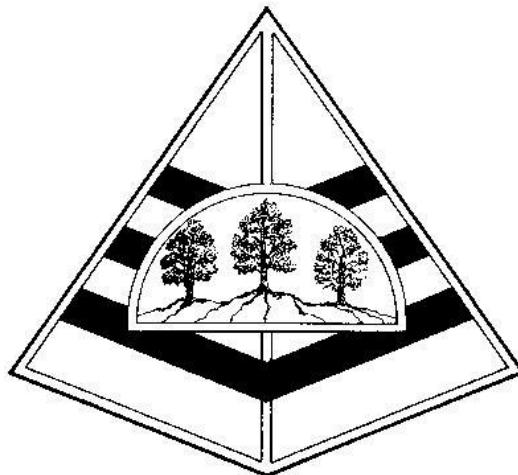


FERNDOWN MIDDLE SCHOOL



BEHAVIOUR POLICY

Policy to be reviewed by Governor Committee:	Community & Curriculum
Frequency:	2 yearly

This policy has been reviewed in line with the 8 principles set out in the Single Equality Policy and an initial screening Equality Impact Assessment has been carried out.

Behaviour Policy

A Collective and Consistent Approach to Rights, Respect and Responsibility.

The articles of the United Nations Charter for the Rights of the Child have been considered when creating this policy.

'Children have a right to an education. Discipline in schools should respect children's human dignity....'
(Article 28)

Beliefs and Values

FMS provides an excellent standard of education by providing a stimulating educational environment, which enables people to reach their full potential, encourages a sense of self-respect and promotes values based on respect for others.

We believe that everyone has the right to feel safe, learn and achieve.

Aims

The aim of this policy is to ensure that all members of the school community have a collective understanding of what constitutes excellent behaviour.

Promoting positive behaviour is about:

- All staff have high expectations of their pupils and endeavour to engage them at all times by ensuring that work is interesting and appropriately matched to their ability.
- Good behaviour is praised and rewarded appropriately. For detailed information about rewards and awards, please refer to the Rewards and Awards Policy.
- Developing positive relationships that are based on mutual respect and care for each other.
- Ensuring that there is a safe environment for everyone within the school community.
- Developing a community where everyone's contribution is valued.

Recognising and Rewarding Respectful Behaviour

By agreeing to follow the Whole School, Class and Lunchtime Agreements, the expectation of good behaviour is promoted. To recognise and celebrate pupils who demonstrate good behaviour we use praise and rewards. See Rewards and Awards policy.

Whole School Agreement

- Our Whole School Agreement has been developed by the Pupil Voice group, in consultation with all children, teachers, teaching assistants, PTA, Governors and lunchtime supervisors. This agreement reflects the values that all stakeholders share. Article 12 states: *All children should have the right to have a say in all matters affecting them, and to have their view taken seriously.*
 - Article 28 You have the right to a good quality education (learning)
 - Article 29 Your education should help you use and develop your talents and abilities (learning)
 - Article 12 You have the right to give your opinion (community)
 - Article 24 You have the right to a clean and safe environment (community)
 - Article 3 All adults should do what is best for you (diversity and rights)
 - Article 16 You have the right to privacy (diversity and rights)

- improvements in behaviour are more likely to follow if the child's self-esteem can be enhanced
- responsibility for good behaviour rests with the pupils and they should be encouraged to set and organise clear goals for themselves
- all members of staff will deal with misbehaviour quickly, fairly and consistently
- the pupil and (if required) the parents, will be informed and involved in finding solutions to misbehaviour
- discipline is most effective when staff can be constructive and positive
- positive rewards are more effective than sanctions
- staff will investigate misbehaviour by checking the facts before taking any action
- Pupils who misbehave need to be taught alternative ways of behaving
- Pupils are clear about expectations, their responsibility and consequences.

The Management of Behaviour and Emotional Health and Well being

Good behaviour and caring for others is fundamental to the happiness and welfare of everyone in school. Good behaviour is encouraged in every area of the school. Good behaviour is achieved by:

- defining clear expectations through shared Agreements (School, Class, Lunchtime)
- praising and valuing good behaviour and work
- positive relationships which support a pupil's emotional health and well being
- creating a well organised learning environment
- For pupils who experience difficulties with emotional health and well-being there is a pastoral team in the school. This team will provide additional support following a referral from a tutor or Year Leader.

