



POLICY: Behaviour Policy – Positive Discipline

STATUTORY: Yes

DATE AGREED: April 2022

REVIEW DATE: April 2023

RESPONSIBLE MEMBER OF STAFF:

Mr A Williams + Miss C Limbrick

GOVERNOR COMMITTEE: Personnel & Welfare

SIGNED HEADTEACHER: A Evans

SIGNED CHAIR OF GOVERNORS: L Potter



JMHS Behaviour Policy

Positive Discipline

Rights and Responsibilities

John Masefield High School is committed to the provision of excellent and enjoyable learning for all. High standards of discipline and behaviour in lessons play a major role in ensuring this aim is achieved. It is equally important that all students, staff and visitors feel safe, secure and valued in and around the school site.

This policy is to be read in conjunction with the Equality & Diversity and Safeguarding Policies, especially in relation to Peer-on-Peer abuse. Therefore, all decisions are made within this Behaviour Policy are made in line with the Equalities 2010 Act and, at times, it is recognised some students require a more sensitive and/or differentiated approach. This Behaviour Policy must not unintentionally discriminate against any protected characteristics.

Policy Aims

1. To promote the core values of JMHS so that all members of the school community are conscientious, considerate and co-operative.
2. To help students recognise that all members of the school have rights and responsibilities.
3. To create an environment where each member of the school experiences excellent and enjoyable learning where students are able to make good progress and be a part of a safe and supportive environment.
4. To achieve consistency, so that all members of the school are treated fairly and equally. Also, those students who face a range of challenges in maintaining good behaviour are supported in this aim.

These aims will be achieved through

1. Having high expectations of all members of the school with a focus on being conscientious, considerate and co-operative. We believe that excellent and enjoyable teaching through our teaching and learning standards provides a platform for positive behaviour.
2. Staff setting an example through their personal conduct and the delivery of high-quality lessons, which create an excellent relationship with students.
3. Having a clear and easily understood set of rules, sanctions and rewards.
4. Provision of high-quality training and guidance for staff to support students.
5. Supervision of students on the school site and during extra-curricular events.

6. Working in effective partnership with parents/carers and relevant external agencies.
7. Teaching staff understanding the context of those children demonstrating poor behaviour and employing agreed strategies for engagement and de-escalation.

Encouraging positive behaviour

In order to promote excellent behaviour at JMHS and help all students to become conscientious, considerate and co-operative, all staff strive to:

1. Use assemblies to show students how they can be:
 - The best they can be (conscientious).
 - Kind and helpful to others (considerate).
 - Join in school life fully and help other students and staff (co-operative).
2. Promote our learning standards in all lessons so that students:
 - Concentrate and focus right from the start of each lesson.
 - Take great care and pride with written and practical work.
 - Co-operate with the teacher and with classmates so that lessons go smoothly and group work is effective.
 - Contribute positively and enthusiastically to lessons, so that learning is energetic and fun.
 - Be creative so that original ideas are included in their work.
 - Connect learning from different areas, eg using maths work in science investigations.
 - Commit to their learning so that they know how to improve and make the necessary improvements.

In order to reinforce these learning standards staff award house points, linked to the Aspire campaign when they see them being achieved during lessons and extra-curricular activities and in homework.

3. Ensure all lessons start promptly, where possible meeting students at the door, with students working hard as soon as they enter the classroom and on a task they can succeed with for the first 10 minutes of a lesson, so lessons get off to a calm productive start and teachers have a good opportunity to prepare to teach the main areas of learning effectively and complete the register. The Curriculum, Assessment and Teaching (CAT) policy stipulates this is a silent period.
4. Plan learning activities that help students achieve mastery so that they all revisit and understand key concepts and the basics; whilst allowing students who have already grasped the basics to deepen their understanding, by applying their learning to more complex and realistic contexts. Teachers should consider and plan for level of classroom “noise” for all segments of lesson and skilfully implement and signpost silent, partner talk, group talk volume levels. Staff can also take note of recommended pedagogies to include or ignore with challenging classes see “Behaviour Strategies to apply and avoid” appendix 1.
5. End lessons promptly, after a discrete plenary task, and give positive reinforcement to students who have been conscientious, considerate and co-operative so that students can depart on time and have positive habits reinforced.

