



**DAVISON CE HIGH SCHOOL FOR GIRLS
(TECHNOLOGY COLLEGE)**

POLICY AND MANAGEMENT DOCUMENT

Behaviour Policy

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1 Policy Statement

Learning can only happen when students feel safe and comfortable within their surroundings. Student behaviour is the key factor in ensuring that our school environment enables all students to feel that they are safe and can therefore enjoy their learning and achieve their full potential. This policy sets out the means by which Davison can ensure this outcome for all. We strive to ensure that our application of the behaviour policy is consistent and fair. We regularly use staff, parent and student voice to inform any modifications made and emphasise that excellent behaviour benefits everyone in our Davison family.

2 Context

Expectations for behaviour at Davison are high. Students are encouraged to regulate their own behaviour, especially as they get older. We believe that giving students responsibility is the key to why the vast majority of Davison girls are very well behaved. However Davison is a true comprehensive school and the student body reflects the diversity of the surrounding population. This includes students and families who display challenging behaviour.

We believe that planning for good behaviour is as important as planning for what to do when things go wrong.

Over the last three years, two students have been permanently excluded each year. Our numbers of fixed term and permanent exclusions are relatively very low in comparison with other schools in the Worthing area.

The Leadership Team review recommendations from the Pupils Services Team (PST) in making strategic decisions about the policy.

The Assistant Head for Inclusion leads the PST in monitoring and managing the whole school behaviour policy.

Tutors are the backbone of our pastoral system and play a proactive role in their students' achievements. Tutors monitor pupils' overall performance and happiness in school and play a proactive role in checking Hydra reports and in liaising with parents on the students' behaviour.

3 Stakeholders and Users

3.1 Policy Stakeholders

Governors

Headteacher

Leadership Team

Pupil Services team

Inclusion Manager

The Form Tutors

Subject Leaders

Classroom Teachers

Students

Parents

Support staff

Everyone in the community directly benefits from a school with high standards of behaviour!

3.2 Policy Users

Headteacher

Leadership Team

Pupil Services team

Inclusion Manager

The Form Tutors

Subject Leaders

Classroom Teachers

Students

Parents

Support staff

4 Aims and Objectives

There are high expectations for behaviour at Davison. We are proud that OFSTED 2007 described behaviour as outstanding. This policy aims to maintain that record. To achieve this, it is vital that staff and pupil voice are involved in working with the 5 outcomes in the Every Child Matters Agenda with the school vision "Inspire Serve and Achieve". The leaflet "Davison Values" explains this clearly for parents and students (see appendix 1). It focuses upon three core principles of "Respect", "Professional Presentation" and "Behaviour for Learning".

We aim to be fair and consistent in applying any sanctions. Staff and pupils are aware of a clear and fair system of detentions as described in the behaviour for learning section of the leaflet referred to above. Pupils and Parents can challenge the decisions if they feel they have been unfairly dealt with, with the appropriate teacher.

We are keen to celebrate success and emphasise the positive, in order to secure good behaviour. Therefore, Davison puts a high value on celebrating students' achievements in many areas. Reward systems are built into the day to day running of the school through our hydra system and planner credits. Celebrations are a regular feature of assemblies and each Key Stage has its own evening celebration event.

5 Detailed Guidelines to Implement Policy

Overall Davison sets out to be proactive in planning for good behaviour by having high but achievable expectations and by placing more emphasis on rewards than on punishment.

5.1.1 Rewards

The emphasis at Davison is that teachers **plan for good behaviour**. There is an understanding that, although students will find education its own reward, for many students this is not the case and more tangible rewards can improve motivation.

Students are rewarded in a number of ways:

- Hydra shop-year 10 and 11 reward system (see Appendix 5)
- Merit system-year 8 and 9 reward system (see Appendix 5)
- Key Stage 3 Celebration Evening
- GCSE Certificate Presentation Evening
- Individual departments have their own systems of rewarding pupils and contacting parents that links in with the reward systems.
- Achievements in Active Citizenship and extra curricular activities are regularly celebrated in colour time and assemblies.
- Collaborative reward system for the top 3 colour groups in each year for attendance and punctuality. (see Appendix 5)
- Assemblies and colour time regularly feature the opportunities to celebrate success of all kinds

5.2 Procedures

We encourage staff to use the language of choice, to be assertive and avoid unnecessary confrontation. Examples of different levels of response are described below. These examples are not meant to be prescriptive as the context will always require a degree of professional judgement.

Level 1: for a minor misdemeanour we would expect the appropriate punishment to follow the following escalating path:

- Warning by teacher that behaviour is causing concern and what needs to be done to rectify it.
- Warning that short detention is imminent.
- Pupil sent out for 2 minutes "cool down " time (if in class)
- Short detention set
- Longer lunchtime detention set if behaviour persists
- Hydra referral written

Level 2: if behaviour persist/escalates or for more serious behaviours:

- Pupil sent to subject leader (On call used if unavailable)

- After school or subject detention set.
- On subject report
- On report (if in more than one area)
- Interviews/phone call with parents
- Isolated for limited time with Subject Leader
- Year leader/RAC involved

Level 3: for serious disruption to learning

- Year leader/Inclusion Manager involved
- School detention
- On call teacher called, internal exclusion
- Interviews with parents
- Fixed term exclusion
- PSP initiated
- Involvement of outside agencies

Repeated serious disruptions or single serious acts which are a criminal act e.g. physical assault causing harm, might result in permanent exclusion. Each case would need to be judged individually, taking the context into consideration.