Working closely with parents

A partnership between parents and the school is established and maintained throughout the child's education at Ferndown Middle School. A pupil's form tutor is the initial contact with the school. However, parents may request a meeting with Year Leaders, Assistant, Head Teachers or Governors.

ELSA

Some pupils need support for social, emotional and behavioural needs that is in addition to the tutor and the Year Leader. If further support is needed a referral can be made to ELSA (Emotional Literacy Support Assistant) staff through Year Leaders TLMs, SEN-Co or Head Teacher.

PSHCE

As part of the PSHCE curriculum, teachers take responsibility for teaching pupils about recognising, managing particular feelings and behaviours. Positive relationships and making choices is taught as part of this subject.

Individual Behaviour Review

To support a pupil who shows a pattern of inappropriate behaviour, the Year Leader will work with the pupil's tutor and involve the pupils' parents. The Pupil will be given an individual report card to support their behaviour. Teachers are asked to support the pupil to achieve their targets.

Tutor mentoring

Problem solving discussions that help pupils make good choices in difficult situations.

Social skills groups

Helping pupils develop their use of social language and develop problem solving strategies.

Support mentoring

By an adult in school, more specific support that might include anger management skills or a more structured approach to problem solving or emotional development. This mentoring may be with a teacher to whom the child relates well, a Teaching Assistant (TA) who has received appropriate training or Teaching and Learning Manager (TLM).

Nurture group

For pupils with a high level of social and emotional need resulting from attachment difficulties. This focuses on helping pupils develop positive attachments and therefore regulate their behaviour.

CAMHS support

For pupils with serious emotional difficulties or anger management problems, a referral to the Child and Adolescent Mental Health Service. This needs to be made by the TLM or the School Nurse.

CAF (Common Assessment Framework)

Where problems exist within the child's family that would benefit from the involvement of a range of external agencies (eg Children's Services, YISP, YADAS, Young Carers, etc), a CAF can be completed in consultation with their parents. This would need to be completed by the child's TLM, the Learning Development Co-ordinator (LDC) or a member of the Senior Leadership Team (SLT).

Behaviour Support Service

A referral to BSS can be made by a member of the SLT or the LDC if a pupil's behaviour puts them at risk of permanent exclusion.

Pastoral Support Plan

A pastoral support plan will be considered when a range of school-based documented support strategies have already been consistently implemented over a period of time and which show little or no improvement. The school follows Dorset County Council Inclusion Services' Guidance- Pastoral Support Plan.

Outside agencies

If a specific need is identified, the SENCO, pastoral team or the head teacher may make a referral to professionals who work outside the school. This may include: Social Services, School Nurse, Community Paediatrician, Support Group for Parents of children who have long term complex needs, Parent Support Worker/Locality Team/Early Intervention Team, Speech and Language Service, Educational Psychology Service, Physiotherapy, Occupational Therapy, SEN Specialist Services and Dorset Parent Carer Council. See Dorset's Local Offer for further information:

<http://familyinformationdirectory.dorsetforyou.com/kb5/dorset/fsd/service.page?id=kXwm-A1qFF0&localofferchannel=0>

Consequences

However, there are occasions when pupils' behaviour may inhibit the learning of other people as well as their own, or may compromise the safety and happiness of others. Therefore, a clear system of sanctions needs to be established so that pupils are aware of the consequences of their behaviour.

Procedures and Consequences

In order for procedures and consequences to be effective, it is essential that:

- Consequences are applied fairly and consistently when good practice has failed to change the behaviour of the pupil (see the sanctions table at the back of this policy).
- The reasons why a consequence has been issued are explained clearly and calmly.
- Consequences are recorded in the same way in each lesson.
- Once a consequence is issued ***it must not be taken away*** – unless you are absolutely convinced that a mistake has been made.