6. Use formative and summative assessment and verbal feedback to identify and reinforce good quality work and improvement thereby encouraging students to be even more conscientious. Where students have been particularly conscientious, award house points to reinforce.
7. Award praise postcards for students who have shown excellent learning standards in each class over an extended period of time once each academic year.
8. Identify and reinforce examples of students being considerate and co-operative out of lessons through verbal praise, respect house points and respect commendations.
9. Encourage participation in our extracurricular programme the opportunities to improve their team skills, levels of cooperation and provide diversion from poor mental health and anti-social behaviour.
10. Sports leaders so they can be rewarded for positive behaviour and gain enjoyment and satisfaction from serving their community and helping others.
11. Encourage students to achieve excellent standards of being conscientious, considerate and co-operative and to apply to be prefects (the premier leadership position within JMHS) during Y10 and to serve the school community as prefects.
12. Achieve our key aim of being a community where we all support each other, so that relationships between students and staff are positive and professional and all are encouraged to show courtesy and respect at all times.
13. Use the 10 agreed behaviour management strategies consistently (see Appendix 2), as well as the Enhanced Positive behaviour and relationships @ JMHS document (Appendix 3). Refer to Appendix 4 (Improving Behaviour in Lessons) specifically for guidance before and after lessons, in the event of an incident and after lesson/incidents.
14. Ensure communication between faculty, SEND and pastoral team is clear and timely allowing information and good practise is shared and any subsequent intervention actioned quickly.
15. Through an increased and thorough understanding of the nature of many behaviour challenges being rooted in anxiety, attachment issues. trauma and ACE's (Adverse Childhood Events). This should enable a flexible and inclusive approach to incident and behaviour management, within a set of consistent rules and boundaries.
16. Do not underestimate the significance of positive interactions with student, e.g smile, show an interest and praise.

Support for students whose behaviour is a barrier to learning

Year Leaders provide bespoke support to students whose behaviour is a barrier to learning, through working with the student, their parents/carers and relevant outside agencies.

The methods of support will vary according to the needs of individual students but can include among other methods:

- A Pastoral Support Plan (PSP) where the Year Leader, parents/carers and student will meet once a fortnight to review progress against targets set to improve behaviour.

- A student need plan produced with parents/carers and the student informing staff of the best way to help the student learn and communicated with staff.
- A daily report card, where teachers grade a student's behaviour each lesson on.
- Temporarily moving class or removal from the current class to work in the Hub (rooms 38 and 39) or the Behaviour Recovery Room to allow time for the student to reflect, and improve behaviour.
- In certain circumstances make small amendments to the curriculum.

Rules

The rules for the classroom, corridor and beyond the classroom are designed to promote excellent and enjoyable learning for all. The rules are displayed in every classroom on large posters and throughout the school. These rules and expectations of staff to employ them skilfully are frequently revisited in staff briefings updates and training events.

Classroom Rules

1. Arrive promptly and sit in designated seat.
2. Have all equipment ready.
3. Begin tasks immediately and remain on task.
4. Follow 10 second to silence rule.
5. Complete all class and homework tasks to the best of your ability.
6. Present, respect and organise your work well.
7. Work in silence during silent work times.
8. Listen silently to the teacher and peers.
9. Demonstrate respect and commitment in collaborative tasks.
10. Remain silent and calm at the end of the lesson.

Corridor Rules

1. Walk calmly and quietly at all times.
2. Use designated areas for meeting and eating: outside, dining hall, community lounge (Y11).
3. Be courteous to others.
4. Walk on the left.
5. Maintain no physical contact.
6. Follow route signs.

Dining Room Rules

1. Students in Y7-Y9 eat lunch in the main dining room. They can purchase food in the dining room or bring a packed lunch. They can choose where to sit but must remain seated and eat in the dining room until their Year Leader or teacher on duty gives them permission to leave.
2. Students in Y10-Y13 may choose whether to eat in the community lounge or outside on picnic benches.
3. Students must eat any food purchased in the dining room.
4. Students are expected to queue quietly and sensibly and behave in a calm respectful way in the dining rooms. They must sit down to eat.

5. Students must clear away their plates, litter etc taking it to the designated place before they leave.

Rules before school, at brunch, lunch and after school:

Students are not allowed to:

1. Leave the school premises without prior agreed consent.
2. Be in unsupervised areas such as the bus park or behind the Art Block.
3. Drop litter.
4. Act in a way that would put themselves or others at risk of harm.
5. Play any game that involves physical contact.
6. Play ball games outside of designated areas: tennis courts, field.
7. Use disrespectful or discriminatory language (in line with Equality & Diversity Policy) or swear at any time.
8. Damage school property.
9. Smoke, vape or consume or bring onto school premises prohibited substances, for example 'energy drinks'. (The school reserves the right to search and confiscate, in line with government guidance).
10. Use mobile phones on school site without obtaining consent from a member of staff.

