



Behaviour Policy
2016-17

The Walkden Way

Walkden High School has high expectations of all pupils: that they will act in such a way as to actively promote our ethos of **'The Walkden Way'** and that they understand there are **'No Excuses'** for failing to do so.

Supporting The Walkden Way: Classroom Routines

The routines below have been tried and tested as best practice with our learners, in that they enable pupils to form **positive** learning habits across the Walkden High School throughout the day and reduce low level disruption in the classroom. Consistent application of these routines helps teachers to evidence Professional Teaching Standards C1, C2, C4, C9, C10, C13, C26, C28, C29, C30, C37, C38, C39, P1, P2, P7, E1 and E3.

At All Times:

- **Challenge all poor behaviour or non-compliance wherever you are, inside and outside the school. Use the names on board strategy during lessons as part of the whole school behaviour policy.**

At the Start of a Lesson:

- Be at the door of your classroom in order to **meet and greet** pupils as they arrive and ensure that your Zone remains orderly.
- Encourage pupils to enter the classroom **without delay**. Do not line classes up at the door as this will interrupt other classes.
- **Routinise** pupils to enter the classroom, unpack **pupil planners** and **equipment**, sit down and begin work immediately.
- Have a **seating plan** for all classes and stick to it.
- **Always have a starter activity ready for pupils to begin as soon as they sit down.**
- Have your starter or the lesson's **Differentiated Learning Outcomes** clearly displayed on the whiteboard as pupils enter the classroom.
- When you are satisfied that the class is ready to begin the main lesson, **formally greet** the pupils so that you may move on to the next stage of your lesson.
- Issue any arrivals **2 minutes** after lesson changeover who do not have a satisfactory letter of explanation with a '-ve Behaviour Point' for Late to Lesson.

During The Lesson:

- Keep your resources well organised so you have copies of everything you are using **ready to hand**.
- Know the contextual **attainment data** for your class: it will inform you how best to work with individual pupils. Be especially aware of the disadvantaged pupils in your class.
- Pupils should not need to leave the classroom to use the toilet. Only let one pupil leave your class at a time. This should only happen in circumstances which, **in your professional judgement, are exceptional**.
- Only let pupils leave your classroom with your permission pass or authorisation note signed by you.
- Promote “**The Walkden Way**”. Move around your classroom to use low impact strategies to gain ‘**Behaviour for Learning**’: non verbal then one to one verbal rather than direct confrontation, which can actually slow the pace of a lesson down.
- Never send a pupil out of class for a ‘cool off’ period of longer than **3 minutes**. This is only passing your issue over to a colleague.

At the End of a Lesson:

- Give plenty of **time** for the plenary activity and for tidying up the room so that it is left in a state of readiness for the next lesson.
- Pupils ‘On Report’ need their report completed **well before dismissal** so that they are not delayed for their next lesson.
- Be determined that you will have a **formal end** to your lesson, culminating in an orderly and phased dismissal of pupils.
- When the pupils have been dismissed, move to your **doorway** so as to ensure that your zone is supervised during lesson changeover.

Sensible Thoughtful Ambitious Respectful Supportive

Be a STAR - Achievement		Behaviour	Organisation
<ul style="list-style-type: none"> ✓ Pupil has MET classroom expectations ✓ Pupil has MET school expectations 	1 Point	<p><u>Disruptive:</u> May include</p> <ul style="list-style-type: none"> ✗ Failure to follow instructions after a warning ✗ Late to lessons (more than 3 mins) ✗ Litter/chewing ✗ Inappropriate language ✗ Incorrect uniform (shirt, tie, blazer and shoes) ✗ Poor Effort to complete work 	<ul style="list-style-type: none"> ✗ Lack of equipment (book, pen + subject specific) ✗ No Planner ✗ Failure to complete homework
<ul style="list-style-type: none"> ✓ Pupil has EXCEEDED classroom expectations ✓ Pupil has EXCEEDED school expectations 	2 Points	<p><u>Continued Disruptive:</u> May include</p> <ul style="list-style-type: none"> ✗ Continued failure to follow instructions ✗ Rowdy/disruptive ✗ Using mobile phone without permission ✗ In the company of smokers ✗ Disrespecting people ✗ Disrespecting property 	<ul style="list-style-type: none"> ✗ Continued failure to complete homework ✗ No PE kit/No food ingredients <p>**2 points teacher sets DT and calls home</p>
	2 Points	<p><u>Use Of Buddy System:</u></p> <p>Please use promptly if disruptive behaviour persists.</p>	
<ul style="list-style-type: none"> ✓ Sustained commitment to an extra- curricular activity 	5 Points	<p><u>Defiant:</u> May include,</p> <ul style="list-style-type: none"> ✗ Walking away from staff ✗ Openly arguing with staff ✗ Truancing ✗ Other 	<p>**5 points Zone responsibility to contact home and set a sanction. Appropriate person writes a comment.</p>
	15 Points	<p><u>Antisocial:</u> may include,</p> <ul style="list-style-type: none"> ✗ Serious vandalism ✗ Foul and abusive language ✗ Possession of illegal items ✗ Violence/threatening behaviour ✗ Sexual harassment ✗ Severe or persistent bullying 	<p>**15 points. Appropriate person writes a comment. Pastoral team rings home. Behaviour provision organises a sanction</p>