Stages of behaviour management

At every stage it is important that the individual needs of the pupils involved are considered. Pupils need to recognise that they are behaving in a way that is causing disruption to the teaching or learning of others or themselves.

Stage 1 - Building positive relationships within the classroom

Strategies for good classroom behaviour:

- Set high expectations
- Ensure the work is appropriately planned for all pupils
- Adjust the seating plan
- Make sure all pupils are able to see and read the board
- Achieve eye-contact with a pupil very early on if poor behaviour being displayed
- Refer to the expectation / rule rather than the green slip
- Use a distraction technique (humour..) to defuse tension or confrontation
- Slip the name of a pupil into your talking or conversation
- Decide whether to tackle that pupil during in the lesson or at the end
- Draw attention to the good behaviour evident in the lesson
- Place yourself in an appropriate place in the room in relation the pupil
- Use subtle signals such as change of tone of voice, body language

Stage 2 – First warning

At this stage, a member of staff should clearly state the behaviour that is unacceptable, which rule they have disregarded and, most importantly, what they should be doing to avoid further consequences. It is important that if a pupil reacts negatively to being given a warning that the situation is not allowed to escalate by remaining calm and refusing to respond to complaints. **This stage is not recorded on a behaviour slip.**

Stage 3 – Second warning

A second warning to be given, if the behaviour continues. The teacher will speak to the child after the lesson.

Stage 4 – 10 minute delay

Should a pupil continue to show disregard for the agreed class charter or shown behaviour as listed in the 10 minute delay section of the sanctions table, they will then be given a ten minute delay in the detention room at break time. Staff have the responsibility to explain clearly when the pupil is expected to attend their delay and ensure that the behaviour record is completed. Staff have the responsibility to ensure that the child attends the delay.

Stage 5 – Lunchtime Detention (30 minutes)

The reasons for a lunchtime detention are listed in the sanctions table.

The member of staff giving the detention needs to ensure that the pupil has a task to complete. It may be appropriate to ask a child to write a letter of apology or respond to a question that encourages them to review their behaviour. It is important that the task is relevant to the situation that has led to the detention. The teacher issuing the delay/detention has the responsibility to ensure that the child attends.

If a child chooses not to attend, the time in detention can be increased.

Stage 6 - After school detention (Tuesday evening 3.20pm – 4.20pm)

Certain behaviour (as listed in the sanctions table) will result in an after school detention being issued without going through the warning stages. If an after school detention is given for poor behaviour, the tutor and the TLM (Teaching and Learning Manager) should be informed. An after school detention letter is to be completed and sent home at least 24 hours in advance of the time the detention is to take place. By law parental consent is not required; however staff must take into account any special educational needs or disability and/or any religious requirements affecting the child.

If the child does not attend the detention will become internal isolation for the morning following non attendance.

Actions for the teacher

If the behaviour of a pupil is causing significant disruption or their actions are dangerous or abusive, the teacher should send a Teaching Assistant or another pupil to ask for assistance of a Teaching and Learning Manager or a member of the Senior Leadership Team. They will remove the pupil from the room and will support the teacher in dealing with the situation.

In order to prevent situations from escalating, some pupils will require time to calm down and an in-class ‘time-out’ can be given. Pupils should not be left standing in the corridor.

Contacting Home

A pupil will be issued a sticker after 3 delays. Parents will be contacted by the child’s tutor if they receive 5 behaviour slips in a term. The tutor will discuss the nature of the behaviour being shown and discuss the most appropriate way to move forward.

Reports

Pupils can be placed on report to monitor and support their behaviour in lessons. A pupil will only be placed on report following a discussion between the pupil, their parents, their tutor and their Teaching and learning Manager (TLM).

Parents will be involved and informed at all levels of reports.

Reports can be issued at three levels:

Pupils will start on a **green tutor report**. This will be monitored on a daily basis by the tutor and will be used to gain an accurate picture of the way a pupil is behaving across the curriculum. This level of report will last for 10 days. After this time, the Teaching and Learning Manager and the tutor will decide the next step.