Sanctions

Sanctions can be given for any incident that occurs in school but also for anything that has an impact or implication within the school environment. In cases where a crime has been committed within or outside the school, the school will liaise and work collaboratively and proactively with the Police.

JMHS expects every student to be conscientious, considerate and co-operative. These expectations apply to all. Examples of misdemeanours are not exhaustive. As an inclusive school JMHS recognises that some students have complex needs such as SEND or being a looked after child and we are committed to help these students become conscientious, considerate and co-operative. To ensure that sanctions are applied in a fair and just way, staff use their professional judgement to reach the best decision in each circumstance.

The sanctions most commonly used are displayed on the sanctions protocol throughout the school and are clearly explained to students and staff and displayed throughout the school. They are:

S0 – “Take notice”

0 behaviour points recorded

An S0 will be used to remind students of expectations and rules.

S1 – “Official warning”

1 behaviour point recorded

An S1 will be given to students following disruption to learning or breaching an out of classroom rule. For example:

Not following classroom rules, using inappropriate language in general conversation, if a phone in a bag disturbs a lesson, not having key equipment e.g. book or PE uniform.

S2 – “Your chance to repair”

3 behaviour points recorded in total or additional 2 points if following an S1

Students will be tasked to complete a restorative act to an expected standard. This may include a letter of apology, repeating a task or returning to teacher at break/lunch time. Students may spend lunchtime away from common play or eating areas with a member of staff.

Examples of when an S2 can be given include:

Breaking a classroom rule after an S1 warning given in the same lesson, disrespectful language, dangerous horseplay, lateness without a valid reason, littering, chewing or eating in class, possession of an item on the prohibited list, inappropriate uniform.

S3 – “Referred for detention” (After school 3:15-4:45pm)

4 behaviour points recorded

Students will complete 1.5 hours of written work during an after-school detention.

Examples of when an S3 detention can be given include:

Failure to restore or complete task for previous behaviour, encouraging conflict amongst other students/abusive language or gesture towards another student, wilful unsafe behaviour, using mobile phone without consent, possession of smoking paraphernalia, vandalism, truancy, accumulated too many S1 warning points (considered when a student accumulates more than 5 x S1's in one week).

Above are some examples of when an S3 detention can be given, however, it is not exclusive to these behaviours. Also, context of situations may alter when and what sanction is given.

An S3 detention can be served at any time, parents/carers are informed and permission is granted for detention to take place.

SEq – SEq3 to SEq6 – Breach of the Equality & Diversity Policy

At JMHS we do not tolerate discriminatory behaviour, inline with the Equalities Act 2010: Guidance for Schools. Therefore, where a breach is considered to have taken place, the sanction of SEq3, 4, 5 or 6 will be applied and may not be in line with other sanctions.

S4 – “Reflection and Isolation time” (Usually served in the Behaviour Recovery Room)

5 behaviour points recorded

Students complete work in isolation from 8:45am-3:15pm and are isolated at break/lunch times. Students will complete restorative work which is student specific, in order to educate, reflect and restore previous poor behaviour. Within a short time frame, students are visited to review how they have managed their behaviour since their time in the BRR a decision is then made whether further restorative work is required.

Examples of when an S4 can be given for a serious misdemeanor such as:

Abusive, violent or anti-social behaviour, involved in drug or alcohol offences, responsible for damage or theft, involved in continued bullying, repeated truancy, failure to comply with a school sanction, smoking/vaping, misuse of the fire alarm or fire extinguisher, persistent disruption to learning, accumulating too many behaviour points in a single week (considered when a student accumulates 20+ behaviour points in one week).

Above are examples of when an S4 detention can be given, however, it is not exclusive to these behaviours. Also, context of situations may alter when and what sanction is given. The Hub can also be used as a restorative tool to support a positive return to lessons and school life.

S5 – “Suspension”

Examples of when an S5 suspension can be given include:

Abuse or assault, sexual harassment, repeated bullying, repeated breach of equalities, substance abuse, possession of an offensive item, persistent disruption to learning.

In the case of malicious allegations made against staff the school should consider appropriate action in line with its behaviour policies. This could include temporary suspension (or permanent exclusion) and even a referral to the Police if the school believes a criminal offence may have been committed.

