beyond one day.

### **Permanent exclusion**

Permanent exclusions is the ultimate sanction and will only be considered in cases of serious persistent and on-going disruption or in cases of extremely serious one-off incidents.

**Serious acts of violence, drug misuse (which includes vaping and being in possession of vapes/illegal substances) or acts of violence that involve a weapon, will result in a recommendation for suspension or permanent exclusion. It is school policy to inform the police if there is suspicion of a criminal offence.**

- Only the Headteacher may permanently exclude pupils.
- Procedures followed as above except that the pupil does not return to the school.
- The parents and pupil are invited to a meeting of the Disciplinary Committee of the Governing Body for an exclusion hearing. The panel will decide whether or not to uphold the Headteacher's decision to permanently exclude.
- To prevent permanent exclusion a managed move may be offered and arranged through the Fair Access Panel within the Local Authority.

## 10. **Protocols for the On-Call System**

If a teacher requires a student to be removed from a lesson because they are disrupting teaching and learning and are not responding to teacher interventions in the classroom the procedures below will be followed.

**On-Call must only be used as a last resort or in an emergency situation.**

1. Send a message to the office to request a call out. This could be via a reliable student taking a note, email, a phone call, via a technician or classroom support assistant.
2. When the Behaviour Team member arrives at the classroom they will remove the student from the classroom or aim to support the teacher in reintegrating the student back into the lesson.
3. The Behaviour Team will ask for a brief description of the nature of the incident and what interventions have been tried with the student. This will be done outside the classroom and not in front of an audience.
4. The Behaviour Team member will arrange a reparation meeting with the student and member of staff. This needs to be at the next break or after school if an incident occurs in period 5. It could also be at the start of a non-contact period if you have one. It is important that the reparation is done as quickly as possible after the incident has occurred. The Behaviour Team will record the meeting with the student and will then record it as an initiative on SIMS.
5. The reparation meeting will be facilitated by a member of the Behaviour Team and an appropriate sanction decided upon.

<b>Classroom Incidents (lessons, form time, PSCHEE)</b>		
<b>Type of incident / behaviour</b>	<b>Who deals with incident / How to deal with incident</b>	<b>Reporting and recording incidents</b>
<u>Level 1</u> Not following minimum expectations Low level disruption for example <ul style="list-style-type: none"> <li>• Calling out</li> <li>• Talking when asked to be quiet</li> <li>• Slow to start task</li> </ul>	Teacher / adult in the classroom positively challenge behaviour and reinforce minimum expectations. Activate interventions to manage behaviour. Quietly acknowledge when a student is meeting expectations and managing their behaviour.	No recording required, this is normal management behaviour in the classroom.

<u>Level 2</u> Not following minimum expectations / managing behaviour after initial warnings Additional behaviour such as: <ul style="list-style-type: none"> <li>• Greater disruption/involving others</li> <li>• Constantly calling out, talking</li> <li>• Rudeness</li> <li>• Failure to engage in tasks and complete work, despite support</li> </ul>	Teacher / adult in the classroom  Speak calmly and quietly to students and explain consequences of the behaviour they are choosing, the next stage is they will be parked in another classroom.  Give the student an opportunity to act on warning and change / manage their behaviour.	Record on the SIMS Behaviour Management record, including the interventions used.
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Type of incident / behaviour	Who deals with incident / How to deal with incident	Reporting and recording incidents
<u>Level 3</u> Repeating behaviours already addressed, continuing to refuse to follow instructions Disruption to teaching and learning escalation of behaviour <ul style="list-style-type: none"> <li>• Student walks out of class</li> <li>• Arguing / more serious rudeness</li> <li>• Talking over teacher preventing the lesson continuing</li> </ul>	Teacher / adult in room.  Check the “parking room” for your faculty; fill in a slip for Faculty Parking and have work ready to send with the student.  Do not make a big fuss; explain quietly to the student that this is what they need to do. If there is another adult in the room, they should accompany the student to the designated room.	Record the incident on the SIMS Behaviour Management record, stating the reason why the student parked. Fill in a <i>paper</i> Incident Record and pass to HoF if curriculum based / HoY if pastoral based. Inform Parents/Carers on the day of the incident. Organise a reparation meeting with the student, <i>ideally the same day</i> , so the situation is addressed, difficulties identified and discussed and clear expectations for the next lesson agreed. At this meeting make it clear what will happen if there is no improvement i.e. Meeting with HoF, Faculty monitoring, contacting parents.
<u>Level 4</u> Student has not responded to the interventions / warnings given in stages 1 – 3 <ul style="list-style-type: none"> <li>• There is open defiance towards an adult in the classroom</li> </ul>	Teacher or adult in the room call for “on – call” support by contacting reception via another student or an adult in support role. Student will be removed from the lesson and taken to the Remove Room to write an account of their behaviour.	Behaviour Team will ask for a brief account of the incident and what you have already done to manage the student within the lesson. Behaviour Team will agree a time for reparation meeting, ideally the same day, definitely before the next lesson.



