



The Abbey School

A Business and Enterprise Academy

Positive Behaviour Management Policy and Procedures

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Positive Behaviour Management Policy

AIMS

The Abbey School recognises the interdependence of effective teaching and learning and students' emotional health and well-being, in equipping them to be active, independent learners. Positive student attitudes combined with creative and inspirational teaching with effective classroom management ensures students make outstanding progress.

This policy aims to:

1. Develop a school ethos that seeks to invoke a sense of community and an understanding of rights and responsibilities among students and staff
2. Encourage, support and inspire everyone to achieve their potential
3. Promote and encourage positive attitudes in generating a safe, calm and productive environment

OBJECTIVES

(Aim 1: To develop a school ethos that seeks to invoke a sense of community and an understanding of rights and responsibilities among students and staff)

- 1.1 To develop pupils' sense of responsibility and communal identity
- 1.2 To ensure consistent presentation of awards and short, medium and long term rewards that encourage and recognise curricular and extra-curricular achievement, personal and community support, and significant behavioural improvement
- 1.3 To develop pupils' extra-curricular interests, skills and talents to enhance their self-esteem and positive view of the school community

(Aim 2: To encourage, support and inspire everyone to achieve their potential)

- 2.1 To encourage the use of a range of teaching & learning styles that engages and challenges pupils of all abilities.
- 2.2 To reinforce a set of positive behaviours that provides the backbone to support effective teaching and learning.
- 2.3 To provide a clear understanding of the expectations of students and staff with regard to classroom management in developing positive relationships.

(Aim 3. To promote and encourage positive attitudes in generating a safe, calm and productive environment)

- 3.1 To ensure the consistent application of behavioural procedures and work practices that are positive and productive respectively, and the result of consultation with appropriate sections of the school community.
- 3.2 To apply classroom management practices that anticipate, pre-empt and thereby forestall disruptive, anti-social, and irresponsible behaviour.
- 3.3 To apply consistently and fairly a range of sanctions that take into account the needs and circumstances of the individual while bearing in mind the rights of the community.
- 3.4 To monitor, review and evaluate the Positive Behaviour Management Policy as a school community.

1. REWARDS

The rewards system is pivotal in providing a backbone for creating a positive school ethos. It aims to develop a community that values education by encouraging students to be willing participants to school life.

All members of staff are expected to participate fully within this system to ensure fairness to all students and a balanced ratio of rewards to sanctions.

“Schools that rely heavily on punitive measures to deal with poor behaviour will experience more of the same!” [Bill Rodgers]

“Staff should seek out opportunities to reward students!” [Bill Rogers]

1 (a) House Points

House Points can be given at any time by any member of staff for good work or effort in lessons, for homework or demonstrating a positive and supportive attitude at any time. The House Points are allied to the enterprise skills as part of our Business and Enterprise Status. The house totals are used in competition in assemblies and are published on the plasma screens/VLE/computers.

Awarding House Points:

- All students are given a uniform card at the beginning of each term on which the House Points are recorded. The form tutor transfers the points to the ASSID database that keeps the totals for each student.
- Staff can award House Points directly onto the ASSID system. (view “class” or “student”)
- Staff can award House Points via Award cards (they are worth 5 HP) for Super Star/Academic /Tutor – see below for definitions.

House Points			
9034	Hollie	Cook	8 GNE
Actively Involved	5	Flexible	2
Creative	6	Organised	8
Decisive	3	Responsible	8
Determined	3	Risk Taker	8
Enthusiastic	4	Team Player	3
Total Points	50	Superstar Award	
		Academic Excellence	

Students can view their point totals on the VLE. The more points they achieve, the more progress they make towards achieving a Top Frog Award. Their progress is mapped out through a series of status icons.



1(b) Tutor Time Awards

Tutors see their group each morning. The tutor records student uniform /attendance /equipment weekly – this in turn is rewarded by the tutor through the consistent distribution of house points.

During House Week tutors complete a Tutor Award Card for all students that have excellent attendance (97% or higher), a “clean” uniform card and have received no referrals since the previous House Week.

