



BEHAVIOUR POLICY

Policy Review

This policy will be reviewed in full by the Governing Body on an annual basis.

It is due for review in September 2017

Signature Date

Head Teacher

Signature Date

Chair of Governors

Aims and Objectives

At The Jane Lane School we seek to create a caring and nurturing environment in order to enable effective teaching & learning to take place. The School has high expectations in terms of good behaviour, to provide the safe and secure environment which is paramount in all aspects of school life.

This will be done through:

- promoting personal responsibility, good behaviour and discipline
- promoting self-esteem, self-discipline, proper regard for authority and positive relationships based on mutual respect
- ensuring fairness of treatment for all and consistency of response to both positive and negative behaviour
- providing a safe environment free from disruption, violence, bullying and any form of harassment
- encouraging a positive relationship with parents and carers to develop a shared approach to involve them in the implementation of the school's policy and associated procedures

The adults who work within the school and who encounter the children on a daily basis have an important responsibility to model high standards of behaviour.

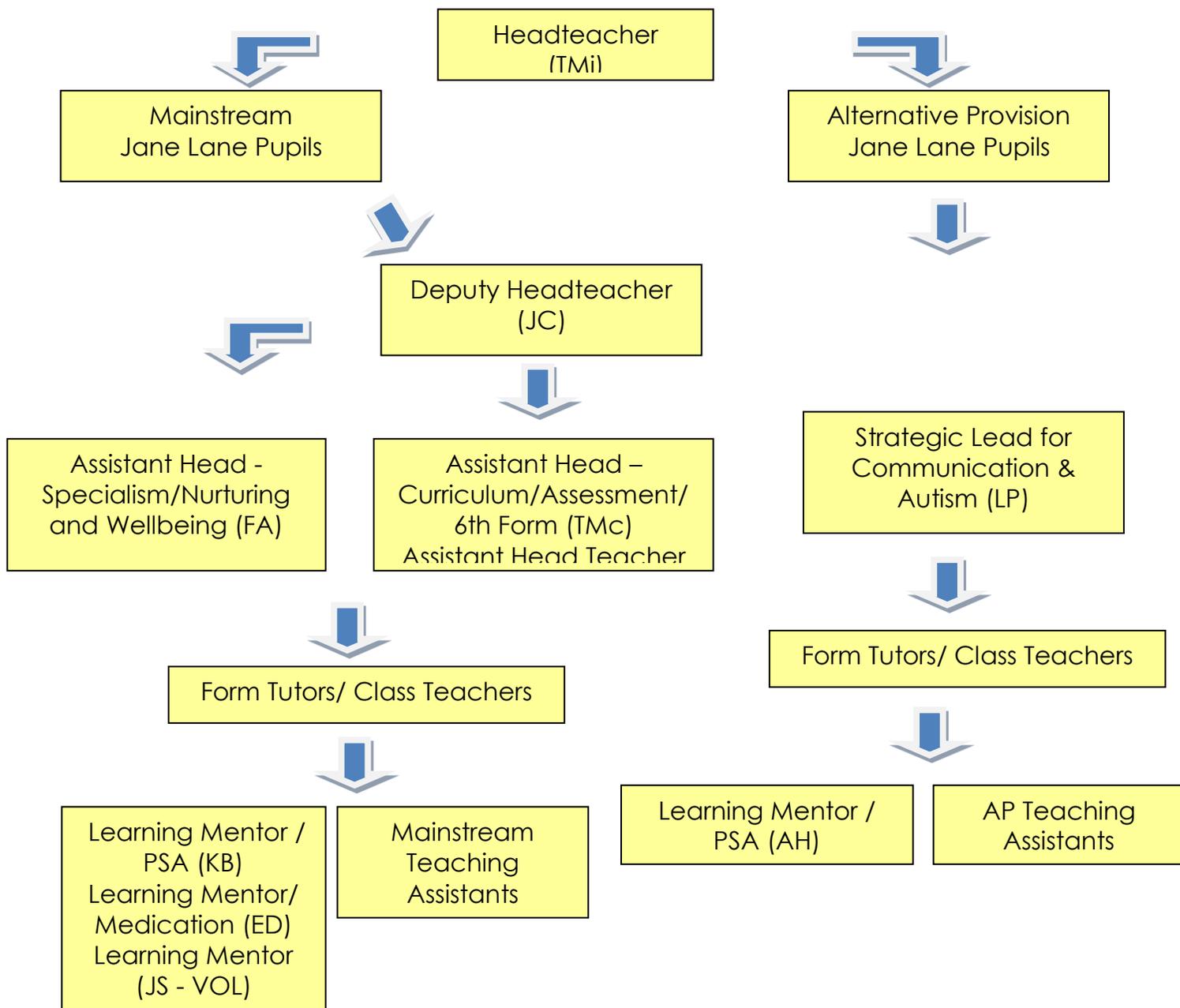
It is important to acknowledge the learning young people undertake whilst watching the interactions of others. To this end, adults both in their dealings with the children and with each other, will set an appropriate example of positive interaction which has an important influence on the children and the way in which they work with their peers.