<ul style="list-style-type: none"> <li>• Conflict with another student in the room – aggressive verbal or physical behaviour</li> <li>• Fighting in classroom</li> <li>• Threats to another person (staff or student) in the room.</li> </ul>	Behaviour Team will make a judgement about when the student should return to their timetabled lesson and this is generally at the earliest possible opportunity. For a major incident the student will be held in the remove room to allow further investigation. DO NOT discuss the incident or student with the class once they have been removed – the class needs to be re focused on learning.	Behaviour Team will record the “call out” and incident on SIMS Behaviour Management record. You need to fill out a <i>paper</i> Incident report as soon as possible (Behaviour Team will hand you one) and return it asap or bring it to reparation meeting.
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Recording an incident is important as it forms a record of how a student is behaving and responding across the school. The tutor and HOY will have an overview of individual students and some are monitored at higher level by SLT.

The SIMS behaviour log is used in discussion with parents / carers and it is therefore important that just the clear facts about a situation are recorded and any intervention and / or sanction that has been implemented. It is *not* appropriate to record your feelings about the student or what you think should happen next.

## Monitoring and evaluating

Behaviour information and data will be monitored and evaluated, through the Learning Community Self Review process to identify any trends which may emerge, and take appropriate action. In addition a formal, SLT led, whole school review of behaviour will be carried out each year, including a review of the SIMS behaviour log and other information such as that relating to exclusions and feedback from staff, students and parents. An annual report will be made to the Governing Body. Senior staff and Governors will evaluate the effectiveness of the policy and practice, and agree adjustments that may be necessary.

### Classroom Expectations

#### At the start of lessons

- Arrive at lessons on time
- Line up quietly until your teacher tells you to go in
- Quietly go to your seat
- Hang your coat on the back of your chair
- Get out your books and other equipment ready for learning
- Put your bag away under your seat or table

#### During lessons

- Work quietly and sensibly, do not distract others
- When your teacher or another student is talking to the class, listen and remain silent
- Put up your hand to ask or answer a question
- Listen carefully and follow instructions
- When your teacher says ‘Stop, Look at me and Listen’, this is a signal for the whole class to be silent and pay attention
- If you arrive late you will be expected to catch up all work
- You should not leave your seat unless you are given permission
- Eating, chewing or drinking are not allowed
- You may not leave the room without your teacher’s permission and a signed note
- Going to the toilet is not allowed unless you have a medical note

#### At the end of lessons

- You should only pack away when told to do so
- Check that your table and the floor is clean and litter free and the room tidy
- Put chairs away and wait quietly until your teacher dismisses you
- Leave the room quietly
- Go straight to your next lesson

**Expectations outside, and around the school and in the local community**

- Make sure that you stay on the premises at break and lunchtime
- Glass bottles, matches, lighters, fireworks, aerosols, knives and guns of any description, including toy knives and similar items which are potentially very dangerous are not allowed
- Smoking, alcohol and all substance abuse will not be tolerated
- Report graffiti and any other damage
- Look after the environment so it is well kept and attractive
- Be considerate of neighbours at all times

**Always remember that when you are out of school, walking locally, on a bus or with a school group, the school's reputation depends on how you behave.**

## BEHAVIOUR FOR LEARNING 4C's

COOPERATION	COURTESY
<p>All teachers have the right to teach, and all students have the right to learn</p> <p>Follow instructions first time, every time</p> <p>Work with other students and teachers to find solutions</p> <p>Treat each other fairly</p> <p>Listen and respond positively to the contribution of others</p> <p>Resolve any differences calmly through discussion</p> <p>Work and learn together as a team</p> <p>Always work quietly, remember learning is our priority</p> <p>Always follow the Winchmore Expectations for Learning and other school rules</p>	<ul style="list-style-type: none"> <li>• Always be kind and considerate</li> <li>• Show respect by saying please and thank you</li> <li>• Treat others as you would expect to be treated</li> <li>• Be polite at all times - it is never acceptable to swear or be rude</li> <li>• Listen carefully when others are speaking</li> <li>• Respect each others' personal space, keep hands and comments to yourself</li> <li>• Never use words to make fun or humiliate</li> <li>• Respect different viewpoints and value the contributions of others</li> <li>• Welcome all visitors and newcomers, show them your best</li> <li>• Show the same courtesy on the way to and from school and on the bus</li> </ul>
COMMITMENT	CONTRIBUTION
<ul style="list-style-type: none"> <li>• Have confidence in yourself and always be the best that you can be</li> <li>• Attend school every day and arrive on time</li> <li>• Be proud of yourself and of our school</li> <li>• Respect your learning- remember it's your future</li> <li>• Bring your equipment and be ready to learn</li> <li>• Don't give up even when things are difficult</li> <li>• Take risks and learn from your mistakes</li> <li>• Always be honest with yourself and others, and do the right thing</li> <li>• Wear your uniform with pride and take care of your appearance</li> </ul>	<ul style="list-style-type: none"> <li>• Make an effort to participate in class and whole school activities</li> <li>• Involve yourself and others in the school community</li> <li>• Work together to improve learning</li> <li>• Help others to learn by sharing your ideas</li> <li>• Help to look after and improve our school environment</li> <li>• Look after display work around the school</li> <li>• Act responsibly at all times and report any damage you may find</li> <li>• Make an effort to contribute to charity events</li> </ul>

## **11. Monitoring And Evaluating**

Behaviour information and data will be monitored and evaluated, through the Learning Community Self Review process to identify any trends which may emerge, and take appropriate action. In addition a formal, SLT led, whole school review of behaviour will be carried out each year, including a review of the SIMS behaviour log and other information such as that relating to exclusions and feedback from staff, students and parents. An annual report will be made to the Governing Body. Senior staff and Governors will evaluate the effectiveness of the policy and practice, and agree adjustments that may be necessary.