The school will endeavour, where possible, to ensure a 24-hour cooling off period is given for a sanction at S5 or above.

Suspensions are serious and remain on a student's record. The decision to suspend a student lies with the Headteacher or Deputy Headteacher. Usually a student will be temporarily suspended from school for 2-3 days for a first major offence. If there is no improvement in behaviour when a student returns to school, they may be suspended for a longer period (usually 5 days). Safeguarding of students is always taken into account when deciding on proceeding with a suspension. The Head of Pastoral Care will use established checklists relevant to the incident before making a final decision and may implement an internal isolation whilst decision is being made.

When a student returns to school from a suspension, they will attend a readmission meeting and if deemed necessary the Local Authority Inclusion Officer will attend this meeting. In order for a successful readmission, the student will commence a monitoring programme, typically a Pastoral Support Plan and meet regularly with their Year Leader or other senior members of staff. This will detail expectations of the student, targets for improvement and support that the school will provide to help the student improve their behaviour. Any student returning from a suspension will generally be placed in the Behaviour Recovery Room to support in their transition and return to lessons.

Permanent Exclusion

If a student continues to place themselves at risk of further suspensions, in spite of the implementation of a range of supportive strategies, as a last resort, the Headteacher will make a decision to permanently exclude (section 51A(1) - as amended of the Education Act 2002, clarified in the School Discipline (Pupil Exclusions and Reviews (England) Regulations 2012). The Governors' Disciplinary Committee will review the decision and decide whether the pupil should be reinstated or not.

Students may be permanently excluded from school, even if it is a first offence. Situations which may merit permanent exclusion are included in the misdemeanours in the suspension. Students who are at risk of permanent exclusion may be referred to Social Services in line with the Child Protection and Safeguarding Policy.

Points to note

1. Students who receive three suspensions in an academic year will be considered for permanent exclusion. However, if a fourth suspension is served, it is likely to result in permanent exclusion.
2. Any student who does not hand in homework will receive an S0 and be required to complete a sanction in the relevant Faculty.
3. Weekly Accumulations Behaviour points will be monitored by Year Leaders and adjustments may be made where necessary in order to support student needs.
4. Any student whose behaviour causes serious concern will be placed on a behaviour plan or Pastoral Support Plan (PSP) by their Year Leader.
5. Any student who receives more than 50 behaviour points in a half term will be considered for an S5 suspension after consideration by the Headteacher.
6. Any student who receives more than 100 behaviour points in a half term, or who averages 20 or more behaviour points a week over a consistent period, would be considered for permanent exclusion.
7. A good behaviour record and acquiring a low number of behaviour points is one of several criteria for being awarded arts, sports colours and prefect status. The full criteria are sent to parents in the autumn term of each academic year.

VI Form behaviour expectations

As senior members of the school community, VI form students are expected to work hard and be good role models for other students at all times. If a student's behaviour is deemed unacceptable at any time an escalating procedure is followed by the Tutor and Head of Year depending on the nature of the incident or if the student's behaviour does not improve.

All students are asked to sign a 'Student Agreement' (*see appendix 5*) which clearly identifies our expectations and standards. The Tutor will monitor each student in line with concerns raised at any time for behaviour, attendance and performance and then if required set targets for the student to improve. If no improvement is made then the Tutor will refer the matter to the Head of Year who will arrange a meeting with parents to discuss concerns; if there is still no improvement, ultimately it may be necessary to refer to the Head of Sixth Form who will arrange a meeting with parents to agree a plan of action and discuss the way forward.

Roles of members of JMHS in implementing positive discipline

Students

All students are expected to be conscientious, considerate and co-operative at all times, to comply with classroom rules, corridor rules and out of class rules, and accept that if they transgress sanctions will be applied in line the sanction protocol.

Parents and Carers

All parents and carers are expected to encourage their children to be conscientious, considerate and co-operative at all times and to support the school in applying rewards and sanctions. Where there are behaviour concerns, parents must work with the school by meeting regularly and giving strong encouragement for improvement.

All staff

All staff continually reinforce the need to be conscientious, considerate and co-operative at all times, and highlight examples of good conduct and where appropriate award house points or respect commendations.