If a pupil is still causing persistent problems and failing to correct their poor behaviour, they will be placed on a ***yellow TLM report***. Pupils on this level of report will be required to report to their TLM at fixed points during the school day. The TLM will decide the targets that are best suited to the needs of the pupil. The TLM and Senior Staff will discuss the possibility of any needs for further intervention. A mentoring system will be discussed with the pupil and the form tutor.

If after being given chances to modify their behaviour and failing to do so, a pupil can be placed on ***red Senior Manager report***. The Assistant headteacher will act as the mentor for this pupil. The TLM and Senior Staff will discuss the possibility of any needs for further intervention

Mobile Phones

For the safety and well-being of all pupils .Mobile phones are not permitted in school. Pupils must hand in their phone to the office at the start of the day and collect at 3.20pm. Any phones found in school will be confiscated and kept until a parent/carer collects the phone. If the phone is found a second time it will be confiscated and put in the school safe until the end of the half term. Continued breech of the school rule will be a total ban on a mobile phone in school and there will be a consequence of after school detention.

E-safety

The use of technology has become a significant component of many safeguarding issues. Child sexual exploitation; radicalisation; sexual predation- technology often provides the platform that facilitates harm. The breadth of issues classified within online safety is considerable, but can be categorised into three areas of risk:

- Content: being exposed to illegal, inappropriate or harmful material
- Contact: being subjected to harmful online interaction with other users
- Conduct: personal online behaviour that increases the likelihood of, or causes harm

Mechanisms to identify, intervene and escalate any incident where appropriate, the e safety policy, the safeguarding policy and anti-bullying policies cover the risks and procedures in place to protect the pupils at Ferndown Middle School.

Removal from a lesson

If a pupil causes severe disruption to lessons or their behaviour is considered to be dangerous in a classroom or specialist area, they may be removed for a period of time. This decision will be made by a member of the SLT in discussion with their TLM. Subject teachers will be asked to provide work for them to complete and pupils who are internally excluded will also be excluded from break and lunch times. The length of time for which a child is internally excluded is to be determined by the SLT and communicated to the parents. When the pupil returns to their usual lessons, they are placed on an appropriate level of report if this is necessary.

Fixed-Term Exclusions

On the rare occasion it is necessary to use the serious sanction of a fixed-term exclusion. Pupils at risk of exclusion need to be on a Personal Support Plan (PSP) and will, where necessary, have been given access to a range of external support agencies and resources.

If a pupil's behaviour continues to cause concern in spite of a PSP then the Headteacher may well decide to exclude the pupil for a fixed period of time depending on the nature of the concern. On returning to school, the pupil will need to attend a 'Return to School' meeting with a parent, the Headteacher and their TLM. A behaviour contract will be prepared and will need to be agreed by the pupil before they will be able to return to normal lessons. At this meeting, the PSP will also be reviewed and any other actions necessary to support the pupil will be identified.

Permanent Exclusion

This is the school's ultimate sanction. Parents will have been fully involved before this stage and a PSP will, in most cases, already be in place.

Pupils who are not on a PSP may well face permanent exclusion should their behaviour be a serious breach of school rules and/or be considered a significant threat to the health and safety of others.

Responsibilities and Procedures

In every area of the school, there need to be specific rules and guidelines that enable everyone to learn, enjoy themselves, be safe and make a positive contribution. In order to comply with these rules, both pupils and staff have important responsibilities that will help pupils keep them.

Confiscation of inappropriate items

"Discipline in schools – Teachers' Powers" enables a member of staff to confiscate and retain a pupils' property, so long as it is reasonable in the circumstances. Any item of value must be given to the office for safe keeping. The parent will be contacted so that the item can be collected.

Power to search without consent for "prohibited items" including:

- Knives and weapons
- Alcohol
- Illegal drugs
- Stolen items
- Tobacco and cigarettes
- Fireworks
- Pornographic images
- Any article that is likely to cause offence or be dangerous
- Any item that has been banned by the school

The search can only be carried out by the Headteacher or the Assistant head in the absence of the Headteacher. The search will be carried out with another senior member of staff. At all times it must be completed with respect.

