



Behaviour Policy

Applicable to:		Astley Community High School
		Seaton Sluice Middle School
	✓	Whytrig Middle School
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Developing Good Behaviour
At Whytrig Middle School
- Information for Parents

At Whytrig, staff and governors recognise that the school has a vital role to play in encouraging children to become proactive members of the adult community. We place great value on the importance of our pupils 'doing their best', both academically and in their behaviour. In order for good learning to take place, it is important that good behaviour takes place first. We aim to ensure good behaviour happens so that our pupils can take responsibility for their learning, develop resilience, be good ambassadors for our School and The Seaton Valley Federation at all times and ultimately go on to become responsible adults in society. It is important that we work alongside you, the children's parents to facilitate this and when in our care, it is important that it is recognised that teachers (in loco parentis) have the responsibility, authority and mandate to ensure this happens too. We have developed a detailed and positive behaviour policy for staff, pupils and parents which is here in outline for your information. A full copy of the policy can be obtained upon application to school.

We believe that good behaviour needs to be carefully developed - it cannot be left to chance. Children need to be given clear guidelines and boundaries, which form the basis of our School procedures and routines. The expectations of our School, which are constantly reinforced by reminding the children about the standards expected, impact on our pupils' behaviour. Our high expectations lead to good behaviour. We think children learn best when they are clear about what they are supposed to do and when they are continually and consistently encouraged to do it. A stimulating, challenging curriculum, catered to the interests and abilities of all children ensures our pupils have the environment in which to succeed. We believe that, if staff, pupils and parents agree on what good behaviour consists of and value it:

children;

- learn what we mean by good behaviour.
- take responsibility for their learning.
- learn to care for one another.
- learn the value of friendship and respect.
- develop self-confidence and greater resilience.
- be the best they can be.

teachers;

- teach effectively with fewer behaviour problems.
- are more likely to meet the needs of all their pupils.
- are able to establish positive links with the parents of children in their class.

parents;

- are able to feel more confident that their children are growing personally, socially and academically.
- know that their children will be expected to behave well and when necessary are supported to behave well.
- would have a common ground with teachers and pupils to use as a basis for discussion.

Encouraging Good Behaviour

We encourage good behaviour and discourage inappropriate behaviour by having clear rules, rewards and consequences, which are the same throughout the school. These are displayed in every classroom, taught to the children at the beginning of the year and are regularly reviewed:

RULES

Our rules to ensure good behaviour are:-

- **We show respect**
- **We do as we are told first time and without comment**

We show respect for ourselves by:

- Coming to school to be the best we can be.
- Coming to school with a positive attitude.
- Having good attendance and coming to school on time.
- Being prepared to try and maybe fail.
- Being honest and trustworthy.
- Wearing the correct uniform and keeping it tidy.
- Bringing the correct equipment to school every day.
- Being healthy and safe.

We show respect for others by:

- Accepting and understanding we are not all the same.
- Allowing others to learn in lessons.
- Only using kind words when speaking to others.
- Keeping hands feet and objects to ourselves.
- Listening when we need to.
- Moving around the school site quietly and calmly.

We show respect for staff by:

- Following instructions first time without comment.
- Speaking courteously.
- Accepting mistakes graciously.
- Being attentive hard-working learners in lessons.

We show respect for property by:

- Keeping our diary neat and tidy and with us in lessons at all times.
- Keeping our books neat and tidy.
- Keeping our belongings in good order.
- Keeping our locker keys safe and replacing them if we lose them.
- Having our name written on our belongings such as uniform and packed lunch box.
- Leaving things alone if they don't belong to us.
- Not exchanging money or belongings with other pupils.
- Keeping our lockers neat, tidy and locked.

We show respect for the environment by:

- Putting our litter and rubbish in the bins provided.
- Taking our packed lunch boxes home each evening.
- Avoiding damage to the school and grounds.
- Keeping the school (including dinner hall) and corridors neat and tidy.
- Cleaning up after ourselves in the dinner hall.

This list is by no means exhaustive, however it serves as a reminder to us all of what we expect to see in our School to ensure our high standards of behaviour.

REWARDS

Pupils will gain rewards by following the School rules. When our pupils do something well, their teacher will recognise this by speaking to them in class or writing comments on their work. Our rewards when children follow the rules and display good behaviour are:

- Verbal praise.
- Postcard sent to home address.
- 'Good behaviour' acknowledged in their diary at the end of each week (if there are less than 3 demerits in the diary for that week).
- Access to a weekly class reward, such as a raffle. This reward is decided and organised by the child's class teacher with their class.
- Non uniform pass – to be used either on specified dates or at a date of the pupil's choice depending upon the reason for issue.
- End of half term reward. This will be for pupils who have met all the following criteria:

- Pupils who gain 80% of their 'behaviour' stamps for the half term.
- Pupils who have not been internally or externally excluded during that half term.
- A medal and a certificate for pupils who have had no red demerits in the full academic year.