Points in the Classroom

Pupils will be made aware of where they are in relation to the awarding of Behaviour Points through the application of a 3 stage process whereby warnings are given by putting pupils' names on the board as needed.

Details of how this works are below:

Stage	Signal	Achievement Points	Behaviour Points	Sanction
1	Pupil's name is written on the teacher's whiteboard	Loss of point, though this can be earned back	N/A	N/A
2	A tick is placed next to the pupil's name	Loss of point: this now cannot be earned back	1 Point: Disruptive	N/A
3	A second tick is placed next to the pupil's name	Loss of point: this now cannot be earned back	2 Points: Continued Disruptive	<ul style="list-style-type: none">• Pupil put in another classroom• Detention Issued

Refusal to be placed in another classroom after stage 3 will be treated as Defiance.

Behaviour Tariff of Consequences

<p style="text-align: center;"><u>10 Points</u> Form Tutor note in planner for parental signature or phone/email contact. Placed on Report to FT. All to be logged on SIMS.</p>
<p style="text-align: center;"><u>20 Points</u> Parent/Guardian Meeting with HOY. IBP agreed.</p>
<p style="text-align: center;"><u>30 Points</u> IBP progress reviewed. On targeted report to HOY. Referral to appropriate internal / external support. (Move to Amber)</p>
<p style="text-align: center;"><u>30 Points</u> Ineligibility for all School Rewards/Enrichment.</p>
<p style="text-align: center;">Pass Report Fail Report A period of detention as appropriate.</p>
<p style="text-align: center;"><u>50 Points</u> 2 days Behaviour Provision + period of behaviour support PSP/CAF to be written Referral to appropriate internal / external support (Move to Red)</p>
<p style="text-align: center;"><u>80 Points</u> 1 week placement at Partner Behaviour provision. Meeting with AHT Behaviour and HOY/BPM.</p>
<p style="text-align: center;"><u>100 Points</u> Governors' Behaviour Panel + Final Written Warning.</p>
<p style="text-align: center;">Individual Points Tariff Failure to meet targets will result in an IYFAP referral for a Managed Move or a Permanent Exclusion.</p>

- ***Points totals will be re-set each term. Pupils on the individual points tariff will continue at school's discretion and will not reset.***
- ***In the event of serious or gross misconduct, any of the above stages may be omitted in order to allow a proportionate response.***

The Behaviour Provision

Internal Exclusion

What is it?

- A medium term withdrawal from lessons of 1-5 days.

Who is it for?

- Any pupil who demonstrates repeated Defiant or any Anti Social behaviour.

How does it work?

- **Referral:** the decision to place in Recovery is taken by Pastoral staff and ratified by the Behaviour Provision Manager. This will be e mailed to all staff who teach the pupil on the day of the placement. In the event of an unplanned placement, staff will be informed as soon as is practical. Parents will be informed by an appropriate member of staff and will also receive a letter confirming the pupil was internally excluded from school. These letters will be sent at the end of each week.
- **Supervision:** by behavior team between 8.30 and 4.15. Pupils will take lunch in Recovery. Pupils will need to bring a packed lunch to school on the day/s they are excluded. Fizzy drinks, crisps or chocolate are not allowed into the Behavior Provision.
- **Activity:** On entering the Behavior Provision pupils will complete 150 lines linked to the incident they were involved in. Pupils will then complete English, Maths and Science work. This will be collected and returned to departments to ensure that the work is marked and returned to pupils with constructive feedback.
- **Consequences** Pupils whose behaviour is inappropriate will repeat their day/s and pupils whose behaviour consistently falls below expectations will receive an FTE.
- **Restorative Justice** – Where appropriate restorative justice will take place with either an individual or with student voice where appropriate. Student views on the disruption caused by the individual will be collected and shared with the pupil in question so they understand the impact of their actions.