As adults we should aim to:

- create a positive climate with realistic expectations;
- emphasize the importance of being valued as an individual within the group;
- promote, through example, honesty and courtesy;
- provide a caring and effective learning environment;
- encourage relationships based on kindness, respect and understanding of the needs of others;
- ensure fair treatment for all regardless of age, gender, race, ability and disability;
- show appreciation of the efforts and contribution of all.

Nurturing, Wellbeing and Pastoral Team

The issue of pupils' behaviour is the responsibility of all members of staff at the school. However, to support this, the school has a team of staff who have a specific focus on behaviour within their overall responsibilities. The structure of the Behavioural Team is as shown below;



Yellow/Red Card System

To ensure consistency of approach in every lesson for pupils, there is a simple 'yellow and red card' system which is used by all staff. These cards are displayed in all classrooms throughout the Secondary Department. All pupils are able to see and indeed experience the 'consistency and fairness' shown by staff to pupils displaying 'off task' behaviours.

User Guide – Yellow/Red card system.

1. Allow pupils 5 minutes to settle at the beginning of lesson.
2. Yellow card procedures.

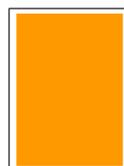
i) Yellow card offences.

- Refusal to work.
- Being noisy in class, disruptive.
- Inappropriate attention seeking.
- Leaving class without permission.

Rules as displayed in class.

How to avoid a **YELLOW** card

- Complete work set.
- Be quiet in class.
- Put your hand up to get attention.
- Stay in class.



Routine.

- After the 5 minute 'settling in' period, should a pupil commit a yellow card offence – staff should point to display and highlight which rule they are breaking.
- If the pupil persists, their name will be added to the yellow card – the pupil should be told that they have an opportunity to earn it back if they work hard for 10 minutes.

- Time should be allowed for the situation to diffuse before issuing a second yellow card.
- If pupil requires a second yellow card their name will be written on the red card – The Detention cannot be taken back.

ii) Red card procedures.

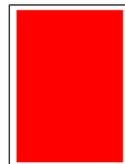
Red card offences

- **Deliberate** foul language.
- Physical aggression.
- Verbal aggression.
- Exiting the school.
- 2 Yellow cards.

Rules as displayed in class.

How to avoid a **RED** card

- Use appropriate language in class.
- Be kind to others.
- Talk nicely to others
- Stay in school.



Routine.

- If one of the above happens the pupils name should be written on the red card. Inform the pupil of which rule they have broken and the consequence they will have as a result.
- Treat each case on **merit**. SMT can be informed using **SIMS**

Detention system.

- If you have given a pupil a Red card, **SIMS** needs completing.

- Break detentions – It is the responsibility of the member of staff referring the pupil to take the pupil to the detention room to complete their detention. The incident must be recorded on **SIMS**.
(10. 20 am – 10. 35am)
- Lunchtime detention – It is again the responsibility of the member of staff referring the pupil to take the pupil to the detention room to complete their detention. The incident must be recorded on **SIMS**.
(12.25 pm – 12.40 pm)

It is very important the detention system is not abused and the Yellow cards should be used consistently, and wherever possible to diffuse the situation and turn the pupil's behaviour around.

Use the 'avoid' cards displayed in the rooms, as shown above, to constantly praise pupils when they adhere to the rules.

Referrals

The referral forms inform the Behaviour Team of incidents of behaviour which require a more focussed approach. These form part of the Behaviour Profiling System required by external agencies and are recorded directly onto **SIMS**. These referrals can then sent through to Senior Staff via **SIMS**.

When?

- If an incident requires more input than the yellow/red card system
- Persistent incidents and frequency of a particular behaviour needing to be monitored
- Bullying (see section E)

Who?

- Class teacher responsible for the whole class
- Teaching Assistants if in separate groups must inform the class teacher, who will then complete the referral as a result.

Procedure

The incidents are recorded in **SIMS**.