This award is handed into the main office and equates to 20 HOUSE POINTS.

Tutors are able to give out House Points, during their PSHE/Academic Mentoring session in addition in regards to good effort and achievement.

1(c) Super Star Award

Students may be awarded a Super Star Award as a reward for doing something special within the school and/or local community. This might be helping out an Open Evening, supporting another student, acting responsibly within the community or helping a member of staff.

The award gives the student five house points and the certificate is given to the student by their Head of Year.

1(d) Academic Achievement Award

Students may be awarded an Academic Achievement Award as a reward for completing outstanding work or making an outstanding contribution to a learning activity. The award gives the student five house points and the certificate is given to the student by their Head of Year in assembly.

Staff complete the Award Cards with the students' full name, tutor group, reason for award and signature. These are then handed into the main school office where the House Points will be uploaded. The card is given to the student via their Head of Year in due course so they can take it home to show parents.

During (termly) House Week – Tutors must ensure that all house points are on the ASSID system from uniform cards.

1(d) Academic Achievement Award

As students reach certain milestones they receive certificates in assembly.

Certificates	House Points
Bronze	50
Silver	100
Gold	150
Platinum	200

The Certificates are generated automatically in the school office using the ASSID database. They are distributed to the heads of year each week by a member of the office staff

1(e) Top Frog Awards

Once students reach 250 House Points they receive a personalised Top Frog Award, which is presented by a Deputy Headteacher in House Assembly.

1(f) Trade In and Fete

To give House Points more value to the students, they can be traded in for items listed on the VLE. Each year the school runs a rewards fete where the students can use their points to take part in the activities or buy items from the stalls.

1(g) Awards Trips

At the end of each academic year, the students with the most House Points and the fewest referrals for poor behaviour are selected to attend a rewards trip. Coaches are subsidised as a reward.

2. OPPORTUNITIES TO CONTRIBUTE TO THE SCHOOL COMMUNITY

Students are given opportunities to contribute to the school community to develop their self-esteem, leadership skills and give them an opportunity to express their views on school life. These include:

- KS5 Subject Specialist Leaders
- Prefects
- Peer Mentors
- House Council and School Council including Swale Youth Forum

3. THE CURRICULUM

The curriculum plays a very important part in supporting this policy. A relevant and appropriate curriculum for each child that is both interesting and suitably challenging is vital to the engagement motivation of our students.

Members of staff need to ensure that students focus on learning and make the maximum amount of progress in all areas. Students need to appreciate the importance of learning and progress and its relevance to their future lives.

Staff must ensure their lessons are well planned with a range of suitable and challenging learning experiences that engage the students and stimulate that natural love for learning that is inherent in young people.

4. POSITIVE BEHAVIOUR MANAGEMENT IN THE CLASSROOM

4(a) Home Partnership Agreement

This document is contained in the student planner and is signed each year by the Form Tutor, Parent/Carer and Student. It outlines each party's responsibilities and provides the framework for students' positive behaviour.

4(b) Students' Responsibilities

Positive attitudes enable teachers to teach and students to learn. Students are required to:

- Be correctly dressed and appropriately presented for school
- Be on time for school
- Walk calmly around the school
- Speak to staff and other students with respect
- Refrain from using bad language
- Be in bounds at all times
- Keep noise to a minimum in the corridors
- Be on time for lessons
- Concentrate on their work
- Produce work that is of the required standard
- Contribute sensibly to the learning activities
- Allow others to work without being distracted

- Follow instructions from staff
- Be polite to staff and other students
- Treat school and others' property with respect
- Allow the teacher to speak without interruption
- Refrain from shouting out
- Put their hand up when they wish to ask or answer a question, or leave their seat
- Take responsibility for their own behaviour
- Accept staff decisions, knowing they will be allowed to express their opinion at the end of the lesson
- Report students, who are annoying them, to the teacher rather than take action themselves
- Behave safely and responsibly in lessons, break, lunchtime and other times when representing the school.

4(c) Staff Responsibilities

Members of staff are responsible for the behaviour management in their classrooms.