In the case of poor conduct, all staff will use the protocol of sanctions to decide on the relevant sanction and use the Bromcom system to administer this. Staff must clearly log details of the students' behaviour, including a restorative response. Where the poor conduct is more serious, the member of staff should discuss this with the Year Leader of the relevant student. In cases of alleged bullying staff should consult the JMHS Anti-bullying policy. Staff should always alert the DSL where they believe or perceive that they have been witness to or become aware of possible Peer on Peer abuse.

Teachers

Teachers use seating plans to ensure all students can work productively with learning partners and to create a positive climate for learning. Teachers ensure prompt active start to lessons for all students and expect very high standards of work and behaviour in the classroom. They continually flag up examples of students being conscientious, considerate and co-operative in the classroom and award house points etc. Teachers try to warn students calmly, quietly and firmly before they break classroom rules, thereby reducing unnecessary sanctions. Where classroom rules are broken and poor behaviour occurs teachers apply the relevant sanction. Teachers should endeavour to consistently use the ten approved strategies for classroom management and conflict de-escalation as outlined in the appendix. Teachers are responsible for identifying where they are facing difficulties with a particular class or student and should actively seek support initially from their line manager but also from the SEND team, tutor, Year leader. Teachers where appropriate should always communicate clearly with parents and carers at an early stage where a student is presenting difficult behaviour but may wish to seek guidance before.

Form Tutors

Form tutors receive weekly behaviour data and allocate "Clean slate HP" to all students who did not accumulate any behaviour points. Tutors are the first port of call and deal with low level behaviour concerns. Tutors generally work with students who are not receiving any input from internal/external agencies.

Curriculum and Faculty Leaders

Curriculum Leaders ensure sets and classes are designed to maximise progress and behaviour. Curriculum and Faculty Leaders monitor behaviour in the faculty and support teachers with challenging classes using a range of strategies to help teachers improve the behaviour and work rate of these classes. Curriculum Leaders design a strategy to maximise homework completion for their faculties. Faculty leaders should assure that they update a behaviour map on the school one drive to alert and inform duty staff where potential problems may arise in normal or cover teacher scenarios. Faculty leaders should also monitor and review the faculty/department S2 response. Faculty leaders should also support the whole school approach to behaviour management by providing an "on call" timetable via the behaviour map. Faculty Leaders lead on strategies such as red class plans and to review strategies to improve behaviour. As well as managing staff cover implications, subject report systems and observations where possible.

Year Leaders

Year Leaders continually champion the need for students to be conscientious, considerate and co-operative at all times, using visits to tutor time, lessons and assemblies.

Year Leaders ensure that the policy is consistently and equitably applied across the whole school for all students. Year Leaders deal with and make a decision on sanctions for more serious incidents.

Year leaders of Year 7 and 11 should lead on and participate with transition arrangements between Key Stages in terms of sharing and seeking information in terms of behaviour/mental health/safeguarding profiles and arranging bespoke transition provision/experiences.

Year Leaders use a range of strategies with students who have challenging behaviour including:

- Lesson by lesson report cards.
- Regular e-mail updates/phone calls to parents.
- Pastoral Support Plans (PSPs) which involve formal fortnightly meetings with parents/carers, and setting and monitoring formal targets.
- In certain circumstances, small curriculum amendments which involves a bespoke plan for an individual student agreed with the SENDCO and Head of Pastoral Care.
- Year leaders should refer and lead discussion on students causing ongoing concerns at a Behaviour review panel held at least each half term.
- Year leaders help provide an on call staff provision to enable immediate response to significant incidents.
- Via regular scheduled meetings, Year Leaders meet with the SENDCO to identify behavioural issues which may be assessed alongside potential EBD and or mental health issues.
- Year Leaders will visit red classes, during on call slots, where possible to be a proactive presence.

SLT members

Senior Leadership Team (SLT) members endeavour to circulate periodically throughout lessons, break, and lunch, promoting the highest standards of conduct and students being conscientious, considerate and co-operative at all times.

SLT members will quietly advise staff at an appropriate time where they can see scope for improving behaviour management and will intervene if a relevant sanction has not been applied fairly and consistently in line with the Positive Discipline Sanction Protocol. SLT members will ensure relevant training and support is put in place for teachers who need to develop their behaviour management skills.

SLT members are paired with a Year group and can be an avenue of support for Year Leaders. SLT members will support staff with any students who are not co-operating.

ESLT Behaviour Lead (Chloe Limbrick)

The ESLT Behaviour Lead, in place from September 2022, has specific responsibility for developing consistent approaches to improving punctuality, behaviour, and ethos across JMHS. Leads on whole staff training on effective and ineffective behaviour management. Coaches/mentors two teachers per term to help them improve their behaviour management skills. Manages the day to day running of the Behaviour Recovery Room and staffing. Advises the SLT on improving the Behaviour policy and its implementation.