Bullying

- The school operates a 'Zero Tolerance' attitude towards bullying. Reports must be completed by anyone witnessing or who has been informed of bullying using **SIMS**. This could be a single incident or a build up of low level issues. These reports will be discussed at the earliest opportunity.
- If a pupil is put on Zero Tolerance, privileges will be taken away from Monday through until Thursday,
- Loss of privileges:

Morning break Detention

Lunchtime Detention
Supervised Lunch
After lunch the pupil must attend a club

Any pupils on the programme will meet with a member of staff during the week to discuss what they have done and discuss issues using the '4 W's' interview sheet to record pupils' responses on **SIMS**.

Pupils exiting class

On occasions, some pupils may need time to 'cool off' away from their class. This must always be done in a safe way and with the permission and discretion of the member of staff they are with. Pupils who have a 'Time out card' or those pupils with Positive Handling Plans may require a 'cooling off' period as part of their Behaviour Agreement. The 'time out' is recorded to make sure there is no abuse of the system.

Leaving the classroom without consent

- If a pupil leaves a class without permission, the class teacher needs to ensure that the pupil is not putting themselves in danger
- An Teaching Assistant may be used to observe the pupil from a distance to ensure safety
- If appropriate, use a Teaching Assistant to talk the incident through with pupil

- If there is an appropriate time during the lesson, the Level 3 Teaching Assistant or Higher Level Teaching Assistant (HLTA) can remain with class whilst the teacher discusses issue through with the pupil
- If support is required use a Teaching Assistant to seek support from the Senior Management Team (SMT).
- **All incidents of pupils leaving class without permission must be recorded on SIMS** by the member of staff and the pupil to whom the referral relates.

Role of the Form Tutor

The Form Tutor role is pivotal in supporting young people in the tutor group to maximise 'progress, achievement and successes.'

Form Tutors should;

- Be well informed for Annual Reviews about the progress each pupil is making
- Make contact where possible with the family of each pupil at least once a term
- Encourage a Form Identity, demonstrate the importance of Tutor Time
- Celebrate the pupil's successes
- Take responsibility for dealing with behaviour issues and in particular work with pupils concerned to help them through problems
- Show an interest in the students
- Be in the Form Room to greet pupils.
- Communicate Whole School information and issues
- Check uniform daily.

Form Tutor System

Each year groups will be allocated two members of staff to support them for an academic year.

2017/18

Primary

KS2 Gemini
KS2 Apollo

Mrs Gail Surrell
Mr Tom Simkin

Secondary

Year 7	Miss A Brtton
Year 8	Mr P Kataria
Year 9	Miss Strangward
Year 10	Mrs S Toor
Year 11	Mr A Marlowe
6 th Form	Mrs P McElroy, Miss S Ensor, Miss J Deans (Polaris)

Alternative Provision

Aquarius Mrs M Morris
Gemma Mr K Wilkes
Mimosa Mr C Harris

Wet breaks

Form Tutors and teaching assistants to return to form rooms to supervise form to minimise disruption and inappropriate behaviours. Teachers and teaching assistants not assigned to a form to patrol the corridors.

The main bell will sound 5 minutes before the break is due, if it is going to be wet. This should be done by the member of staff on duty.

Lunchtime Arrangements/Activities

Supervision of children and young people throughout lunch is provided by Lunchtime Supervisors, Teaching Assistants (3 x 30 mins per week), members of Senior Management and Sixth Former Playground Leaders.

A number of clubs operate throughout the week from 12.55-13.25 and these are supervised.

Team Teach

See the School Policy on Positive Handling Procedures.

- **All incidents** of positive handling need to be recorded in the Bound and Numbered Book located in the main school office.

Exclusions

The overall responsibility for Exclusions within the school is taken by the Governing Body and delegated to the Head teacher. The day to day management is the responsibility of the Head teacher.

i) Permanent Exclusions

The Governors' policy on Permanent Exclusion is that the process should be used only as very last resort, after a variety of other avenues have been explored. Should this action need to be taken for a young person, the school follows National and Local Authority guidelines and legislation.

ii) Fixed Term Exclusions

Fixed Term Exclusions are used rarely and their duration will be dependant on the severity of the incident. Possible reasons for Fixed Term Exclusions would be:

- Physical assault against a pupil
- Physical assault against an adult
- Verbal abuse/threatening behaviour against a pupil
- Verbal abuse/threatening behaviour against an adult
- Bullying
- Racist abuse
- Sexual misconduct
- Drug and alcohol related
- Damage
- Theft
- Persistent disruptive behaviour
- other

iii) Internal exclusions

Internal exclusions are used where it is thought that it might be more effective for the pupils to work and remain with staff rather than resorting to an off site Fixed Term exclusion. The internal exclusion may be a morning, an afternoon or a full day session. The pupils are completely isolated from their peers throughout the duration and are expected to complete work from the lessons during this time. A record of the events during the day will be added to the pupil's individual contact sheet. These are recorded in the Sanctions Book (Main Office).

