



Two Boats School



Learning together, success forever

Two Boats School

Behaviour Policy

This policy was written in December 2017. It was shared with the staff team in December 2017 and the Governing Body on 21st March 2018.

This policy will be reviewed in December 2019



Behaviour Policy

“I enjoyed meeting the students and witnessing their obvious enthusiasm for learning. I found that the school presents a happy, caring and positive environment for students of all ages.” – *Governor Mark Capes, May 2012*

“Pupils said there were very little unpleasantness between them and were confident the school would sort it out if it occurred.” – *Ian Newton, ISI Inspector, February 2012*

Aims of the policy

- To provide a moral framework within which children can develop emotionally to ensure their full potential is achieved
- To enable the children to develop a sense of self-worth and tolerance for others
- To maintain an environment in which children feel safe and secure

1. Underlying Principles

- It is the responsibility of schools to create an orderly and structured environment with a positive ethos where pupils can feel safe without fear of threat or harm from others. All students have the right to learn within a disciplined environment and have a responsibility to ensure that they do not disrupt the learning of others.
- The school should have an agreed Code of Conduct.
- Effective learning requires co-operation between teacher and learner.
- Inappropriate, offensive and disruptive behaviours will be challenged and corrected. It is important that young people learn that such behaviour has consequences. All sanctions should be reasonable, appropriate and proportionate to the behaviour being punished.
- There should be a reward system to encourage positive behaviour.
- Parents have an important part to play in securing the appropriate behaviour of their child in school. Close working relationships between school staff and parents are essential in providing effective solutions to problems.

2. School Code of Conduct

The School Code of Conduct reflects the standards that are required of pupils at the school. In addition to trying our best to do our best at all times staff and pupils have agreed the following:

Five Golden Rules:

1. We work hard and do our best
2. We are honest, caring and friendly
3. We will treat everybody and everything with respect
4. We will keep safe
5. We will keep healthy

Clarification of Five Golden Rules

We expect students to:

- We work hard and do our best by:
 - a) Paying attention and listening carefully
 - b) Attempting all activities set both in class and as homework
 - c) Taking notes carefully
 - d) Taking responsibility for own learning being organised with appropriate workbooks, equipment and diary
 - e) Responding to instructions thoughtfully
 - f) Seeking help when necessary
 - g) Being punctual for lessons
 - h) Showing commitment towards tasks in hand
 - i) Showing pride in the way we present our work
- We are honest, caring and friendly by
 - a) Telling the truth and not fibs/lies
 - b) Avoiding tell tales
 - c) Helping others to understand and do things
 - d) Listening carefully to the points of view of peers
 - e) Sharing thoughts in a respectful manner
 - f) Taking turns
- We will treat everybody and everything with respect
 - a) Showing respect for people e.g.
 - Being courteous when greeting others
 - Saying 'please' and 'thank you' in appropriate situations
 - Being kind to others
 - Respecting the attitudes, feelings and views of others

- b) Showing respect for school property and environment e.g.
 - picking up all litter
 - avoiding vandalism
 - avoiding graffiti around the school environment
 - showing pride in wearing the school uniform
 - appreciating the resources that the school provides
 - avoiding waste of resources
 - c) Showing respect for other members of the wider community
- We will keep safe by
 - a) Staying within the boundaries set by school
 - b) Signing out of school in appropriate record book - countersigned by a member of the SLT
 - c) Only leaving school with written parental permission/ with an approved adult
 - d) Wearing appropriate headwear/footwear/clothing in summer/winter months
 - e) Wearing sun protection as the need arises
 - f) Keeping daily medications in a safe place designated by the school
 - We will keep healthy by:
 - a) Being responsible for the health of our bodies
 - Ensuring we are eating a healthy diet
 - Drinking enough healthy fluids
 - Maintaining good personal hygiene
 - Enjoying good exercise
 - Informing form tutors of health problems/medication received for one of illnesses
 - b) Being responsible for the health of our minds
 - Ensuring we are getting enough sleep at night
 - Avoiding stress through meeting classwork, coursework and homework deadlines
 - Revising work over time rather than leaving it until the last minute
 - Ensuring adequate time is set aside for relaxation and 'play'.

3. Consequences

(i) Primary Sector:

Each primary classroom has a traffic light behaviour chart displayed. Every child has their name on a peg which can be moved. All pupils begin the day on green regardless of where they ended the previous day.

- If a pupil chooses to break the Golden Rules, they will be moved from green to amber to red.
- A pupil moves back up the chart as soon as they show they are able to improve their behaviour during the session.
- If a pupil ends a session (break, lunch or end of day) on red they will lose minutes from their break time. It is the class teacher's responsibility to ensure these sanctions are carried out.

Children will move through the following stages:

Stage 1: Not demonstrating the right behaviour will result in a verbal warning reminding the child of the correct way to adhere to the Golden Rules.

Stage 2: A second warning will result in the child's name moving to amber.

Stage 3: Should Golden Rules continue to be broken, the child will move their name to the red light and a time out follows. In Nursery/Reception this is an instant, timed sitting out session. From year 1 upwards this means the child loses 10 minutes of their break/lunch time.

Continued poor behaviour, will result in the child being sent to the Headteacher or Assistant Headteacher.

Persistent breaking of the Golden Rules may result in a child being put 'on report'. The report card will outline desired behaviours and the teacher will complete the card at the end of every lesson to indicate if the child has been successful. Report cards are sent home for parents' signature daily.

