



Handsworth Wood Girls' School

Behaviour Policy

September 2010

Handsworth Wood Girls' School

Behaviour Policy

Including Code of Conduct & Rewards Policy

Rationale

Good behaviour provides a stable framework within which staff and students can work most effectively.

Purpose

- To provide a framework in which students are encouraged to improve their own behaviour and develop the skills needed for self-discipline.
- To provide clear guidelines for dealing with poor behaviour and strategies for supporting staff, students and parents.
- To provide strategies for ensuring a continuous improvement in the level of behaviour and the ethos of the school.
- To make the school a pleasant and welcoming environment for students, staff and visitors, and to provide an effective learning environment where everyone can realise their full potential.

Guidelines

- This policy includes a number of sets of guidelines. It is essential that staff familiarise themselves with them and refer to them whenever possible. All staff, teaching and non-teaching, have a responsibility for the management of behaviour. It is essential therefore, that all staff know that they will be supported by colleagues when dealing with problems.
- The Anti-Bullying, Anti-Racist and Equal Opportunities Policies and the Code of Conduct all provide constant reference points for staff and students. The Code of Conduct is displayed in classrooms and throughout the school. It is important that we consistently apply and enforce them.
- Parents will be kept informed, at an early stage, of unacceptable behaviour and will be involved in bringing out desired changes.
- It is vital that rewards and punishments are applied fairly and that the aim is to reward good behaviour.

- The curriculum will continue to be monitored, evaluated and developed to ensure that it is accessible to all. A good curriculum well delivered can make a very positive contribution to the improvement of student behaviour.
- Accessibility to the building and to staff helps to raise students' feelings of participation and belonging to the school. Encouraging students' participation and thereby feeling of responsibility plays an important part in improving behaviour
- The Student Welfare System ensure that all pupils are known and valued and that each student has at least one vital relationship with a member of staff.

Rationale Rights and Responsibilities for all

Everyone has the right to:

- Be listened to without interruption.
- Be allowed to work without interference.
- Have their belongings respected.
- Be treated politely.
- Have a safe environment.
- Have a clean environment.
- Well planned and stimulating lessons.

Responsibilities everyone must:

- Ensure there are no interruptions when someone is speaking.
- Ensure everyone is allowed to work without interference.
- Safeguard other people's property.
- Always be dressed appropriately.
- Treat everyone respectfully and politely.
- Ensure our environment is safe and clean.

Rules and Good Practice Listening

- Listen to others without interrupting.
- Do not call out; put up your hand to speak so that everyone has a chance.

Working

- Only leave your chair after asking permission.
- Do not approach other students in class without asking permission.

- Do not talk to others in class to distract them.
- Only discuss the class task.
- Always arrive punctually.
- Always be well organised, bringing appropriate equipment and homework.
- Wait for the teacher to tell you to pack away.

Belongings

- Always ask before touching other people's belongings.
- If you find something, always take it straight to the school office.
- Appropriate school uniform must be worn at all times.

Politeness

- Always speak quietly and avoid rude, abusive or threatening language.
- Avoid name calling or bullying.
- Queue quietly outside classroom.
- Open doors and help carry things for one another.
- Obey a request from a teacher, technician, office staff, lunchtime supervisors or caretaking staff.

Safe environment

- Always walk purposefully around school, keeping to the left in corridors and on stairs.
- Move away from trouble and seek help.
- Never use violent or threatening behaviour.
- Wear protective clothing and have hair tied back suitable for practical lessons.
- Follow safety instructions and do not touch equipment unless instructed by your teacher.

Clean environment

- Maintain good habits of cleanliness.
- Ensure there is no litter in our environment. Litter must be put straight into bins.
- Ensure there is no graffiti or damage to property or displays.
- No food and drink to be consumed during lessons.
- No chewing gum allowed on the school premises at any time.

Good Practice - All staff are role models - Classroom procedure

- Class quiet at the beginning of session. Congratulate those who were punctual, organised and ready to listen to instruction (Students who display this regularly could be given a merit).
- Make sure all students have removed coats (unless teacher decides it is too cold) and none are eating or drinking but use judgment when dealing with this issue.
- Take a register, check each student has done homework, praise, record.
- Give objective of lesson. (Allow set amount of time for each task to improve pace)
- Instructions should be clear and not complicated. If written on the board or a work/task sheet should be typed or clearly written.
- Students should be set tasks appropriate to their ability and encouraged to meet deadlines.
- Homework should be recorded in their diaries as part of the lesson and checked for accuracy.
- Homework should be appropriate for each student. Finishing off classwork or whole class tasks are not always appropriate.
- Staff should ensure all equipment and furniture is checked and returned at the end of the lesson. Any litter should be put in the bin.
- Staff to establish quiet, orderly movement in the corridors. Students could be encouraged to line up outside classrooms quietly (if appropriate).