Behaviour Support

What is it?

- A flexible support package, to routinise high tariff pupils and help them learn how to manage their behaviour.

Who is it for?

- 'Hard to reach' pupils identified through weekly Pastoral meetings.
- Pupils who have accessed the Rising Stars provisions and are now at risk of Fixed Term Exclusion.

How does it work?

- **Activity:** will vary according to pupil needs. Work will take place both inside and outside the provision.
- **Documentation:** any pupil accessing Behaviour Support will receive a Support Plan, which will outline the duration of the placement, activities to be undertaken and the expected outcomes. This will be shared with all staff who teach the pupil to enable monitoring of impact.
- **Reintegration:** Placements will conclude with planned targets and monitoring of behaviour in and out of class.

Sanctions and Support

Detention

Teachers have the right to detain students for up to 10 minutes after school without informing parents as set out in the Education Act. There is no requirement to give 24 hours notice for a detention but we will endeavour to do so, particularly with younger pupils.

On-call:

What is it?

- Each teaching period has a designated member of staff (SLT, Middle Leader on-call). The purpose of on-call is to ensure that SLT are visible in support of teachers and respond to staff requests for in class support in response to Defiant or Anti Social behaviour.

Who is it for?

- Any pupil who meets the threshold for Defiant or Anti Social Behaviour after zone procedure followed or pupils who need to be escorted within the zone.

How does it work?

Should on call be required either phone the Behaviour Provision help desk on **8069** or email learning.walk@walkden.gov.uk. The Behaviour Provision will then contact the duty member of staff on call to alert them that you have requested support.

- Ask the pupil to wait outside your classroom until on call arrives. Please be ready to explain the nature of the incident to the member of staff on call.
- You are not required to enter the details onto SIMS immediately, as your focus should always be your class, but please ensure the full details of the incident, including a comment, are logged on SIMS **before the end of the working day**. It is the responsibility of the member of staff awarding the defiant to contact parent.
- Your callout will be recorded on the Daily Behaviour Monitoring, together with feedback of any further actions taken/required and distributed to all staff.

- ***NB: disruptive behaviour should be managed at departmental level rather than using on-call support.***

On Report:

What is it?

- A system to monitor the behaviour of identified pupils in classes against set expectations.

Who is it for?

See Behaviour Tarriff Page

How does it work?

- The report has '3 strikes', each of which lasts for 1 week, from Monday to Friday.
- Parents/carers will be informed that their child is to go on report.
- All reports will check the pupils adherence to the following 2 expectations during a.m. form time and all lessons: failure to complete report successfully will lead to further sanctions
 - **I will treat staff and pupils with respect at all times.**
 - **I will follow instructions at the first time of asking.**
- Pupils must give their report to their teacher at the start of each lesson. The teacher will sign their initials by each target if it has been met and cross it if it has not.
- Pupils must report to their Form Tutor/ Head of Year / SLT Link / Behaviour Provision at the end of each day. If a pupil fails to report, the Head of Year will place the pupil in the Behaviour Provision following day.
- To pass a report, a pupil needs to score 55 out of the 60 points that are available. If a pupil fails a report they progress to the next strike.

Pastoral Support Plan / IBP:

What is it?

- A coordinated programme to support a pupil in developing skills to manage their behaviour more effectively. It is a requirement to have implemented, monitored and evaluated a PSP prior to a Permanent Exclusion.

Who is it for?

- Pupils who are Statemented for behaviour.
- Pupils who have acquired 60 Behaviour Points in a term.
- Pupils who have been referred to ASBAT.

How does it work?

- Pupils requiring a PSP are assigned to a member of the Pastoral Team, who will act as their mentor.
- Behaviour concerns are diagnosed in conjunction with the pupils and their parent/carer, together with targets to help address them. These targets are circulated to all staff involved with the pupil.
- Pastoral staff may circulate 'round robins' to staff to collect an accurate and up to date picture of the pupil's progress in classes.
- Regular review meetings with the pupil and their parent/carer to discuss the pupils progress in meeting the targets set.