Staff have:

- ***The statutory authority to discipline pupils whose behaviour is unacceptable, who break the school rules or who fail to follow reasonable instruction (section 90 and 91 of the Education and Inspections Act 2006)***
- The responsibility to establish rules and directions that clearly define the limits of acceptable and unacceptable behaviour
- The responsibility to teach pupils to consistently follow these rules and directions throughout the school day and school year

- The responsibility to ask for assistance from parents and colleagues when support is needed when handling the behaviour of pupils
- The responsibility to communicate with parents when appropriate

Teachers may discipline pupils for misbehaviour when the pupil is:

Taking part in any school organised or school based activity; or

Travelling to and from school or wearing school uniform or in some other way identifiable as a pupil of the school.

By joining Ferndown Middle School Parents/Carers have:

The responsibility to encourage their child/children to adhere to the school rules and support sanctions when they are issued in order to promote positive behaviour.

Governors have:

To agree the policy

To monitor the implementation of the policy

Power to use Force

Members of staff have the power to use reasonable force to prevent pupils committing an offence, injuring themselves or others, or damaging property, and to maintain good order and discipline in the classroom.

Appendix

In the Corridors

Everyone has the right to feel safe, and to have respect for themselves and their property.

Rules	Pupil Actions	Staff actions
1. Walk sensibly in single file on the left. 2. Keep to the one way system. 3. Keep corridors and cloakrooms clean and tidy. 4. Behave safely in the locker areas. 5. No eating in the corridor.	- To follow directions about walking on the left, in single file and keeping to the one way. - To be aware of other people in the corridors. - To ensure that litter is put in bins and cloakrooms are tidied on a daily basis. - To keep their belongings in their lockers (not on them!) and on pegs. - To respect art work and other displays in the corridors.	- To ensure that all staff promote these rules and are encouraging pupils to follow these rules. - To supervise pupils in the corridors. - To agree a system for accessing lockers with their tutor group in order to avoid blocking the corridor. - To begin and end lessons as promptly as possible.

With Other People

Everyone in school has the right to be treated with dignity and respect.

Rules	Pupil actions	Staff actions
1. Be polite to others at all times. 2. Show respect for others at all times. 3. When addressing adults, use their correct title and name. 4. Help other people by opening and holding doors. 5. Use appropriate language at all times.	- To be aware of other people, their feelings and their needs. - To consider the tone that they use as well as their language when speaking to each other. - To ask a member of staff for help if someone is being treated unkindly.	- To have high expectations of all pupils with regard to manners and good conduct. - To model good manners at all times. - To praise and show appreciation of courteous behaviour.

In the Classroom

Staff have the right to teach and all pupils have the right to learn in a classroom free from disruptive behaviour - a classroom that both reflects their own behavioural expectations and creates an atmosphere in which pupil self-esteem can flourish.

Rules	Pupil actions	Staff actions
<ol style="list-style-type: none"> 1. Arrive on time to lessons with the correct equipment. 2. Only one person should speak at a time, and everyone should listen carefully to them. 3. Be silent if that is required. 4. Apply a good effort to all aspects of the work set. 5. Complete tasks carefully, presenting it neatly and carefully. 	<ul style="list-style-type: none"> - To ensure they arrive at lessons punctually and with all necessary equipment, including books and homework. - To enter the room quietly and with an attitude that is ready to work. - To show respect for others by listening carefully and following instructions the first time they are given. - To ask for help if unsure of what is required. - To respect the ideas and opinions of others. - To take pride in their work. 	<ul style="list-style-type: none"> - To ensure that lessons are well planned and resources are available. - To differentiate activities so that all pupils are able to participate in the lesson and further their learning. - To encourage and praise good behaviour. - To value and encourage the work, opinions and ideas of the class. - To provide pupils with positive and constructive feedback in response to their work.

With Regard to Uniform

All children have a right to a sense of belonging and to be part of an active community.