Members of staff are responsible for addressing any poor behaviour that they witness or are informed of.

They are responsible for developing their own skills and practice for managing students' behaviour and developing positive working relationships with students.

They are responsible for taking a full and active part in CPD regards Behaviour Management and should seek out opportunities to develop their skills when necessary.

4 (d) Classroom Routines

To maintain good order and a calm working atmosphere, staff are encouraged to establish consistent classroom routines.

At the beginning of the lesson:

- staff will meet their class in the corridor and allow students into the room as soon as they arrive
- when a member of staff is not present, the students line up quietly outside the room
- students must be silent while the register is completed according to the school Attendance Policy
- bags should be under the table or out of the way and coats, hats and gloves should be removed on entry to the classroom
- planners should be on the desk

During the lesson:

- students should write homework into their planners

At the end of the lesson:

- students should clear their own desk and floor area of litter
- students should be dismissed in an orderly manner, one row at a time, by a member of staff
- chairs must be tucked under the table as students leave the room

Between lessons:

- staff are expected to supervise the corridor near their teaching room to ensure quiet movement around the school

At the end of the day:

- chairs to be put on the desks and windows are to be shut and cupboards closed or locked

4(e) Positive Language in the Classroom

All staff should be aware of the language they use in the classroom and around the school, remembering that they are modelling the behaviour expected of the students.

They should be aware of the spectrum of AEN students in their care and adapt their language accordingly.

Staff should use a raised voice as a tool for effective behaviour management, remembering that this is only effective if used sparingly.

Staff should refrain from issuing threats to students that they are unable to follow through.

A non-confrontational, firm and consistently fair approach is very effective.

4(f) Managing Poor Behaviour in the Classroom

When managing poor behaviour, adopt an assertive manner, e.g. a relaxed intrusive approach as opposed to “most intrusive” (shouting) or “least intrusive” (non-effective or weak). Please follow this line of practice:

- calm yourself before dealing with incidents
- avoid unnecessary confrontation
- focus on the primary behaviour (tactically ignore secondary behaviour, especially mannerisms from students)
- use rule reminders, e.g. “What is our rule for chewing gum?”
“What is our rule for movement around school?”
- use positive corrective language including “please” and “thank you” when asking a student to do something
- give simple choices, e.g. “Work quietly with your friend or I will have to ask you to move”.
“Put the ball in your bag or on my table”.
- direct questioning, e.g. “what are you doing - what should you be doing? (Avoid why questions - children do not always understand why they do or say things.)
- always follow up and follow through incidents
- certainty is better than severity

4(g) Managing Challenging Behaviour

Staff should avoid direct confrontation with students at all times. Members of staff should concentrate on the primary behaviour that initiated the problem and tactically ignore the secondary behaviour; this can be dealt with later.

If necessary, the student should be asked to leave the room to calm down. **A child should be left no longer than 5 minutes outside a room.** It is highly inadvisable to send more than one student out of a lesson at the same time as they do not see being sent out as a punishment and students can gain the upper hand in numbers. It can create problems for other staff. If necessary seek support from a Head of Learning/Subject or colleague and temporarily park a student in another classroom. Members of staff should be aware that there may be other students already in the corridor from other lessons.

5. NO COMPROMISE

As a school there are certain things that we insist upon

- All students wearing the correct school uniform
- All students correctly present themselves for school, i.e. jewellery, hair colour/style, drawing on hands and face
- All students treating staff and others with respect, using no abusive language or threatening behaviour.
- Silence in a fire evacuation
- Silence in assemblies
- Adherence to the mobile phone policy.

6. MAKING REFERRALS

Referrals are made through the school's management information systems. The member of staff will detail the behaviours exhibited by the student and list any action taken at the time. The referral will automatically be directed to the Form Tutor and, where applicable, to the person monitoring the student 'On Report'. Any further action will be added by the relevant member of staff.

The list of referrals makes up a Behaviour Log that is kept on the student's record for the time they are in school and nine years thereafter.

The Behaviour Log provides information for members of staff supporting students, parents and disciplinary meetings.