General

- Warnings should not be made to students if there is no intention or ability to carry them out.
- Reasonable and appropriate sanctions should be given in line with school policy.
- Staff should treat students firmly, but as they would wish to be treated.
- Any student leaving the room must have an out of lesson pass signed by the teacher.
- Students should not be put outside rooms for long periods of time as a form of sanction. If necessary the child should be referred to the HOD.
- SMT may be called out in emergencies.

Encourage pride in the environment

- Insist on a clean room at all times. Clear up at the end of a lesson so that it is clean for the next class. Needs to be established from first lesson with the group.
- Encourage tidiness and order.

- Check and replace all furniture and equipment.
- Clear any graffiti away immediately/contact caretaker if necessary.
- Remove and do not use any damaged books/equipment.
- Enforce ban on eating and drinking in class.
- Keep classroom and stockrooms tidy with everything clearly labeled.
- Deal with offenders quickly.
- Keep displays fresh, informative, bright and appropriate.

GOOD PRACTICE – ALWAYS BE POSITIVE AND REMIAN CALM

<u>AVOID:</u>	Humiliation Shouting too often Over reacting Blanket punishments Over punishment Sarcasm	Breeds resentment It diminishes you Problem grows The innocent resent it Leads to resentment Damages you and young people do not understand
DO NOT PUNISH WHAT CANNOT BE PROVEN		

<u>DO:</u>	Build opportunities to praise Keep calm Use humour Listen Be positive Sanctions according to school systems Be quietly firm Carry out warnings and sanctions Be consistent Be prompt After sanction make a fresh start	Promotes a positive attitude towards & self Reduces tension Build relationships Earn respect Motivates Reads to consistency Earns respect Gives credulity – but try to avoid confrontations Maintains high standards Sets tone motivates
-------------------	--	--

Remember – young people make mistakes, allow them the opportunity to put things right and move forward.

**HANDSWORTH WOOD GIRLS' VISUAL AND PERFORMING ARTS
SPECIALIST COLLEGE**

REWARDS SYSTEM - September 2010

Within school we operate one rewards system. This system allows students to be rewarded for all aspects of work, attendance, punctuality good citizenship etc.

- 100% attendance
- 100% punctuality
- Good behaviour
- Sustained, improved or good effort
- Sustained, improved or good attainment
- Sustained, improved or good progress
- Good 'citizenship' - being helpful, considerate etc

This system will provide tangible rewards for students that range from pens and pencils to Vouchers, CD Discmans or Reduced Cost of the School Trip. Students will be able to collect merit stickers which they can save in their planner and on a 'Rewards Savings Card' when their planner is full. Each Savings Card holds up to 30 merits. Students can then 'spend' these merits in the school shop where there will be a large variety of items that they can obtain. (The School Shop will be situated next to the Heads of Student Progress Room and will be open at given times each week). What is available and how much it 'costs' will be advertised in form rooms.

- In addition there will also be :-
- Certificates and awards for improved attendance
- Certificates and awards for 100% attendance and punctuality
- Praise Postcards to be sent home
- End of Year Raffle for students with 100% attendance - special pin badges.
- End of Year Achievement/Rewards Assemblies to incorporate subject awards, sports awards etc.
- Weekly draw for perfect attendance - during assembly
- Special rewards as appropriate
- Merits collected towards reduced cost of end of year trip.

ISSUE OF MERIT STICKERS

1. Form tutors will issue **ONE** merit sticker each week when the student has 100% attendance **AND** another merit sticker if a student has been on time all week.
2. Subject teachers can issue no more than **TWO** stickers per subject per week per student. They can be issued for work, behaviour, effort etc.
3. All stickers **MUST** be initialled by the teacher.
4. Stickers are not put anywhere but in planners **or** on a **SAVINGS REWARD CARD**.
5. **Multiple stickers are not to be issued.**

Annual Governors Awards . Academic Achievement

Sustained Effort

Improved Attendance

Special Awards Assembly . one per year

Invite all parents in the year groups.

1. Subject certificates across a year
2. Year Tutor certificates

3. General Achievement Certificate for each student. List of all achievements to be awarded to students.

e.g.