Should a child's behaviour be causing concern, the Headteacher will contact parents directly.

(ii) Secondary Sector:

Stage 1 - Low level disruption (All Staff)

In the first instance, where problems with students' behaviour occur, the first to be alerted should be the supervising member of staff (inside/outside); who should take the necessary action upon themselves to deal with the situation promptly, firmly and fairly. At this stage this should be sufficient to curb undesirable attitudes and behaviour.

There is a range of sanctions that all staff can use:

- A verbal reprimand given highlighting the golden rule that is disrespected. Time out, reviewed after two minutes, from lesson or break
- See a student at the end of a lesson
- Short detention

- Incident recorded in behaviour/sanctions book/file/on school's network (using standard proforma - appendix A) - recording student's name and nature of incident
- Phone call or a note home in the pupil's book bag, message book or homework diary
- Form and class teachers are informed of student's considered challenging during sector meetings
- Strategies discussed and implemented to help correct the behaviour posing the problem
- Lesson report card

In the case of extreme or persistent poor behaviour, pupils may be relocated, with support if necessary, to another member of staff. Under no circumstances should pupils be left unsupervised outside classrooms. Behaviour requiring relocation should also be referred to senior staff and documented in 'behaviour/sanctions' book/file/on school's network.

Inappropriate behaviour (e.g. verbal or physical abuse or violence, bullying, racist or sexist remarks, offensive language) should always be challenged and then addressed at Stage 2 in most cases.

Stage 2 - High level disruption (Senior Leadership Staff)

If it is apparent that a pupil fails to respond to disciplinary action taken in Stage 1 or is involved in serious misbehaviour, then the pupil's behaviour should be discussed with the relevant senior teacher in consultation with the Head teacher - the incident will be documented in 'behaviour/sanctions' book/file/on school's network .

Consequences that will follow at this stage include:

- Lunchtime detention set by class teacher
- Afterschool detention led by Senior Teacher
- Letter to parents from Senior Teacher should incident persist
- Meeting with parents

Parents will be informed when a pupil is put on lesson report. Lesson report cards will be issued for a week at a time by the Assistant Head Teacher Primary, Assistant Head Teacher Secondary or the Head teacher. The pupil will present the report to their teacher at the start of the lesson. The teacher will complete the report at the end of each lesson indicating whether the pupil's work and behaviour were satisfactory or otherwise. At the end of each day the pupil will present the report to their form or class teacher and will take it home to be signed by their parents. At the end of the week the report will be reviewed by the class teacher and relevant Assistant Head Teacher and a decision made as to whether the pupil be taken off report or parents be asked to come to school to discuss their child's behaviour. In the latter case, the pupil will be kept on report at least until parents have been seen. Report cards are also used to monitor patterns of behaviour so support can be provided in particular areas and may be used to inform an individual education plan where a child has difficulty following the code of conduct.

After school detentions are set for a period of up to fifty minutes. If a detention is given after school then parents must receive notification at least twenty four hours before the detention is served. Parents are expected to collect students from school when their child is placed on afterschool detention.

When addressing behaviour at Stage 2, senior staff will take into consideration a child's special educational needs, events out of school that might be causing concern; and possible causes of changes in behaviour. It is important to ensure that we are providing appropriate support for improving behaviour as well as responding to incidents of poor behaviour.

Stage 3 - Extreme level of disruption (Suspension or Exclusion)

In cases of extreme unacceptable, dangerous or persistently disruptive behaviour, the Head teacher may take a decision to exclude a child from school either for a **Suspension** (fixed term) or **Exclusion** (permanently). The Headteacher will take all relevant factors into account and fully involve parents in the suspension/exclusion process. Such incidents are rare at Two Boats School, however should an incident occur at this level, the Head teacher, in consultation with The Board of Governors will make the final decision regarding the issue in hand.

4. Record Keeping

Incidents of minor or extreme behaviour are recorded and held within school. All behaviour dealt with at Stage 2 including detentions and contacts made with parents should be recorded in the Behaviour Log on the school network followed up with an incident report.

5. Bullying related behaviour:

Such behaviours will be dealt with in relation to procedures set out in the school's Anti-bullying Policy

6. Homework related behaviour:

Such behaviours will be dealt with in relation to procedures set out in the school's Homework Policy

7. Safeguarding related behaviours:

Behaviours that are serious enough to merit 'safeguarding' input should be drawn to the attention of relevant members of the SLT and documented. The Safeguarding Policy will be followed to address the issues raised.

8. Rewards

In addition to praise and encouragement, we celebrate good achievement, effort and behaviour in the following ways:

- Displaying or demonstrating work for others
- Messages sent home via diaries or phone calls
- Stickers
- Recognising star of the day/week
- Golden time
- Golden ticket treats
- Certificates presented in assembly
- House points
- Prizes presented at the annual awards assembly
- Visits/Trips

Secondary pupils are encouraged during form time to develop personal portfolios to record achievements both in and out of school.

House points are recorded on class wall charts in both sector and in pupils' diaries in the secondary sector. Totals are collected weekly and a weekly trophy is presented to the winning house.

9. Operation of the Policy

The Senior Leadership Team and the School Governors Committee will keep the operation of the Behaviour Policy under review, and regularly scrutinise the records to ensure that behaviour at Two Boats School continues to be excellent.

Policy reviewed: Dec 2017

Next review: Dec 2019