Staff should ensure that referrals

- are grammatically correct and free from spelling errors
- do not contain names of other students
- contain staff initials not names
- do not make unprofessional comments about the student

7. PASTORAL SUPPORT SYSTEMS

7(a) Sanctions

There are a number of effective sanctions that are used to support a child's behaviour.

- Warning
- Verbal Reprimand
- Referral

- Meeting with Student
- Community Service
- Break or Lunchtime Detention
- After School Detention
- Reconciliation Meeting with Head of Learning/Subject or Head of Year
- On Report
- Internal Exclusion
- Fixed Term Exclusion
- Governors' Disciplinary Panel
- Permanent Exclusion

7(b) On Report

Students are placed on report following a range of referrals in different subject areas. The On Report system serves as a way of monitoring a student's behaviour more closely whilst giving the student a high level of counselling from experienced members of staff at different levels.

Students may be placed 'On Report' for the following reasons:

- To help the student to manage their own behaviour and attitude to work during registration and lessons
- To support the student after they have received an Internal/External Exclusion
- To identify specific Behaviour and/or Learning Targets. These are modified to suit each individual student and support the target/s written in the planner.
- To monitor Attendance and Punctuality

The school uses two types of report – Learning and Behaviour – and the most appropriate report is chosen by the member of staff in considering the student's needs.

Behaviour Report

Friday		Date:			Caseworker			
	TP	L1	L2	B	L3	L	L4	L5
Att								
AS								
Subj								
Staff								
Signature		Parent / Carer			Caseworker			
Monday								
Tuesday								
Wednesday								
Thursday								
Friday								
Caseworker Comment or Recommendation:								

BEHAVIOUR REPORT			
Student			
Caseworker			
Form Tutor			
Year & Form		Report Week	
My targets are:			
Student's behaviour should be graded as follows -			
5: Well Behaved		4: Warning given	
3: Final Warning		2: Referral	
1: Pupil sent to HOD & Class Teacher detention			
0: Sent by HOD to Isolation if misbehaviour continues			
In the Att. (Attendance) section please put either			
P : Punctual			
N : Note covering lateness			
L : Late – between 5-9 minutes after the bell. (AS 3)			
T : Truancy			

The behaviour report uses a five point scale to give an indication of the student's behaviour in each lesson.

Scale	Behaviour
5	Positive Behaviour
4	Ignoring initial warnings
3	Ignored further warnings
2	Ignored all warnings and behaviour still causing concern
1	The behaviour is spoiling the lesson and stopping the learning of others
0	The student does not cooperate with the Head of Learning

Learning Report

This report focuses on the student making a positive contribution to the lesson with regards to learning. Students are scored using U S A (See below for key). If behaviour is poor, a referral is made and the teacher also circles 'R'.

Monday		Date:					
Pd	Subj.	Circle as appropriate					Init.
TP		P/L	U	S	A	R	
1		P/L	U	S	A	R	
2		P/L	U	S	A	R	
Break							
3		P/L	U	S	A	R	
Lunch							
4		P/L	U	S	A	R	
5		P/L	U	S	A	R	
Caseworker							
Parent/Carer							
Student							
Comments:							

LEARNING REPORT	
Student	Form
Caseworker	
My targets are:	
To achieve at least a satisfactory level of work in my lessons	
To not get a referral for stopping the learning of others in my class.	
Please fill in the report to reflect fairly the level of work this	
Student attained in relation to the group they are in. Make comments in the box if you wish.	
P/L	Present or late
U	Underachieving for the group.
S	Satisfactory work produced today. This is not a minimum standard. High expectations please.
A	Above average substantially for the group. Examples of work may be required.
R	A referral was made this lesson. It is possible to send a referral for disrupting the learning of others whilst giving a satisfactory mark for their work.

Focusing students on their learning will ensure there is little opportunity for poor behaviour. It demonstrates to students that the overriding intention of a teacher is to teach so that they learn to the best of their ability.

The Reporting Procedure

Tutor monitors student's referrals and takes decision to support with Green Report. **Tutor** may seek advice from **HOY**.