Acceptable Behaviour Contracts (ABC):

What is it?

- A meeting with the pupil, their parent/carer, the Assistant Headteacher: Pastoral and a representative of Greater Manchester Police in which the legal definitions of anti social behaviour are explained and related to the pupil's conduct in school.

Who is it for?

- Pupils who have repeatedly demonstrated defiant or anti social behaviour.

How does it work?

- During the ABC meeting, all present sign a contract which is reviewed after 1 term, when the contract is ended or a referral is made to ASBAT.
- Pupils who cause concern through anti social behaviour, but not at a level deemed sufficient to warrant an ABC, may have a Pre ABC meeting with their parents/carers.

Anti Social Behaviour Action Team (ASBAT) Referral:

What is it?

- ASBAT are a branch of Salford City Council.

Who is it for?

- If a pupil fails to demonstrate sufficient improvement whilst on an ABC, they may be referred to ASBAT. For a pupil to be referred to ASBAT they must have demonstrated clear and repeated anti social behaviour.

How does it work?

- The records of a pupil to be referred are sent to ASBAT for them to decide whether any action on their part is required. Therefore it is vital that all incidents for pupils are recorded in clear and impartial detail.
- ASBAT may hold an Acceptable Behaviour Agreement, an ASBO Warning Interview or ultimately take the pupil to court to secure an ASBO. For this reason, it is essential that our record keeping is faultless. Incidents must be recorded promptly and accurately, quoting foul language where appropriate, yet avoiding emotive or judgmental language on the part of staff.

Governor's Behaviour Panel:

What is it?

- A meeting of Governors and the Assistant Headteacher: Pastoral with an identified pupil and their parent/guardian.

Who is it for?

- Pupils who have acquired 100 Behaviour Points in a term.
- Pupils with 3 or more fixed term exclusions in a term.
- Pupils who have been involved in an exceptional serious incident.

How does it work?

- The parents/carers of identified pupils are invited by letter to attend a meeting in which the support offered by the school and the pupils' behaviour is outlined.

- The pupil receives a Final Written Warning that they are at risk of permanent exclusion.
- Pupils who appear before the Governors' Behaviour Panel must have a PSP.

Offsite Exclusion

What is it?

- Placement at another schools behaviour provision for a fixed period of time.
- Pupils will complete appropriate work supplied by Walkden High School.
- Pupils must be accompanied by parents/carers for a return to school meeting with Head of Year / Behaviour Provision Manager before they can return to lessons.

Fixed Term Exclusion:

What is it?

- A pupil is not allowed to attend school for a fixed period of time (pupils are legally not allowed on site)

Who is it for?

- Pupils who have been involved in an exceptional serious incident.
- Pupils who cause disruption in Behaviour Provision.

How does it work?

- The Assistant Headteacher; Pastoral will recommend all Fixed Term Exclusions.
- The Headteacher will authorise all Fixed Term Exclusions (Deputy Headteacher in their absence)
- Parents/carers will be informed of any Fixed Term Exclusion by letter.
- Where a pupil is Fixed Term Excluded part way through a school day, their parent/carer must come to school to collect them, unless there are exceptional circumstances. In all circumstances, parents/carers must be advised before a pupil is sent home.
- All excluded pupils must complete a return to school meeting with their parents/carers and Assistant Headteacher – Pastoral , during which completed home study work will be collected where necessary, before being readmitted to classes. Pupils will not be able to return to lessons without this meeting taking place.

Permanent Exclusion:

What is it?

- A pupil is not allowed to return to Walkden High School.

Who is it for?

- Pupils who, through their behaviour, are judged to be a risk to themselves and/or others.
- Pupils who evidence little or no improvement to their behaviour despite having been before the Governors' Panel.

How does it work?

- The Headteacher will authorise all Permanent Exclusions.

- The local authority must be notified immediately of any Permanent Exclusions and the school is obliged to set work for a period of 10 days.
- Parents have a right of appeal.

Trips and Visits

Pupils will not be eligible for trips or visits if they:

- They receive 30 points in the term the trip takes place
- They have 20 or more lates to school
- They have an attendance of less than 90% (exceptional circumstances will be taken into consideration)

School reserves the right to withdraw a place on a trip or visit due to a single serious anti – social incident.