On Report

There is an "On Report" system used if students are persistently causing concern in a number of areas. This system is designed to involve parents and so that, if problems persist, then the pupil will be monitored by more senior staff. The RACs (Raising Achievement Co-ordinators) and year leaders become involved in the On Report system if problems persist. If a student is not improving and may be at risk of exclusion then the Inclusion Manager becomes involved and Pastoral Support Plans (PSPs) may be set up. At this stage the Inclusion Manager may involve outside agencies and modify the students' timetables to involve some time in the Inclusion Room.

The Inclusion Room and Learning Mentor are dedicated to supporting pupils with challenging behaviour. This can occur as in class support and/or by working in the Inclusion Room.

Detentions

Our system of detentions is effective at deterring/punishing many of the behaviours that are unacceptable and affects a very small proportion of students. Our detentions contain an element of restorative justice where possible and we are keen to develop this approach. An even smaller proportions of students are punished using internal isolation and fixed term exclusion.

Internal Exclusion

There are occasions when rather than send a girl home, thus excluding her from school, it is more appropriate to use internal exclusion. This is used for a lesson or sometimes for a whole day. Only Year Leaders and the head may internally exclude a girl. She is placed in the open area at the end of the leadership corridor, established for that purpose.

Pastoral Support Plans

Any pupil at risk of exclusion will have a Pastoral Support Plan (PSP). PSPs set targets for behaviour that are regularly reviewed with parents/carers and often with outside agencies. The Pupil Services Team (PST) works together to ensure that everything is done in order to give pupils every chance of achieving their potential.

5.2.1 Explaining and Reinforcing Expectations

We feel it is important to make our expectations regarding behaviour clear. In order to promote consistency, both pupils and staff need constant reminders of expectations.

We have broken these down into three broad areas: Professional Presentation, Respect and Behaviour for Learning.

We set out and reinforce these expectations in a number of ways:

- By advertising them in the "Davison Values" leaflet made using staff and pupil voice. (Appendix 1)
- Ensuring that expectations are understood and discussed during Colour Time (form time).
- By presenting clearly the rationale behind our expectations in assemblies so that they are clear and well understood. Assemblies are also used to re-enforce our message and to pick up on any issues/inconsistencies that have arisen
- Deciding on a rolling programme of fortnightly Foci (single issues for attention e.g wearing trainers) during PST meetings and by following up individual pupils contradicting our expectations.
- Colour councils and the Junior Governing Body (JGB) are used to ensure that student voice plays a part in ensuring that expectations can be lived up to by every Davison Girl.

5.2.2 Behaviour for Learning

We strive to train staff to give an appropriate response to behaviours so that we can be fair and assertive in our sanctions. There is also guidance useful for staff, pupils and parents in the "behaviour for learning" section of the pupil leaflet (Appendix 1). Some examples of different levels of response are described in Appendix 2 which is included in the teachers' planners along with guidance for the approach favoured (Appendix 3).

5.3 Roles and Responsibilities

It is the responsibility of every member of staff, teaching and support staff, to monitor behaviour of students and to either deal with the matter appropriately themselves and/or to pass on concerns about the behaviour of particular students to a teacher to enable action to be taken. For most students the form tutor is able to deal with minor incidents of poor behaviour. Situations which arise in the subject classroom should be dealt with by the subject teacher or, if more serious or persistent, by the subject leader, in consultation with the form tutor and Year Leader. Hydra should be used to

record incidents and inform staff. Students should be told if a report has been placed on Hydra. Staff should refer to the guidelines provided for all staff in the Staff Diary regarding appropriate action to be taken.

Incidents of persistent or more serious behaviour should be shared with parents to elicit their support for improvements, by classroom teachers, subject Leaders or form tutors, depending on the situation in which the misbehaviour arises. Support and advice should be sought from the Year Leader or Headteacher in repeated cases which are not responding to intervention.

Internal exclusion may only be determined by Year Leaders. Other exclusions must be referred to the Headteacher for the final decision, or her Deputy in the case of her absence.

The Inclusion Manager monitors and reviews the behaviour policy.

Behaviour reports are closely monitored by the PST, whose roles and responsibilities are set out in the PST Handbook, see Appendix 5.

6 Additional Information

6.1.1 For Staff

See appendix 1, 2, 3 and 4.

6.1.2 For Parents/Guardians

See Appendix 1

6.1.3 For Students

See Appendix 1

7 Document Information

7.1 Date of next policy review

7.2 Change History

This policy should be reviewed every 2 years.

Date	Version	Author	Changes Made
11/05/201008	2	Tony Davies	Second Draft.

Appendix 1

The "Davison Values" Leaflet

Appendix 2

Examples of Levels of Response to behaviours:

Appendix 3

Behaviour 4 Learning-Dealing with Pupil Confrontation & Conflict -Strategies for Teachers (this appears in the staff planner):

Appendix 4

Managing behaviour at Davison -flow chart in teachers' planner.

Appendix 5

PST handbook