Individual Behaviour Plans

Pupils, who require extra support to fully engage with school life and may be the subject of an exceptional funding bid, will be placed on an Individual Behaviour Plan (IBP).

The process:-

- Pupils identified through existing referral system, historical incidents and level of challenging behaviour.
- A Boxall profile will then be completed for the identified pupil.
- The completed diagnostic charts when used in conjunction with the manual will then identify the targets the pupil requires work on.
- Pupils causing concern are discussed at the Behaviour and Safeguarding meetings held as part of the cycle of Tuesday night staff meetings where concerns, classroom strategies and targets are discussed and monitored. These are then used as positive handling plans for the individual pupils.

Risk Assessments

These are completed by the Behaviour Team for the appropriate Key Stage and are discussed during Behaviour and Safeguarding Meetings. Pupils Risk Assessments are monitored closely and reviewed regularly. All agencies involved with the Young Person have access to the Risk Assessment. Agencies working with young people will have their own Risk Assessment procedures for the work they deliver where necessary and when required.

Alternative Provision

- Strategies

The Pyramid Approach

All classes within the primary department employ elements of the Pyramid Approach to Education (PECS.org).

Within the main school pupils use 'Make a Deal' to support lesson structure and promote positive behaviour.

The structural element of Pyramid complements and runs alongside the TEACCH approach, used at Jane Lane for students within alternative provision who have an ASC or other communication related disability.

Within the Alternative Provision class both the structural and instructional elements of the Pyramid Approach are employed.

Structural elements include:

1. Functional Activities (independent work and visual tasks)
2. Reinforcement Systems (Red or Green board, Make a Deal, Wait, Break, Help)
3. Functional Communication
4. Identification and Replacement of Contextually Inappropriate Behaviours (CIBS)

The instructional elements of the Pyramid Approach teaches pupils to generalise skills, become less prompt or staff reliant in completing activities and regulate behaviour through peer to peer, group and staff modelling.

Red or Green

Positive behaviour is embedded within this behaviour management system. Pupils have a photo of themselves which is placed in either the red or green circle depending on behaviour and effort. At the end of lesson, leisure time is awarded to all pupils who have completed their work. Students who complete tasks while following all of the rules (positive prompts) are placed in green, while pupils who have not followed the rules have their photo placed in the red circle. This means that their access to 'top level' rewards and activities is restricted.

Pupils learn to associate the colours red and green with negative and positive. The concept of positive / negative association with colour is reinforced throughout society (traffic lights, sport etc.) and other whole school reward/sanction systems. It also supports the way that children are taught to identify their own emotional state (emotion scale). Pupils eventually begin to self-evaluate their performance and suggest where their photo should be placed (red or green), giving a reason.

Red and Green



Make a Deal

In a similar way to the Red and Green system, Make a Deal reinforces the principles of positive behaviour = reward, and introduces the concept of earning a reward through following rules and the level of effort put in. Lessons are usually structured into several elements (e.g. listening, questions, written task etc) with a counter being awarded when each element is completed. Pupils place counters on their deal card. At the end of the lesson counters can be 'cashed in' for rewards to play with during leisure time. This system progresses with the pupils own academic and personal development to incorporate the concept of handling money, exchange and value.

Deal card



The TEACCH Approach

The **T**reatment and **E**ducation of **A**utistic and other **C**ommunication related handicapped **C**hildren (TEACCH) approach is used within alternative provision to provide students with a structured learning environment.

Pupils follow individual work systems and schedules which provide stability and predictability as well as helping them to understand the sequence of daily events.

The environment is 'zoned' into independent work stations, 1:1 work area, group work and leisure. The different learning zones provide visual cues for pupils in setting out expectations for behaviour and workload whilst in each zone.

Learning to Learn

Within this additionally resources provision, pupils are taught the prerequisite skills to become effective learners.

Pupils are taught to:

- Take turns
- Share
- Communicate functionally
- Express emotions
- Interact with peers
- Establish and maintain friendships
- Follow instructions

Each child is assessed in order to establish likes/ dislikes, a communication method and individual behaviour needs.

Each pupil is taught to regulate their emotional state with a member of staff, then develop their own self-regulatory techniques, in order to access the transition area successfully – with the ultimate aim of reintegrating back into a classroom setting.

Primary Department

All pupils are used to the styles of each class teacher and respond to each teacher as well as their own class teacher. Departmental sessions; lessons and activities help to provide positive role models and a cohesive ethos. Constant use of praise in all situations for good work and behaviour – all age/ability appropriate

Traffic light system in class.

