

# Garston Manor School

## **BEHAVIOUR MANAGEMENT POLICY**

Approved by Full Governors  
Issued Spring 2012  
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At Garston Manor School the emphasis is placed on positive reinforcement of behaviour through praise and reward. Children's confidence and self-esteem are developed through encouragement, incentives and rewards. Garston Manor School promotes a high standard of behaviour and an ethos where all members of the school are valued as individuals

This policy sets out the expectations of behaviour where staff, students and parents seek to create an environment which encourages and reinforces positive behaviour and the fostering of positive attitudes. In addition, it sets out the consequences for misbehaviour, should it arise.

## **Aims of this Policy**

- To create an environment which encourages and reinforces good behaviour.
- To define an acceptable behaviour.
- To encourage consistency of response to both positive and negative behaviour.
- To promote self-esteem, self-discipline and positive relationships.
- To ensure that the school's expectations and strategies are widely known and understood.
- To encourage the involvement of both home and school in the implementation of this policy.

## **Achievement**

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

Recognition that students have achieved is rewarded in the following ways:

- Praise and encouragement are used as much as possible.
- Students' work is displayed as much as possible. Good work should also be mentioned to form tutors, Key Stage Coordinators, deputy and headteacher.
- Letters home to parents from form tutors, head of department, or Key Stage Coordinators commend good behaviour/effort/attitude/work.
- Credits are given as rewards for following the school code of conduct, following classroom rules, representing the school and good attendance.  
(For full list of achievable credits see Appendix D)
- SIMS Behaviour Manager is used to track all achievements. Family leaders are responsible for overseeing student's credits in their family. Number of credits earned each week is shared on a weekly basis with the school at praise assembly by the family leader.
- "Praise Assembly" gives the opportunity to praise individuals and to acknowledge sustained good work and achievement. Students receive mentions for the amount of credits earned during the past week from their Family leaders at a weekly assembly.

### **End of Term Assemblies**

At the end of each term, a whole school assembly will be held. The aim of the assembly is to recognise outstanding achievement during the past term. Students will be picked by the class teacher to receive a Silver certificate for outstanding attributes shown. Only one student per year group per subject will be chosen.

In addition to this there will also be three Golden certificates every term, one for the Girl of the term and one for the boy of the term. A third Golden award will be awarded by the headteacher at her/his discretion to the student that stood out most that term.

## **Behaviour**

At Garston Manor we all agree to consider the following when dealing with any behaviour.

- To be flexible, taking into consideration the SEN of all parties involved.
- To consider the ethos and principles of Behaviour4Learning B4L.  
(See appendix C)

### **Dealing with and recording of Behaviour incidents**

SIMS Behaviour Manager is used to track all Behaviour incidents. Family leaders are ultimately responsible for overseeing student behaviour of the students in their family.

### **Steps in dealing with behaviour**

#### **Step 1.**

- The member of staff who observes an incident should deal with it immediately.
- All incidents should be recorded on SIMS and discussed with the Family leader where appropriate.
- It is important that enough factual data is recorded for the family leader (and others) to be clear about what actually happened and the action taken by the referring teacher. It is also important to be clear about the child's perception of the incident, particularly if it differs from the teacher's, as this is the story likely to be reported by the child to his or her parents.
- If the referring teacher feels that further action is necessary, this should be noted and discussed with the family leader who will then take action.
- It is the responsibility of the family leader to track their family's behaviour incidents. The family leader must keep a record of the action s/he takes and this is recorded on SIMS.
- Incidents recorded may be brought to the attention of the staff and Family leader at the allocated weekly family debrief.

#### **Step 2.**

- If the behaviour persists the family leader should involve SMT.
- Necessary steps will be discussed with family leaders.
- Internal exclusion might be issued by SMT when deemed necessary.
- Parents must be informed by a member of SMT.
- When a student has been on internal exclusion, the student is put on red report for 3 days. Whilst on red report, students have to see a member of SMT at the end of each day. They should be released from lessons at 3pm on those days to enable their red reports to be signed by SMT.

#### **Step 3.**

- If the problem persists the headteacher should be involved.
- Parents will be contacted again and informed and/or invited in for a contact meeting.
- If the contract is not adhered to, temporary exclusion may be necessary.

**NB** While very serious incidents must be referred on immediately, this should only happen exceptionally and not inadvertently undermine the authority of class teacher and family leaders

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The Behaviour Levelling Chart shows the level of behaviours and the suggested course of action.

(Please see Behaviour Levelling Chart Appendix E).

## **Sanctions**

- Before any sanction is issued staff must make sure that all parties involved were asked to explain their perception of the incident.
- Sanctions should be appropriate to the level of the student's understanding.
- Sanctions must never be imposed on the whole class in order to punish one child.
- Sanctions should not be set which will involve the co-operation of another member of staff without their prior permission.