Please note – end of year visits are not included in the reward system. However, when such visits are offered by the school, pupils who are deemed to be a serious risk to their health and safety or that of others may not be included. This would always need to be discussed with parents beforehand and a risk assessment provided, citing the relevant evidence.

Merit Award System

Excellent effort in a child’s classwork or homework could mean they would be awarded a merit, which will be stamped on the merit total page in the pupil’s planner. For every five merits a child receives, they are given a silver sticker for their diary, usually awarded in year group meetings. There are also special awards given on reaching merit milestones:

- Gold (25 Merits)
- Excellent (50 Merits)
- Superstar (75 Merits)
- Owl (100 Merits)
- CXXV (125 Merits)
- 150 Merits

Whenever a child reaches a milestone, they receive a gold sticker for their diary and a certificate for their Pupil Profile. These are presented in whole school assemblies to celebrate their success. On the first occasion of reaching each milestone, the child will also get a pin badge relevant to that award which they can wear with pride on their School sweatshirt. Children who earn a Gold Award in two terms of the academic year qualify for the end of year reward visit to the beach.

The House System

Each child is assigned a House on entry to Whytrig. Throughout the school year, there are other opportunities for our children to be rewarded for their efforts, for example in the half termly Homework Projects or through inter-house competitions. As well as the potential to earn merits, the children earn 'House Points' which go to the collective good of their House.

ROUTINES

Clear routines help our pupils to behave well. It is essential that routines are understood and applied consistently to support our pupils in being successful at Whytrig. The following is a summary of key routines as a guide:

Everyday Routines	
Start of school day	<ul style="list-style-type: none"> • Pupils represent the school on their journey to school, so the behaviour rules apply. • Site open for pupils from 8:15am. • Pupils enter building at 8:20am for breakfast club through KS3 door. • Duty staff on yard area and main entrance from 8:30am.
Morning whistle blown at 8:50am	<ul style="list-style-type: none"> • Pupils line up silently in their form classes and are greeted by their class teacher and brought into school. • Pupils put their packed lunch box/container in the trolley if they

	<p>have one.</p> <ul style="list-style-type: none"> • Mobile phones (if brought to school) are switched off and stored in the correct Key Stage containers in reception. • Pupils lock their coat and bag in their locker and go to form class with the correct equipment for registration. • Form teacher checks that pupil is wearing correct uniform and has the correct equipment.
Morning registration	<ul style="list-style-type: none"> • Pupils are to be in class by 8:55am ready for the register. • Pupils who arrive late at school must enter through the main reception area and inform the receptionist.
Afternoon registration	<ul style="list-style-type: none"> • The lesson 4 teacher takes the register at 1:05pm.
Moving around the site	<ul style="list-style-type: none"> • Pupils walk in a calm and quiet manner around the school, keeping to the left in corridors. • During lesson changeovers, pupils move calmly and quickly to their next lesson, lining up quietly outside their classroom awaiting the teacher's instruction.
End of school day	<ul style="list-style-type: none"> • Pupils are dismissed from their class at 3:30pm. • Pupil move calmly and quietly to collect their belongings from their locker, ensuring locker is locked afterwards. • Pupils collect their packed lunch box/container if they have one. • Duty staff supervise at the main entrance as pupils exit the site. • Pupils exit the site calmly, ensuring they take into account road safety on their journey home. • Pupils represent the school on their journey home, so the behaviour rules apply.

Lessons	
General	<ul style="list-style-type: none"> • Pupils line up quietly outside their classroom awaiting the teacher's instruction. • The teacher greets the pupils on entry. • Seating plans are organised by teaching staff for each lesson. • Pupils enter the classroom calmly and quietly and sit in their designated seat. • Pupils usually have 'boardwork' task to be getting on with on entry to class. • At lesson end, pupils ensure seating place is tidy and borrowed equipment returned to correct place. • Pupils tuck in chairs and stand quietly behind them until they are dismissed by the teacher. • For lessons that take place in other parts of the site, pupils are collected from and returned to WMS by the teacher responsible for the class.