Tutor notifies **Parents** by telephone and logs the event and contact on ASSID

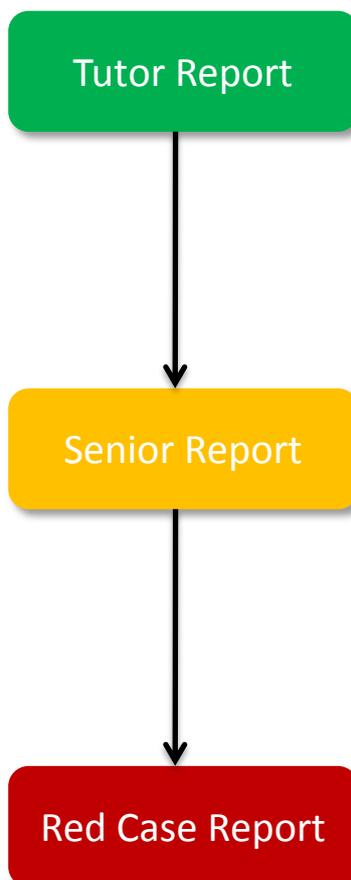
Persistent failure on Green Report, students may move to Senior Report on decision of **HOY** following discussion with **Tutor**.

HOY may place any student directly on Amber Report at their discretion. **Parents** are interviewed at the outset.

HOY logs event and note of contact on ASSID. An Amber Case File is made up.

Persistent failure on Amber Report, students may be assigned a **Red Caseworker** on decision of Behaviour Management Panel following In-School Review.

Parents are interviewed at outset. **Red Caseworker** logs event and note of contact on ASSID and Parental Contact form. Contents of Amber Case File are passed on to the **Red Caseworker**.



Tutor monitors report during Registration Periods.

After successful period of time, usually 2-4 weeks, Student comes off report and **Tutor** contacts **Parents** by telephone and logs the event and contact on ASSID.

KS3 Students report to B12 at the end of each day. Scores are recorded and appropriate students are detained.

KS4 Students report to the appointed person at the arranged time each day. Scores are recorded and progress is discussed.

After successful period of time, usually 2-4 weeks, Student comes off report or moves back to Tutor Report. **HOY** contacts **Parents** by telephone and logs the event and contact on ASSID.

Red Case Students follow the same procedure as above, but report to their **Red Caseworker** at least three times a week.

After successful period of time, Student is discussed at In-School Review and moves back to **Tutor** or **HOY** Report. **Red Caseworker** contacts **Parents** by telephone and logs the event and contact on ASSID. Contents of Red Case File are passed back to B12 to be placed in Amber Case File for future reference.

It is not ideal for a student to remain on report for a long time. However, if specific targets have been identified and it is felt that there is real value for the student to remain on report then this can be done.

7(c) Detentions

Students can be asked to serve detentions at Break or Lunchtime as a way of dealing with unacceptable behaviour, and often allows time for the teacher and the student to resolve the problem.

The Purpose of Detentions



To demonstrate to the student that he/she has crossed 'a' line



To give the student the opportunity to complete their



To create the opportunity to attempt to repair the

Formal detentions are served after-school from 3.20. Students may be detained after-school for up to 40 minutes, providing parents have been given 24 hours' notice of this. Staff will complete a standard letter outlining the behaviours exhibited and the date, times and location for the detention.

Once the student has sat the detention, the member of staff will make an appropriate entry on the students' behaviour log.

In exceptional circumstances telephone arrangements for detentions may be made by the Head of Learning/ Subject Leader or Head of Year where delay will impede progression towards a positive resolution.

Heads of Year also hold detentions at lunchtimes and on Mondays after school. These are administered by the School Office.

Senior Leadership Detentions may be set on Tuesdays until 5 pm for students who have committed a serious breach of the school's expected behaviour; have repeatedly committed similar offences; or have failed to comply with school procedures. These detentions are arranged by the SLT member with support from the school office.

7(d) Red Caseworkers



Regularly throughout the term the Behaviour Management Leadership Group will meet to discuss students causing concern. At these meetings the various levels of support for students will be identified, discussed and implemented.