The traffic light system works in a similar way as the secondary department using the same set of rules.

In each class there is a large green, yellow and red circle displayed prominently in the class. Each pupil in the class will have a photograph which can be attached with Velcro to the circles.

At the start of each lesson all the pupils will be in the green circle. The rules should be applied as with the yellow and red card system. If a pupil is breaking any of the rules their photograph will be moved between the coloured circles to give them a visual representation of where their behaviour sits. The pupils will be given every opportunity to get back in the green. At the end of each lesson all the pupils in the green will be given a green token to post.

Firm and fair boundaries and guidelines of which all pupils are aware.

Follow up sessions (discussion with the pupil re behaviour) by class teacher if appropriate (age/ability).

Pupils are encouraged to feel safe, happy and secure in their environment; they know who to go to for TLC, sympathy etc (TA's) and they appreciate that teaching staff are in authority and will enforce guidelines, administer sanctions etc, if needed.

Pupils know that they will be treated with unconditional regard, and that staff will not bare grudges or assume bad behaviour. Pupils will always be encouraged to start with a 'clean slate' at the beginning of a new day or session etc, even when sanctions have been given for inappropriate behaviour.

The safety and right to learn of each child, group, class or department is paramount. Any pupil threatening the safety of themselves or others will be removed from the situation and kept safe. All incidents are logged and recorded in the Bound and Numbered book, which is kept in the Main Office.

Communication between home and school is welcomed and nurtured to develop the support network for children, young people and their families and to identify any problems which may be affecting a pupil's behaviour.

6th Form

The Sixth Form staff work closely with students to develop the skills and strategies to enable them to prepare for the wider world of work and life after school.

Staff are aware of and use the 'red and yellow' card system with pupils where necessary for modifying behaviour, and the detention system is used when necessary.

Some Sixth form pupils wanted to incorporate a green card for exceptional work, effort or behaviour. This has been done the exceptional actions are rewarded with a green token. These are posted and at the end of each week they are totalled.

Sixth Form pupils may be asked to support younger pupils, work with others at break times or lunch times and act as positive role models around the school. Sixth Form are asked to take part in activities around the school which supports the smooth running of the school eg, gardening, maintenance etc.

Pupils are also given the opportunity to take part in camps and outdoor activities. They have full access to a common room which has facilities for making hot drinks and preparing food. Independently mobile students are able to go 'off site' on a lunchtime if they should wish. (Consent from parents would be required)

Should pupils choose not to conduct themselves in a highly mature and sensible manner, then staff would revise the privileges the pupils are given. Possible sanctions would be through the removal of privileges until staff felt sure the students would not be conducting themselves in this manner in future.

Learning Mentor / Parent Support Advisor

Within the mainstream of the school we have a full time Learning Mentor / Parent Support Advisors, K Bolton; a Support Teaching Assistant for the Learning Mentors, E Dunn. (E Dunn has an additional commitment to medication and first aid); and a part-time volunteer Learning Mentor/Parent Support Advisor, Jo Sault.

The objectives of this support in the school are:-

- To provide support for pupils to overcome barriers to learning within and outside of school.
- To encourage pupils to improve attendance.
- To build confidence, motivation and self-esteem.
- To help raise standards of attainment and achievement.
- Enable pupils to become more aware of their true potential and take a fuller responsibility in their future educational needs.
- To help provide a support network, to include external agencies that will improve their quality of life chances both in school and into adulthood.
- To help improve social skills and emotional development.

A Henderson is a fulltime Learning Mentor/Parent Support Advisor for Alternative Provision.

Access to mentoring provision is through referral that requires parental/carer consent.

Chatterbox – E Dunn runs a ‘drop – in’ programme which is accessed by the ‘Chatterbox’ box on her office door. A child writes their name on a piece of paper and posts it in the box. E Dunn will pick these up throughout the day.

External agency referrals

All referrals to external agencies are carried out by the appropriate line manager (see initial diagram). Copies of these referrals are kept in the Pupil Files. Referrals will be made to the Multi Agency Screening Hub (MASH), who will decide the level of support necessary. This referral will be made by those staff with responsibility for Safeguarding (TM/AH – Alternative Provision, TM/FA – Main school site). This identifies a clear route for all correspondence and liaison and provides the pupils and parents with a smooth and efficient service.

Safeguarding

All the staff at The Jane Lane School receive Level 1 Safeguarding Training, and are able to identify and follow the necessary procedures to safeguard our pupils. These are renewed on a rolling programme. For our safeguarding procedures see the Safeguarding Policy.

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