Head of Pastoral Care (Mr Andy Williams)

The Head of Pastoral Care guides Year Leaders and staff in implementing the policy consistently, supports Year Leaders when investigating serious or complex incidents and makes recommendations to the Headteacher when he feels a suspension is justified. Head of Pastoral Care also leads on the ongoing training of staff in terms of behavioural management and updates Governors regularly on matters pertaining to behaviour.

Headteacher

The Headteacher (or Deputy Headteacher if the Headteacher is not available) makes decisions about suspensions and permanent exclusions.

The Headteacher and Deputy Headteacher provide guidance, support and an overview to the Head of Pastoral Care in monitoring and evaluating the policy and holding all staff to account in consistent implementation of the policy

Governors' role

The Governing Body have an overview of the overall strategy and suggest improvements to the policy.

Monitoring, evaluation and review

Year Leaders and Curriculum Leaders continually monitor standards of behaviour in lessons and on the school site. Data including the mapping of "challenging" classes, the accumulations of sanction points and the trends relating to key students before, during and after interventions are all used to inform good practise

The Senior Leadership Team consider how this policy could be improved in light of this monitoring, national policy changes, evaluation findings and evidence from other schools.

The JMHS Behaviour Policy - Positive Discipline is subject to annual review. The member of staff who has responsibility for updating the policy will seek opinions from staff, students and parents/carers before submitting to Governors for approval.

Each half term a data dashboard is created and reviewed to identify trends across key groups of students.

Linked Documents: Anti-Bullying Policy, Equality & Diversity Policy, Child Protection and Safeguarding Policy, Curriculum, Assessment and Teaching Policy. Links can be found on JMHS website.

Appendices

Appendix 1 - "Behaviour Strategies to apply and avoid"

Behaviour Strategies to apply and avoid

Support for Lesson Planning for the difficult/hard to reach class

TAKE CARE OR AVOID

- 1 Tasks that expect a level of general knowledge "Choose a landmark in Paris"
- 2 Tasks that have open ended/unclear objectives "Talk to your partner about your opinion"
- 3 Tasks that wholly depend on a key piece of knowledge from previous lesson "answer the question on the board checking notes from last lesson"
- 4 Large groups with undefined roles and limitless choices- "and in your group decide what the best solution is"
- 5 Questioning individuals to maintain discussion, leaving passengers
- 6 Tasks that involve having to create tables, axis, margins, grids- "Draw a neat table in your book"
- 7 Using language well above the reading ages of class in front of you
- 8 Using same pedagogy every lesson "turn to the next page and carry on" or "another PowerPoint"
- 9 Whole lesson extended green pen /self-reflection activities- go through the mock paper and annotate where you went wrong"
- 10 Presenting knowledge for Knowledge's sake instead of framing it around "utility" or "scenario"

INSTEAD

- 1 Tasks with a clear outcome – choose, pick, sort, prioritise rather than think, decide, discuss
- 2 Different media, environments, presentation vehicle- Today we are going to work in an Art room, ICT room, theatre, playground" Use a visualizer sometimes instead of white board
- 3 Produce templates /knowledge organisers /images that allow them to present neatly
- 4 Set out vocational, contemporary or real life context to learning "scenarios"
- 5 Group work where students have individual role, function and responsibility
- 6 Spoof assessments or clear points to look out for with green pen work
- 7 Questioning techniques that target everyone (hold up true/false cards or use mini white boards)
- 8 Opportunities to be mindful be creative, regulate, Kinaesthetic
- 9 Build elements of quiz, competition, teams and game into tasks
- 10 Opportunities to assess and build success without a test- how steps to success happening in each

Appendix 2 – 10 agreed behaviour management strategies

Top Tips for Behaviour Management



Teachers meet and welcome students at the door



Teachers articulate clearly and remind students of what good behaviour looks like



Teachers avoid using the word “please” and frame expectations around the word “thank you”



Teachers use the plural pronouns “we” and “our” to demonstrate that the responsibility for behaviour and achievement is shared



Teachers challenge behaviour through a series of “reflective” and “assertive” questioning



Teachers articulate an “empathy” or “partial agreement” when challenging students demonstrating unacceptable behaviour



Teachers address the behaviour and not the student when making judgements and making decisions on sanctions



