STEPNEY GREEN
MATHS, COMPUTING & SCIENCE COLLEGE

BEHAVIOUR POLICY

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Principles

Good behaviour is necessary in the classroom to maximise teaching and learning. Students need to be able to make appropriate choices in order to become good citizens.

SGMCSC bases its behaviour management on the principles of 'positive behaviour for learning'. The main principles are:

• Showing respect
• Being positive and encouraging others to be positive
• Recognising and praising appropriate behaviour for learning
• Making clear the consequences of inappropriate behaviour for learning
• Empowering students by giving them choices
• Always giving students 'another chance'

Staff who would like to find out more about the positive behaviour management approach, including practical ideas for the classroom, should refer in particular to books by Bill Rogers and Lee Canter, or consult the Behaviour Improvement Manager via their HOF.

The Curriculum

SGMCSC recognises that students must follow an appropriate curriculum, which students see as interesting and relevant, to avoid disaffection. At KS4 SGMCSC offers a variety of alternatives to traditional GCSEs which currently includes Applied Business and Science, Entrepreneurship, ASDAN, College Links and a Support Option. For more able students SGMCSC offers Triple Science within the curriculum and GCSE Arabic as a twilight course. The PHSE and Citizenship programmes address a variety of issues around behaviour and making appropriate choices.

SGMCSC offers a range of Out of School Hours activities and trips, both related to and separate from the curriculum. This allows students to improve their social skills such as teamwork and interacting with new people.

Teaching and Learning

Staff must be on time to lessons and should greet their classes as they arrive. Lessons should be well structured with a quick pace to avoid periods of inactivity. Seating arrangements should promote good behaviour and effective learning.

Staff should have clear routines for less structured points in the lesson eg. distribution of materials, change of activity. These routines should be explicitly taught to classes. Staff should ensure that work is suitably differentiated and that all students are able to access tasks.

Heads of Faculty/Department, Heads of EAL , Head of Learning Support and the LSU manager are available to give advice on differentiating materials. Where staff are supported by a member of the EAL or Learning Support Faculty they should ensure that they have liaised appropriately and that their lesson is planned to allow time for the support.

Classroom Management

Staff should create a positive ethos in their classroom and model good behaviour at all times. Staff should ensure that the 'rules, rewards and sanctions' posters are displayed in their teaching room and referred to as necessary. Staff should follow the 'rules, rewards and sanctions' steps. Staff may ask a student to stand outside the classroom for a maximum of five minutes to allow him to consider his behaviour or calm down.

If a student fails to attend a detention, it is the class teacher's responsibility to follow this up, including putting the student forward for a Faculty/Department detention. Where a class teacher has asked for a student to be removed from a lesson by the Behaviour Mentor it is his/her responsibility to resolve the situation with that student before the next lesson. The Behaviour mentor, Heads of Faculty/Department and Y7TL/Assistant/Key Stage Leaders will support staff with this if requested.

Students must never be refused entry to a lesson. If an ongoing situation requires a student to be removed from lessons for a short period (Internal Inclusion) while the situation is resolved, the class teacher must organise this with his/her Head of Faculty/Department and the relevant KSL/Ass KSL.

If a class teacher is experiencing ongoing problems with a student or class he/she must inform his/her Head of Faculty/Department who will arrange appropriate support and advice and Internal Inclusion/behaviour management program

Out of Class Behaviour

All staff should contribute to the positive ethos of the school and model good behaviour at all times. All staff have a responsibility to challenge inappropriate behaviour outside the classroom.

If the member of staff does not know the name of the student they should enlist the help of their Head of Faculty/Department or a Y7TL/Assistant/Key Stage Leader in identifying the student. Students are much less likely to behave poorly if staff know them or are persistent in identifying them.

Where possible staff should be a presence on the corridors at lesson changeover and help clear the buildings at the beginning of break and lunch. Faculties/Departments are responsible for good order in their areas. Staff must be on time for break duty.

Behaviour Mentor/Behaviour mediation On-Call

The Behaviour Mediation Team are on-call for each period of the day and at break and lunchtimes. If a potentially dangerous situation arises or a lesson cannot continue due to the level of disruption and the Head of Faculty/Department is unavailable or unable to resolve the situation ONC should be requested. ONC must be requested via the School Office who will contact the Behaviour Mediator or the appropriate member of the LT via radio.

In general, staff must not leave their class but should seek assistance from a nearby member of staff by sending a student. A reliable student may also be sent straight to the School Office. Where a student has been removed due to confrontation with a member of staff, it is the staff's responsibility to resolve the situation. Students should be meet at the Internal Inclusion room at the earliest possible convenience. (see 4.6)

PRFs / SIF

Staff must complete a PRF for each incident when a student has been removed from their class. PRFs are logged by the School Office and kept in the student's file. They provide written evidence for the Head when considering exclusions. They provide written evidence for Y7TL/Assistant/Key Stage Leaders when compiling their exclusion report. A copy of the PRF, exists on the staff drive under behaviour PRF. All students involved in a classroom incident must be given the chance to complete a SIF to complete the investigation

Rewards

Staff should follow the rewards outlined in the 'classroom rules, rewards and sanctions'. In line with the guidance provided by the ebehaviour guidelines. Rewards are closely linked to the school House System. All merits given for behaviour, effort or attainment and community contribute to House Trophies and termly assemblies. Staff are encouraged to try strategies such as homework charts, verbal feedback to complement the official ebehaviour sanctions and rewards policy. Please share successful strategies with colleagues.

Tutors may organise rewards for their group eg. trip for meeting attendance and behaviour targets. Y7TL/Assistant/Key Stage Leaders may organise a reward for their year group. Good behaviour and achievement is recognised in assemblies. Achievement and progress is recognised in the student bulletin, the parents' newsletter in end of term achievement assemblies.