Assemblies	
Before assembly	<ul style="list-style-type: none"> • The teacher taking the pupils to the hall checks their uniform. • Pupils line up in register order. • Chairs set up in hall by Year 8 monitors.
Going to assembly	<ul style="list-style-type: none"> • Teachers lead pupils to assembly in main hall. • Pupils stay in register order. • Pupils walk quietly in line on their way to the hall.
Entering assembly	<ul style="list-style-type: none"> • Teacher and children enter the hall in silence. • Teacher leads pupils to their seating area. • Pupils sit down in silence.
During assembly	<ul style="list-style-type: none"> • Pupils sit in silence unless directed otherwise by the person taking the assembly (eg when participation is required).

	<ul style="list-style-type: none"> • Pupils celebrate the success of others (with applause).
Leaving assembly	<ul style="list-style-type: none"> • Pupils sit quietly awaiting to be dismissed. • Teachers lead pupils back to class rooms. • Pupils stay in register order. • Pupils walk quietly in line on their way back to class room.

Break/Lunchtimes	
Morning break	<ul style="list-style-type: none"> • Pupils use the toilets if they need to. • Duty staff ensure the building is cleared and pupils are on yard area. • Pupils leave the building in a calm and orderly way. • Pupils with responsibilities monitor the Key Stage doors. • Duty staff patrol the yard and porch area. • Food bought at snack trolley is consumed outside. • Pupils listen to directions of staff about grassed areas being in use or not. • If a child has a concern, does not feel well or there is an issue they will report it to the staff on duty. • Duty staff will record behaviour incidents in the break time book. • On whistle at end of break pupils line up quickly and silently in their form classes. • Duty staff dismiss classes into building one by one. • Pupils enter the building in a calm and orderly way.
Lunchtimes	<ul style="list-style-type: none"> • Staff who teach children during Lesson 3 will take pupils to the main hall at 12:10pm and remain supervising them until 12:20pm. • Lunch duty staff will supervise the children from 12:20pm. • Pupils get packed lunch boxes (if appropriate) from their year group trolley and sit at a table. • Pupils line up in a calm and orderly way if they are using the canteen. • Lunch duty staff control the flow of pupils using the canteen. • Pupils eat their lunch keeping mess to a minimum and tables tidy. • When lunch is finished, all tables are cleared and chairs tucked under tables by pupils as they leave. Packed lunch boxes are returned to crates. • If a child has a concern, does not feel well or there is an issue they will report it to the staff on lunch duty. • Pupils listen to directions of staff about grassed areas being in use or not. • Duty staff will record behaviour incidents in the break time book. • On whistle at the end of lunchtime (1:05pm) pupils line up quickly and silently in their form classes and are greeted by their lesson 4 teacher and brought into school.
Wet break/Lunchtimes	<ul style="list-style-type: none"> • Pupils use the toilets if they need to. • Pupils remain in their form classes and are encouraged to do school work or something productive. • Pupils behave in a way that is acceptable for a classroom. • Duty staff monitor classrooms and corridors.

CONSEQUENCES

It is important that children know the consequences if they choose not to follow the School rules. This is a fair system because it is consistent and any consequences are known in advance of choosing to break the rule.

In Lessons

- *Warning (may be verbal, non-verbal or diary on teacher's desk).*
- Red demerit.
- *Time out (an opportunity for the child to reconsider their behaviour and make the correct choice).*
- Referral. A Referral will be made to a senior leader for a child persistently ignoring the rules and not modifying their behaviour or as a result of a high level isolated incident, such as fighting for example. If a pupil is given a referral, the usual consequence will be an after school detention taken by a senior member of staff. However in some incidents, the consequence could be greater.
- Internal Exclusion (isolation).
- Fixed Term Exclusion.

Any pupil who receives three demerits in one week will automatically be given a senior teacher detention after school.

Any pupil who receives three referrals in one week will automatically be given a one day Internal Exclusion where they will work in isolation.

At Break and Lunchtime

Staff on duty will record the names of children who do not follow the rules and misbehave at break or lunch times in the duty books. This will be the equivalent of a red demerit, which will be transferred to the pupil's diary. If the pupil's name is entered three times in a half term, a warning letter will be sent to parents; if their name is entered another three times the pupil will be referred to their Year Leader and withdrawn from free situations at break and lunchtime for a week.