Home/School Contract

	As a Parent I will:	As a Pupil I will:	As a School we will:
Preparation for School	<p>Ensure that my child is fully compliant with Walkden High School expectations regarding uniform and personal appearance. I understand that where this is not the case my child will be sent home and that any resultant non attendance will be unauthorized.</p> <p>Ensure that my child has full equipment, including Walkden High School PE kit. Discourage inessential personal belongings being taken to school, accepting that they will be confiscated in accordance with school policies. I will support the school policy regarding confiscated items.</p>	<p>Dress according to Walkden High School expectations regarding uniform and personal appearance, as described in my Student Planner.</p> <p>Be fully equipped for lessons, including my Student Planner, which I am responsible for keeping up to date and in good order.</p> <p>Not bring inessential personal items into school. I understand that if I do so in breach of school policy, they will be confiscated.</p>	<p>Consistently enforce the highest standards of uniform and personal appearance, sending home any child who is not compliant unless they have a valid medical reason.</p> <p>Provide clear guidance regarding what your child does and does not need in order to succeed at school.</p> <p>Confiscate inappropriate personal belongings that are used in breach of school policy for a period of 5 working days.</p>
Attendance & Punctuality	<p>Ensure that my child arrives at school by 8.25 every day, ready to start school at 8.30.</p> <p>Ensure that my child achieves at least 96% attendance unless there is a valid medical reason for them not doing so. Inform school about any necessary absence on the first day, confirming the reason for the absence with a note in the Student Planner on their return.</p>	<p>Be on school site no later than 8.25 every school day.</p> <p>Make every effort to be in school unless my medical condition physically makes my attendance at school impossible.</p> <p>Ensure that I show my House Tutor an absence note in my Student Planner on my first day back to work following an absence.</p>	<p>Issue detentions, to be served on the same day, to students who arrive to school after 8.30.</p> <p>Act upon poor attendance/punctuality to school, involving our Educational Welfare Officers where necessary.</p>
Progress	<p>Check Showmyhomework daily, ensuring that all homework recorded is completed to a high standard.</p> <p>Attend all Parents' Evenings and Information Evenings, as well as regularly checking my e mail for home school communication.</p> <p>Discuss reports with my child and contact the school should any concern regarding under performance arise.</p>	<p>Be an attentive, considerate and conscientious learner, completing all class and home work by the deadlines set.</p> <p>Ensure that all notes in my planner are delivered promptly so that my parents have a full understanding of my performance at school.</p> <p>Know my target levels/grades and current performance in all of my subjects, taking ownership of my progress towards meeting them.</p>	<p>Provide a quality learning experience that offers progression, support and challenge.</p> <p>Provide regular and effective home/school communication, the majority of which will be through e mail, but also including Parents' Evenings, reports and newsletters.</p> <p>Report on your child's progress towards achieving their Aspirational Targets 3 times each year.</p>
Conduct	<p>Expect my child to be one of our Walkden STARS (Sensible, Thoughtful, Ambitious, Respectful, Supportive).</p> <p>Give my wholehearted support to the Walkden High School "No Excuses" expectation, including support of extra-curricular activities.</p> <p>Help my child to learn to take responsibility for their conduct by never making excuses for poor behavior.</p> <p>Give staff my full support in maintaining the highest standards of self discipline amongst our students, including supporting same day detentions where they are required.</p>	<p>Be one of our Walkden STARS (Sensible, Thoughtful, Ambitious, Respectful, Supportive).</p> <p>Be an excellent ambassador of both my family and Walkden High School at all times when wearing my school uniform.</p> <p>Value and respect my school environment, keeping it clean, tidy and litter-free.</p> <p>Accept that there are "No Excuses" for failing to deliver on any of the above.</p>	<p>Have high expectations of every pupil as one of our Walkden STARS (Sensible, Thoughtful, Ambitious, Respectful, Supportive).</p> <p>Deliver our "No Excuses" expectation of all students consistently and fairly.</p> <p>Encourage participation in a range of extra-curricular activities.</p> <p>Plan a range of support strategies to help students to learn to take responsibility for the management of their own behaviour.</p> <p>Consistently deliver a range of sanctions, to any student who, despite support, continually damages either their own education/welfare, or that of their fellow students.</p>
Signatures			