Teachers should provide choice or the illusion of choice and the chance for students to re take responsibility for their own behaviour

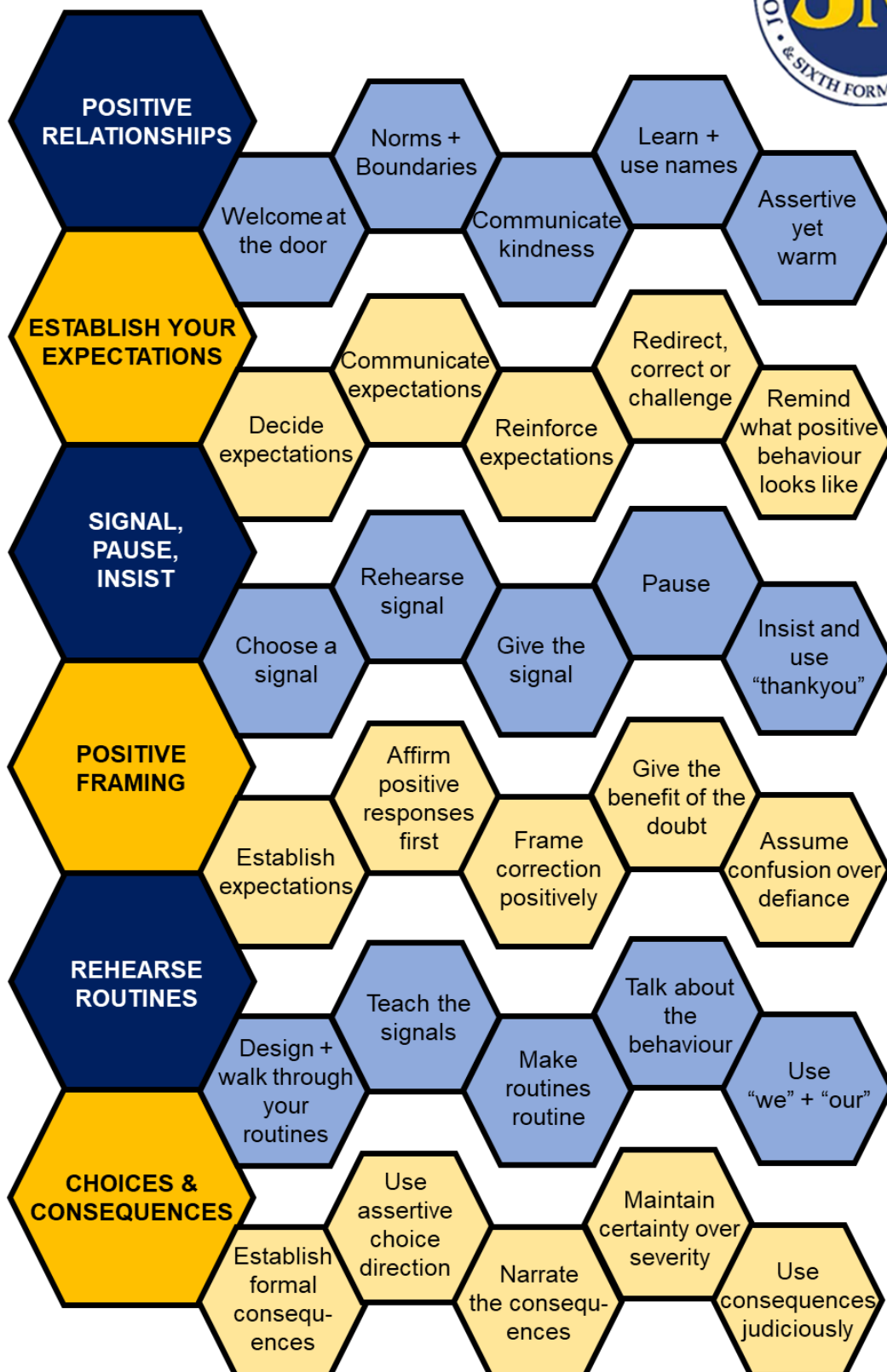


Teachers should avoid chasing secondary behaviours and allow students the time and opportunity to regulate their own behaviour



Restorative dialogue is a vital part of all sanctioning and should be a prompt and essential part of the sanction system

Positive Behaviour and Relationships @ JMHS



Appendix 4 - Improving Behaviour in Lessons

Improving behaviour in lessons

Before Class

1. Have a well thought out seating plan.
2. Watch the vulnerable students presentation for key individuals in your class and read any detailed plans for LAC & EHCP students which are available.
3. Identify challenging learning tasks and put in place scaffolding or support mechanisms.
4. Follow up and close the “S2 circle” from previous incident (where possible).
5. Meet students at the door and have an immediate, accessible and engaging task.
6. Communicate with the teaching assistant or the Hub if they are supporting the lesson.