Detentions

At least twenty four hours' notice will be given to parents or carers if a child receives a detention as a result of their behaviour. This will be done by telephone, by letter or sometimes (in the case of lesson referrals), by a slip stuck into the pupil's diary. Detentions after school take place on the following evenings:

- Tuesday 3:30 to 4:15pm (supervised by KS2 Year Leader)
- Wednesday 3:30 to 4:15pm (supervised by KS3 Year Leader)
- Thursday 3:30 to 4:15pm (supervised by Head of School)

Exclusions

We recognise that in the majority of cases, the warning or red demerit will be sufficient to help the child with his or her behaviour. However, in some cases it may be necessary to exclude a pupil from school for a specified period of time. Exclusions can be internal (isolated in school) or external (Fixed Term Exclusion), depending on the severity of the behaviour. This will be considered when:

- a pupil has persistently broken school rules.
- a pupil has gone through the behaviour report system and failed to make an improvement.
- there has been a serious physical attack on another person.
- persistent bullying/and or extortion takes place.
- a theft occurs.
- a pupil exhibits uncontrollable/abusive behaviour which is persistent and detrimental to the class teaching situation, or the running of the school in general.
- racial or homophobic abuse, fighting, swearing at an adult has occurred, or anything that seriously threatens the health and safety of the school.

A pupil who has been externally or internally excluded from school will not be allowed to take part in the behaviour reward at the end of the half term in which the exclusion occurred. In exceptional cases, if

behaviour is deemed to be a health and safety risk to other pupils or adults, it might be necessary to withdraw the entitlement to participate on a school visit.

Internal Exclusions – If a pupil is internally excluded for the same type of behaviour three times, then, if a fourth internal exclusion occurs for the same behaviour, it may lead to a Fixed Term Exclusion.

Fixed Term Exclusions - If a pupil is excluded for a fixed period for the same type of behaviour three times, then, if a fourth exclusion occurs for the same behaviour, it could result in a permanent exclusion. Permanent exclusion may also occur, however for one single incident, if it was considered to be of an extremely serious nature. All exclusions will be recorded with the local education authority and parents will be involved and informed of the circumstances. Parents also have the right to make representations to the governing body and/or the Local Education Authority.

Behaviour Report Cards

If class teachers identify a pattern of behaviour in one of their pupils which gives them cause for concern, strategies such as a behaviour monitoring diary or report card may be used. Report cards are in three stages and will be used by staff to monitor behaviour and to set targets to help pupils get back on track.

1. Class Teacher (Pink)
2. Year Group Leader (Green)
3. Head of School (Red)

A Head of School report card will also be used on a pupil's entry back to the classroom after exclusion. Targets and strategies for improvement will be discussed with pupil, parent, Year Leader and teacher before the pupil is allowed back into school. Input from the Assistant Headteacher (Inclusion) or outside agencies may also be asked for at this time.

PROMPT AND PREPARED

Our aim for all our pupils is to ensure that they can take a full and active part in school life, gaining the most from learning situations. To this end, we will work with them to ensure that they are always 'prompt and prepared'. So:

Uniform and Equipment

- Class teachers will check equipment each morning. If pupils do not have the correct equipment/uniform, they will receive a red demerit and it will be lent to them for the day.
- Pupils who do not have the correct PE kit will receive a red demerit and they will be given spare PE kit to ensure that all pupils can take part in PE lessons.
- Pupils who consistently do not wear their ties/uniform (including make up) correctly or continue to flout other uniform rules will receive a red demerit and will not be allowed the privilege of removing their ties in the summer (class teachers will monitor and keep a record of this).
- Teachers will keep pupils' books in the classroom wherever possible and ensure that worksheets are correctly filed or collected in.

Lateness

- Children who are late for lessons will receive a red demerit and will make up the time they have missed.
- Children who are late for school will be referred to the EWO and will make up time missed if they are consistently late.

Homework

- If a pupil does not complete their homework they will receive a red demerit.
- A supervised homework club will run daily at the end of the school day.
- Children who regularly fail to complete homework on time will be asked to attend homework club. In some situations it might be necessary for them to complete outstanding work at an after school homework session. In this instance 24 hours notice will be given.

HOW CAN WE HELP?

We would ask for your help, not only in the support of our policy, but also in highlighting any concerns you may have about behaviour at Whytrig. If your child feels they are being bullied, for example, encourage them to talk to a teacher about it, and if they do not wish to do this please contact the school yourself. It is important, both for the pupil who may be seen as a bully, as well as the pupil who feels they are being bullied, that we deal with incidents of bullying when they happen rather than some time later when the details of the incident may have been forgotten (please see separate policy for further information about how we deal with bullying).

We hope that this process will ensure that pupils, parents and teachers are able to work together to **maximise the learning opportunities of all of the pupils** at Whytrig Middle School - both academically and socially.

Full copies of our school policies for behaviour and dealing with bullying are available from the school, on request.

Please complete the acknowledgement slip and return it to school with your child to show that you have read and understand our behaviour policy (BLUE FORM).