## **The following Sanctions have been agreed by all teachers:**

### **Detentions**

- Breaks or lunch time detentions may be given by subject teachers, Heads of Department, Form Tutors or SMT. No detention should last longer than the time wasted by the incident.
- After school will be given to independent travellers for persistent lateness. In all cases, this will only happen after discussion with and agreement of parents.
- Year 11 may have their permission to go out of school at lunchtime withdrawn

### **Removal from lesson**

We expect that class teachers should be able to teach without significant, persistent disruption of a lesson by a student. If such disruption occurs, then the student will be extracted from the lesson and supervised elsewhere until such time as he/she is able to resume his/her studies appropriately. If a child persists in disruptive behaviour he/she may be required to give up break times to catch up on work.

### **School trip privileges**

If a student's behaviour is such that she/he is likely to be a danger to themselves or others, then the headteacher or SMT, in consultation with the trip leader, may deem it inappropriate to allow that student to take part in a school trip.

### **Exclusions**

- **Internal exclusion.** Parents will be notified and invited to the school to discuss this. It must be remembered that some students consider Internal Exclusion to be an inadvertent reward and for these students an alternative sanction should be found.

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- **Fixed term exclusion** ('cooling off') for gross misbehaviour defined according to DFE documents.
- **Permanent exclusion** - used rarely after all other methods have persistently failed or for gross criminal behaviour defined in DFE documents.

**N.B.**      ***Only the headteacher can exclude a student.***

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**In addition to sanctions the follow monitoring tools may also be used.**

## **Behaviour management reports**

- **WHITE Report** – These reports are issued by Family leaders and are used for recording behaviour, achievement and/or attendance and are sent home at the end of the day and should be signed by parents.
- **RED Report** – These reports are issued by SMT and are used for recording behaviour, achievement and/or attendance and are sent home at the end of the day and should be signed by parents.
- **HOME/SCHOOL book.** When appropriate a home/school books to involve both the student and his or her parents in the monitoring of the behaviour may be used

## **Pastoral Support Program**

Case conferences on the few students whose behaviour continues to give serious cause for concern may take place. The outcome of the case conference will be an individual Pastoral Support Program.

Those students who display some or all of the following indicators could have a PSP.

- A pattern of irregular attendance.
- Significant behavioural difficulties.
- Sustained relationship difficulties with staff and/or fellow students.
- Extremely poor levels of attainment.
- PSPs will be maintained for any student in danger of being excluded.

***The following strategies are not acceptable and may lead to disciplinary action:***

- Verbal abuse
- Any sanction which involves humiliation
- Time out unsupervised
- Deprivation of food
- Loss of curricular activity
- Any form of corporal punishment

## **PASTORAL SUPPORT PROGRAMME Documents**

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## PASTORAL SUPPORT PROGRAMME

NAME	FORM	GENDER	ETHNIC ORIGIN	DOB	COP STAGE	EPF	REVIEW DATES
YEAR HEAD	PSP TIME LIMIT		CO-ORDINATED BY		DATE OF PSP		

STUDENT PROFILE	
STRENGTHS	WEAKNESSES/AREAS OF DIFFICULTY

STUDENT COMMITMENT	PARENTAL COMMITMENT
Signed.....	Signed.....

SCHOOL SUPPORT AND STRATEGIES	SUPPORT FROM OUTSIDE AGENCIES
Signed.....	Signed.....

STUDENT TARGETS	ACHIEVEMENT CRITERIA	STRATEGIES TO ACHIEVE TARGETS	DATE

AGREED REWARDS	AGREED SANCTIONS



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<b>PASTORAL SUPPORT PROGRAMME REVIEW</b>
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<b>NAME</b>	<b>FORM/CLASS</b>
<b>SCHOOL</b>	<b>PSP COORDINATOR</b>

<b>PSP REVIEW DATE:</b>	<b>WEEK</b>
	2    4    6    8    10   12   14   16   16+

<b>PEOPLE INVOLVED:</b>	<p><b>PROGRESS MADE TOWARDS TARGETS</b> not met (NM), partially met (PM), fully met (FM), exceeded (E)</p> <p>Target 1 Target 2 Target 3</p> <p>Attendance    %                  DOWN/STEADY/UP</p> <p>Punctuality    %                  DOWN/STEADY/UP</p>
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**EVALUATION OF PROGRESS**

IEWS OF SCHOOL STAFF

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VIEWS OF PUPIL		
VIEWS OF PARENTS/CARERS		
VIEWS OF OUTSIDE AGENCIES (IF APPROPRIATE)		
ACTION TO BE TAKEN/AMENDMENTS TO PROGRAMME	WHO	WHEN

DATE OF NEXT MEETING:

# Garston Manor School Code of Conduct

(As proposed and agreed by School council 2010/11)

We believe that everyone in the school community should treat each other the way they want to be treated.

The school community includes any visitors, school staff, students, parents and/or guardians of students.

**WE WANT EVERYONE TO:**

- be **FRIENDLY**.
- be **KIND** to each other.
- **LISTEN** to each other.
- act **RESPONSIBLE**.
- be **HELPFUL**.

Everyone in the school community should **LOOK AFTER OTHERS' PROPERTY** as well as our own.

We believe everyone should be proud to be part of Garston Manor School and look after our school environment.