- Outdoor activities
- School competitions
- Charity events
- Examinations. Passed in and out of school
- Participation in school teams, activities, clubs
- Total number of merits for the year.

1. Performance of items of excellence –poetry, music, dance.

Letters and citations may be awarded, from prominent people i.e. politicians, pop stars. Subject departments may also send out commendations.

All incidents of poor behaviour will be recorded in student files
Sanctions –Classroom Tiered system

A, Class teacher –warning

B, sanction e.g. detention

C, Head of Dept. –sanction

D, Head of Student Progress –IBP/sanction

E, speak to parents

F, Assistant Headteacher/Deputy Headteacher/Headteacher

G, Isolation/Exclusion

Possible classroom sanctions

First Tier

Consider:

Unacceptable behaviour

- Quiet or sharp word
- Reprimand
- Change of seat

- Withdrawal of privileges

Unacceptable work

- Quiet word to encourage better work
- Specific guidance
- Repeating work after direction
- Short detention

If the offence is repeated refer to Head of Department

Second Tier and Third Tier

Consider any of the above or:

- Withdrawal for short period to Head of Dept detention
- HOD to contact home if persistently causing problems. Keep a record of contact(s) made.

Sanctions — around school e.g. corridors, playground

Tiered System

1. Teacher/Non teaching staff

On the spot action

Warning/can it be dealt with by HoSP if necessary.

2. **Form Teacher** - can deal with complaint, warning, detention.

3. **Head of Student Welfare** - sanction/e.g. isolation, ref. to parent/carer

4. **Assistant Headteacher/Deputy Headteacher/Headteacher**

Remember - all staff have the responsibility to maintain discipline

Sanctions Lunchtime

Tiered system

1. **Lunchtime Supervisor:** If problem occurs different levels of sanction are available - letters from admin banning from Lunchtimes in the canteen for specific periods of time.
2. **Form Teacher** - sanction may be appropriate
3. **Head of Student Progress** - sanction
4. **Assistant Headteacher/Deputy Headteacher/Headteacher**

Complaints procedure (see separate Policy Document)

If anyone has a complaint or query please contact the Head of Student Progress or a member of SLT. Always state your name, address and your daughter's full name and form, or Year Group, so that complaints or queries can be dealt with quickly.

Year 7 **Miss S Beech**

Year 8 **Ms S Hey**

Year 9 **Mrs J Davies**

Year 10 **Mrs M Dance**

Year 11 **Miss S Walrond**

Year 12/13 **Mrs McCalla**

Director of Student Welfare **Mrs S L Rippington**

All complaints will be investigated and appropriate action taken. You will be informed of the outcomes.

Bullying (see separate Policy Document)

There has to be a whole school ethos of caring and self esteem to help eliminate bullying.

Staff can show by example that they genuinely care about their students and one another.

Praise for a caring attitude is important.

Feeling good about your actions and being praised for them reinforces the vision of a caring society. Self esteem can be built with patience and understanding. A little time to discuss unacceptable behaviour can help to eliminate a good percentage of it.

Appropriate Strategies (to help combat bullying)

Drama

Drama is a good medium for expressing fears and students should be encouraged to test out' their expectations in a non-threatening atmosphere. The effects of bullying can be explored and students can express their feelings. This could take place in PSHE, RE, English and Performing Arts Lessons.

Assemblies

Appropriate themes can deal with this issue.

Mentors & Counselling

- Student and staff mentors can help in individual cases or with groups.
- Systems exist to support students whose behaviour is unacceptable.

In School Support

- Behaviour Support Service - weekly - 1/2 termly reviews
- Fusion Youth Group Project
- Behaviour Support Service - Positively Girls Course
- Mentors – Step Up Mentoring
- Malachi Trust
- School Nurse
- Behaviour Support Services – Kings Behaviour Course

KS4 Provision (NW Network) St George's

Sharing Panel (NW Network) Managed Moves

The use of force to control or restrain students – Guidance for School 2010.

School follows all guidance in line with the above document

"All School Staff members have a legal power to use reasonable force to prevent pupils committing a criminal offence, injuring themselves or others or damaging property, and to maintain good order and discipline."

Off site Provision

• **Behaviour Support Service - KS3 - Burlington Centre - 6wk IBC course**

- KS4 - Kings Centre

- St George's

- **At Holte School LSC (Partner School)**
- **Variety of alternate provision placements**

Exclusion

Fixed Term or Permanent in line with current guidelines.

School Systems

Application of all systems used to combat bullying.

Sept 2010/SLR