Students are presented to the Head Teacher. Staff should take the opportunity to praise any student who they know has made an effort to improve or has an achievement either in school or in the community.

Sanctions

Staff should follow the sanctions outlined in the 'classroom rules, rewards and sanctions'. Non-verbal communication can be particularly effective in cases of low level disruption.

Sanctions:

• Community Service.
• Head of Faculty/Department, Y7TL/Assistant/Key Stage Leader, Leadership Team detentions.
• Faculty/Department, tutor, Y7TL/Assistant/Key Stage Leader, Leadership Team reports.
• Leadership Detention
• Internal Inclusion as arranged by the Assistant/Key Stage Leader.
• BIC exclusions as arranged by the Headteacher or, in his absence, one of his deputies.
• Permanent exclusion as decided by the Headteacher.

Communication with Parents

SGMCSC recognises the value of working in partnership with parents. Staff are encouraged to inform parents of positive behaviour and achievement through phone calls, postcards home and letter of commendation home. Staff are encouraged to work with parents to plan behaviour or academic improvement through phone calls/letters home or meetings with parents. Staff must inform the appropriate Y7TL/Assistant/Key Stage Leader of any contact with home. Sylheti speaking members of staff are available to interpret phone calls or at meetings.

'Challenging' Students

At SGMCSC we recognise that a small number of students in each year group may present particularly 'challenging' behaviour. This behaviour may result from EBD, social circumstances, poor attendance, permanent/temporary event in the student's life.

Where appropriate the student will have a special support programme (IEP/PSP/BIP) and class teachers must ensure they are familiar with any targets in these programmes. The student may receive extra support from a specialist teacher or learning mentor, who may design specific short term behaviour plans. It is important that all class teachers follow such a plan.

Incidents involving 'challenging' students should be dealt with and reported in the usual way. Y7TL/The Assistant/Key Stage Leader will use information from classteachers to review any programme with the Inclusion Panel and the Assistant Head for Inclusion (see Inclusion Policy).

Roles and Responsibilities

Classroom teachers:

• As set out in sections 3 and 4
• Monitor student reports to correct behaviour for learning
• Placing students on Green behaviour for learning and attendance and punctuality reports

Heads of Faculty/Department:

• To be a presence around the school.
• To ensure their staff carry out their responsibilities as set out in 3 and 4.
• To ensure behaviour management is an item on Faculty/Department agenda to share good practice.
• To support and advise any member of their staff who is experiencing ongoing difficulty with a particular student/group.
• To organise the Faculty/Department report system. Green/ Orange
• Monitor weekly behaviour reports generated from e Behaviour
• Monitor weekly faculty reports
• To support staff in meeting parents.
• To organise faculty/department detentions.
• To organise the temporary removal of a student while a situation is resolved.
• To ensure good order within their area.
• To inform their line manager of any particular student/group causing ongoing difficulty.
• To liaise with the Assistant/Key Stage Leaders as necessary.

Tutors:

• To create a positive and co-operative ethos within their group.
• To discuss issues of behaviour and choices with their group and with individuals.
• To teach the PHSE programme and address issues as it affects the group.
• To put on report students giving low level concerns.
• Monitor form ebehaviour reports to ensure students are being rewarded and set relevant sanctions for appropriate behaviour for learning
• To inform their Assistant/Key Stage Leader of concerns.

Y7TL/Assistant/Key Stage Leaders:

• To create a positive and co-operative ethos within their year.
• To be a presence around the school.
• To support tutors in managing their group.
• Monitor year and form ebehaviour reports to ensure students are being rewarded and set relevant sanctions for appropriate behaviour for learning
• To liaise with Heads of Faculty/Department over ongoing difficulties and serious incidents.
• To put students on red report as necessary.
• To organise Key Stage detentions.
• To keep parents informed.
• To support staff in meeting parents.
• To ensure that all information pertaining to a student is logged and filed using ebehaviour and school filing policy.
• To bring concerns to the Inclusion Panel.
• To review programmes with the Inclusion Panel and the Assistant Head for Inclusion.
• To run PS/ CAF meetings.
• To organise internal exclusion with the Assistant Head for Inclusion.
• To recommend, with supporting documentation, BIC exclusions to correct behaviour to the Head.
• To inform their line manager of any student/group causing particular concern.
• In addition, Key Stage Leaders to offer support and advice to their Assistant Key Stage Leaders as required.

Leadership Team:

• To create a positive and co-operative ethos within the school.
• To be a presence around the school.
• To offer support and advice to staff.
• To keep informed of any particular difficulties in the areas they line manage and offer support and advice.
• To carry out the ONC system
• To carry out periodic tours of the school during lesson time.
• To give fixed term BIC (Head/Deputies) and permanent (Head) exclusions when necessary.

Governors:

• To ensure the school has an appropriate behaviour policy.
• To monitor fixed term and permanent exclusions.
• To be part of an exclusion hearing when necessary.
• To hold the school accountable.

Behaviour Improvement Team:

- To create a positive and co-operative ethos within the school.
- To be a presence around the school.
- To offer support and advice to staff.
- To offer support and advice to students
- To conduct a full investigation of any incident that is referred by KSL/Ass KSL and LT
- To offer behaviour interventions when necessary
- To offer BIP programs and corrections programs to promote students to alter their behaviour. PSP/CAF
- To keep line managers informed of any particular difficulties.
- To carry out the ONC system
- To carry out periodic tours of the school during lesson time.
- To give BIC fixed term (Head/Deputies) and permanent (Head) exclusion advice when necessary

Review

This policy will be reviewed annually by the Headteacher.