## Behaviour4learning

Behaviour4learning (B4L) emphasises the crucial link between the way in which children and young people learn and their social knowledge and behaviour. In doing this the focus is upon establishing positive relationships across three elements of self, others and curriculum as indicated above. It applies as much to teachers and their relationship with children as much as it applies to the children themselves.



**The diagram has been taken from the eppi review (2004)**

We should recognise that a 'B4L approach' is fundamentally linked to a view that 'behaviour' in classrooms and whole schools/settings does not occur in isolation – it is the product of a variety of influences and not simply the product of a student's unwillingness to behave or learn as required by the teacher (an approach which has frequently been referred to as an 'ecosystemic approach').

In summary, the three sets of relationships which contribute to a culture/ethos of 'learning behaviour' are:

**Relationship with Self:** a student who does not feel confident as a learner and who has 'internalised' a view that s/he is unable to succeed as a learner will be more likely to engage in the challenge of learning and (in consequence) may be more inclined to present 'unwanted behaviours'

**Relationship with Others:** all 'behaviour' needs to be understood as 'behaviour in context'. Behaviour by students is triggered as much by their interactions with others (students, teachers or other adults in schools/settings) as it is by factors internal to the child.

**Relationship with the Curriculum:** student behaviour and curriculum progress are inextricably linked. Teachers who promote a sense of meaningful curriculum progress in learning for each student will be more likely to create a positive behavioural environment.

## The credit system

### Step 1

Students collect credits on a daily basis for a range of positive attributes and actions.

### Step 2

SIMS Behaviour Manager is used to track all achievements and to calculate credits.

### Step 3

Credits can be exchanged for a variety of items, ranging from pencils to a football.

Family leaders are responsible for overseeing and praising student's achievements in their family. Special achievements and number of credits earned each week is shared on a weekly basis with the school at praise assembly by family leaders.

## Types of credits.

### **Academic Credits**

- AC1 - Excellent work in a lesson
- AC2 - Outstanding contribution in a lesson
- AC3 - Come to lesson well prepared
- AC4 - Handing in a piece of homework on time
- AC5 - A Good piece of homework (2)
- AC6 - An excellent piece of homework (2)
- AC7 - Attending a revision lesson/booster class
- AC8 - Achieving academic target (Termly)(3)

### **Standards Credits**

- SC1 - 1 week of good behaviour
- SC2 - 1 week 100% attendance
- SC3 - 1 week with no lates - to registration or lessons
- SC4 - 1 full half term 100% attendance (3)
- SC5 - Immaculate uniform (1 per week)
- SC6 - Correct use of planner (1 per week)

### **Community Credits**

- CC1 - Attendance at extra-curricular club
- CC2 - Representing the school - sport, show
- CC3 - Being a peer mentor
- CC4 - Charity work/fundraising
- CC5 - Being Helpful
- CC6 - Support a school event
- CC7 - Helping or working a school event
- CC8 - Taking part in an assembly
- CC9 - Attending school council meeting

## **Silver Award**

### **30 Credits**

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- “Awarded for outstanding achievement in subject”
- Awarded by subject teacher
- 1 per term per year group per subject

## **Golden Award**

### **50 Credits**

- “Awarded for outstanding achievement in school”
- Awarded by all staff
- 1 Girl and 1 Boy in school per term

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Appendix E

## LEVELLING BEHAVIOUR

1	2	3	4	5
<b>Level Descriptors</b>				
Respects everyone's rights. Polite, co-operative and well controlled.	Basically respects others but occasionally causes minor disruptions. Responds to staff requests	Frequently breaches the rights of others or does not respond appropriately to staff requests	Persistently violates the rights of others. Confrontational with staff.	Behaviour that is dangerous or abusive seriously violates the rights of others.
<b>Examples</b>				
Socially Acceptable behaviour.	Teasing other students Pushing in Interrupting teacher Attention seeking Telling tales Being noisy Name calling Disrespectful to staff (Low level) Cursing Out of bounds Not Wearing the correct school uniform	Spitting Hindering peers Chewing Uncooperative Disruption on taxi Repetitive lateness to lessons Eating in class Inappropriate touching –self	Disruption of learning Biting Inappropriate touching of others Inciting others to inappropriate behaviour Swearing at staff Leaving class continually Smoking Petty theft Indecent Exposure	Verbal abuse of staff Breaking the law (stealing Vandalism Extortion Assault Bullying Racism Leaving school grounds Any behaviour that puts anyone in immediate danger
<b>Procedure</b>				
Log achievements on SIMS  Staff should praise students for being positive.	Log incident and actions on SIMS  Deal with incident there and then. If this becomes a regular occurrence it moves to the next level.	Log incident and actions on SIMS  Detention Parents may be contacted If this becomes a regular occurrence it moves to the next level	Log incident and actions on SIMS on report to Family Leader.  Parents may be contacted; Detention Family leader White Report If this becomes a regular occurrence it moves to the next level	Log incident and actions on SIMS and report to Family leader and/or SMT  Parents must be contacted; SMT Red report Internal exclusion; Possible PSP; Fixed Term Exclusion

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