Rules	Pupil actions	Staff actions
<ol style="list-style-type: none"> 1. Wear correct and appropriate school uniform at all times. 2. Shirts are to be tucked in and top buttons are to be done up. 3. Black school shoes should be worn at all times, including to and from School. 4. Only single small, stud earrings are to be worn. There should be no other jewellery. Makeup is not to be worn. 5. School fleeces can be worn to and from school and at lunch times. 	<ul style="list-style-type: none"> - To wear their uniform with pride, ensuring it is smart at all times. - To respect the decisions made by staff about their uniform. - To promote the school in a positive way through the way uniform is worn. - To allow teachers to focus on teaching and learning rather than having to address issues of appearance. 	<ul style="list-style-type: none"> - To set a good example to pupils with regard to smart and appropriate appearance. - To treat all pupils fairly and equally with regard to the wearing of uniform. - To be consistent in addressing incorrect dress and appearance.

At Break and Lunchtime

All children have a right to relax and play, and to join in a wide range of activities.

Everyone has the right to feel safe and included.

Rules	Pupil actions	Staff actions
<ol style="list-style-type: none"> 1. Behave safely and responsibly at all times. 2. Treat other people with respect. 3. Keep the playground tidy. 4. Keep to the rules of designated areas. 	<ul style="list-style-type: none"> - To endeavour to involve other pupils in games and activities. - To put litter in the bin and complete litter duties carefully. - To treat others with kindness and respect. - To look out for other people and ask a member of staff for help if they see behaviour that is unsafe or will make someone unhappy. 	<ul style="list-style-type: none"> - To ensure that pupils are adequately supervised during break and lunch times. - To provide activities that help pupils to engage in positive play. - To support pupils who have specific needs during break times.

In the Dining Room

Everyone has the right to enjoy their meals in an environment that is comfortable and sociable.

Rules	Pupil actions	Staff actions
<ol style="list-style-type: none"> 1. Listen carefully to the instructions of lunch time supervisors and follow them the first time they are given. 2. Line up quietly and in an orderly manner. 3. Speak quietly to the other people on the same table. 4. Eat with appropriate table manners. 5. When finished eating, clear away carefully and keep the dining room tidy 	<ul style="list-style-type: none"> - To treat all adults with respect and good manners. - To appreciate food and respect everyone's enjoyment of their meals. - To clear away crockery and ensure all rubbish is put in appropriate bins. 	<ul style="list-style-type: none"> - To set a good example with regard to table manners. - To adequately supervise the dining hall. - To ensure that teaching staff support the lunchtime supervisors in their role.

Coming to and From School

Everyone has the right to feel safe.

Rules	Pupil actions	Staff actions
<ol style="list-style-type: none"> 1. Wear the school uniform correctly to and from school. 2. Follow rules for road safety, whether walking or cycling. 3. Treat each other and members of the public with respect. 4. Treat people's property with respect, and do not enter private property. 5. Hand in mobile phones on arrival at school. 	<ul style="list-style-type: none"> - To remember that they are representing Ferndown Middle School as they travel to and from school. - To ensure that bicycles are roadworthy and that helmets are worn when cycling. - To behave sensibly and use appropriate language. - To ensure that they know the arrangements for travelling to and from school. 	<ul style="list-style-type: none"> - To supervise playgrounds and the front of school adequately at the beginning and end of the day. - To be aware of pupils who have not been collected or need help at the end of the day. - To help resolve issues that have occurred on the way to or from school. - To ensure that road safety rules are promoted in school. - To ensure that messages about changes of arrangements are delivered to pupils.

School Trips and Visits

Participation in a school trip will be dependent on behaviour in school. The final decision will be with the SLT.

Rules	Pupil actions	Staff actions
<ol style="list-style-type: none"> 1. Wear school uniform correctly unless otherwise agreed. 2. Follow the rules for the day/trip as set out by the trip co-ordinator and instructor. 3. Treat each other and members of the public with respect. 4. Be courteous to staff at all times during the trip. 	<ul style="list-style-type: none"> - To remember that they are Ferndown Middle School all the time they are on the trip/visit. - To listen carefully to all instructions and follow them through. - Be respectful to all members of the public. - Show all staff politeness and respect during the trip/visit. 	<ul style="list-style-type: none"> - To set a good example by wearing appropriate dress. - To give clear, concise instructions. - To ensure all pupils are certain about what is expected of them when dealing with members of the public. - Set the standards of courtesy expected by example.