Appropriate students may be allocated a red caseworker.

The red caseworker will:

- monitor the student's behaviour and progress in lessons
- keep a Red Case File which contains all of the relevant paperwork appertaining to that individual
- be the number one point of contact for parents
- liaise with staff to provide support
- be responsible for issuing any sanctions
- attend any meetings relating to the student

Red Case Files might contain:

- Student Personal Information
- Basic Assessment Data
- Other Staff Involved
- Other Agencies Involved
- Intervention Summary Sheet
- Parental Contact Notes
- Back to School Interviews
- Copies of Green Form Referrals
- LAC/Statement/CHIN Reviews
- AEN Intervention Information
- Notes from In-School Reviews
- Copies of Investigations and witness statements

The main focus for a red caseworker will be to deal with the student as an individual and offer mentoring and coaching in order to help the student to improve his/her behaviour.

The school believes that an individualised approach, which is consistently administered, will enable the student to form a positive working relationship with a senior member of staff and be encouraged to improve his/her attitude and behaviour in lessons and around the school in general.

It is anticipated that some students might be with a red caseworker throughout their entire school career whilst others, having improved their behaviour, will no longer need this high level of support

7(e) Removal of Students from Lessons

Students may be removed from lessons for serious breaches of the school's code of conduct standards, or blatant failure to comply with requests of staff, including the Head of Learning/Subject Leader.

This includes:

- Persistent and uncontrollable disruption to the learning of others
- Physical assault on a student and/or member of staff.
- Blatant, aggressive and threatening behaviour towards another student or member of staff.
- Criminal damage of personal or school property.

Head of Learning/Subject Leader should send a responsible student to the office and ask for a Pastoral Support Officer to be sent to the classroom.

Staff should be mindful that it is unrealistic to expect several difficult students to be removed at the same time, and departments must seek mutual support in using this facility as a last resort.

In general, students will be returned to lessons where possible, knowing that some action will be inevitable. However, students committing a serious breach of the school's expectations or continuing to act unreasonably will be kept in Attendance and Behaviour at the discretion of the SSSM, seeking advice from SLT when required.

The SSSM does have authority to liaise with parents in sending a student home if the situation is serious enough. The SSSM must notify the relevant members of SLT once this is done.

Members of staff are asked to respect that sometimes difficult decisions are made by the SSSM and SLT in the best interests of students, staff and the school community.

7(f) Internal Exclusions

Students are placed in Internal Exclusion for serious breaches of The Abbey School Home Partnership Agreement. This may include misconduct, dangerous/reckless behaviour, persistent disobedience, rudeness or inappropriate appearance.

Students in Internal Exclusion can start and end their day at school at different times. They work quietly throughout the exclusion period completing appropriate work, and where possible this will be the work that they should have done in class.

Assistant Headteachers will request an internal exclusion by submitting a form to the relevant Deputy Headteacher who will liaise with the Headteacher. The School Office Assistant responsible for exclusions will complete the formal paperwork and notify parents.

7(g) Exclusion

Exclusion from school is seen as a most serious sanction and the school does everything in its power to avoid this. However there are certain circumstances that warrant exclusion. These are usually very serious incidents, involving violence or abusive and threatening behaviour.

In all cases the Headteacher gathers evidence and advice from members of staff who are working with the student. The Headteacher may, in her absence, delegate responsibility for fixed-term exclusions to a Deputy Headteacher, but the Headteacher alone makes the decision to proceed with a permanent exclusion.

Fixed-term exclusion is usually applied up to five days. Following exclusion, parents are required to attend a back to school interview with a senior member of staff, where support and a reintegration plan will be discussed.

If the student is subject to further exclusions, parents are invited to a Governors' Disciplinary Meeting where incidents are fully discussed and plans for the future are made. At such a meeting, a behaviour contract may be issued depending on the seriousness of the case. This would outline the behaviours expected of the student and explain that failure to meet these expectations may lead to permanent exclusion.

The school has a separate Exclusion Policy that details that rationale and procedures for exclusion.