During Class

1. Use short precise and concise teacher exposition and chunk the lessons gradually building periods where students work independently.
2. Use direct questioning to keep key students focused – use questions that are closed or with a choice for less confident students- keep questioning sessions precise and concise.
3. Avoid monotone delivery, keep energy levels high, use self-deprecating humour when appropriate.
4. Articulate the exact details of expected behaviour – model it - thank and celebrate it when achieved.
5. Use the 10 second rule when waiting for full attention (don’t move on until achieved).
6. Keep body language open, smile, move around the class and get down to student level.
7. Don’t draw attention to off task behaviour – try signalling/gesturing and whispering.
8. Strive for constant positivity flagging up examples of good attitudes, work, manners etc.

In the event of an incident

1. Build in choice or illusion of choice.
2. Empathise and articulate empathy with the situation that has arisen “I get it but.”
3. Keep language impersonal, use thankyou not please, talk about “the behaviour” not “you.”
4. Share responsibility where possible for parts of the situation, use pronoun “we” – be disappointed with events, not angry or judgemental.
5. Don’t showcase bad behaviour by entering into lengthy discussion or chasing and reacting to secondary behaviours.
6. Step away to give students two minutes to respond more effectively if they are safe enough to do this.
7. Use On Call if a situation becomes difficult, but do not overuse.

After lesson and events

1. Catch students in out of class environments – with politeness, kindness, interest and support.
2. Log everything but particularly S1 late marks, toilet visits, so trends can be seen and excuses removed.
3. Contact home (if appropriate) with positives especially, catch them doing right not wrong.
4. Ensure the S2 action is both understood and includes the expectation on return.
5. Seek support from the faculty first and then the Year team - ensure the class is colour coded accurately.

Appendix 5 – VI ‘Student Agreement’

JOHN MASEFIELD SIXTH FORM STUDENT EXPECTATIONS

Learning Agreement: It is important that students and parents/carers have a clear understanding of what will be expected from Sixth Formers as the senior students of the school. This Learning Agreement outlines those expectations.

Learning Expectations: Students within the Sixth Form are considered young adults who must set a model of good behaviour for students in younger years and in the local community. As such the standards required from the students are higher than those in lower school. Generally, you will be given more freedom and privileges in the Sixth Form, however, these carry responsibilities.

As a student in our Sixth Form you will be expected to:

Classwork:

- arrive punctually at all lessons including tutor /mentor sessions;
- work very hard in all your lessons, taking a full and active part in making lessons successful, along with producing work at or above target grade;
- develop your ability to work independently and with others;
- show resilience and develop the ability to overcome difficulties and learn from your mistakes;
- be ambitious, passionate and inquisitive.

Homework/Independent Study:

- give priority to school work and Independent Learning by spending at least 4 hours per week on each subject outside of lesson time;
- complete all work by the set deadline, in detail and at or above your target grade;
- act quickly and effectively on teacher feedback to update and improve work;
- co-operate to keep study areas silent and conducive to learning for all.

Organisation:

- achieve attendance of between 96% and 100% for the year;
- prioritise your Sixth Form work above other activities;
- communicate clearly and in a timely manner any planned absences from lessons;
- revise and prepare thoroughly for all internal and external tests to achieve test scores at or above your target grade;
- to support exam success, develop excellent revision resources as you go through the course;
- keep folders (including electronic) well organised and accessible.

Life Beyond The Classroom:

- respect the Sixth Form environment and wider school facilities and resources;
- conduct yourself in a manner appropriate as the most senior students in the school, showing respect, tolerance and kindness to all members of the school community;
- dress suitably for a place of work with no extremes of fashion, haircuts/ unnatural colours/ multiple /facial piercings;
- not to smoke on or near to the school campus;
- take part in the range of enrichment activities offered in the Sixth Form, make a positive contribution to school life and become actively involved where possible.

I understand the expectations outlined above and agree to abide by them.

I accept that I may be required to leave the Sixth Form if these Learning Expectations are not met.

Name of student:

Signature of student:

Date: