



Student Behaviour Policy

Adopted by Governors:	January 2016
Committee Link:	Achievement and Curriculum
Review Timetable:	3 Year
Renewal Date:	January 2019

Positive Behaviour Management Policy

1. Our Values

Millthorpe School is a community where students and adults are valued and respected. At Millthorpe we appreciate kindness and honesty and care for those in need.

We are inclusive and tolerant and so we try to remain open-minded: to respect people whose choices and beliefs are different to our own. We seek equal opportunities for everyone, treat each other fairly and celebrate positive contributions to our community.

At Millthorpe students and teachers work hard together: because achievement is built on hard work. We have high expectations of each other and are proud of our school.

We are consistent and fair. When we do something wrong, we accept responsibility and try to put it right.

At Millthorpe we value self-control and encourage positive choices regarding behaviour.

We expect students to accept responsibility for their own behaviour and adults to consistently correct misbehaviour.

2. Insist on Rights. Enforce Rules. Establish Routines.

The rights displayed in all classrooms are essential and therefore non-negotiable. Our rules are reasonable and are in place to protect everyone's rights. Routines are agreed actions, that help our school run more smoothly.

3. Our Aims in Positive Behaviour Management

At Millthorpe our systems and preferred approaches are well defined. We have shared expectations that have been agreed with staff, students, parents and governors. Our rules are reasonable. When students don't meet our expectations our response should be measured and predictable. As teachers we understand that our influence on students is greatest when we adopt shared approaches.

We want Students to:

- make positive choices
- own their own behaviour
- support staff
- support and encourage each other
- have a sense of pride and belonging
- be resilient
- complete assignments and use class time wisely
- complete homework
- make excellent progress
- accept responsibility when they make the wrong choices
- feel listened to

We want Teachers to:

- build positive relationships with students
- understand that their attitudes and actions have a powerful influence on the behaviour of students
- prevent and minimise
- encourage and correct
- repair and rebuild
- teach students to make better choices
- be positive role models
- believe in positive behaviour management which is calm, assertive, firm and decisive
- separate the undesirable behaviour from the child
- be fair and consistent in applying consequences

We want Parents and Carers to:

- encourage self-discipline in children attending the school
- ensure their children are equipped and ready to learn
- ensure good attendance and punctuality
- encourage their children
- celebrate effort and progress
- read letters, sign planners and stay in touch
- work in partnership with the school
- support school decisions and expectations
- be prepared to discuss any problems that might arise

4. Rewards, Sanctions and Classroom Management

At Millthorpe we believe that positive reinforcement is the most effective way of encouraging appropriate behaviour. However, there are occasions when it is in the best interest of the student to apply consequences to the behaviour. Staff will make sure students are aware that their behaviour is unacceptable and provide them with a chance to change it before a consequence is given.

What is PAS?

- PAS is a Positive Achievement System. At its simplest PAS administers rewards and sanctions. **However, it is the positive strategies and approaches to behaviour management, taken by teachers, which influence and transform student behaviour.**
- As teachers, when issuing positives or negatives, we are trying to **draw students' attention back to the way their chosen behaviour affects the rights of others.** We are **influencing** students to make **positive choices.**
- For the system to be influential, rewards and consequences need to be **consistently and fairly applied.** To support positive attitudes to learning and progress, teachers must encourage and reward desired behaviours.

5. Praise to Encourage

Encouragement is important. Teachers at Millthorpe aim to use praise precisely. We recognize effort, progress and positive attitudes to learning with a stamper engraved with our initials. Telling students what they have done well encourages them to try and to succeed.

<p>OUR RIGHTS</p> <ul style="list-style-type: none"> • We all have a right to feel safe • We all have a right to learn to the best of our ability • We all have a right to be treated with dignity and respect • We all have a right that the expectations of our school are followed and upheld 	<p>OUR EXPECTATIONS</p> <ul style="list-style-type: none"> • Arrive at school and lessons on time • Wear correct uniform • We are kind, polite and courteous • We work hard and to the best of our ability • We encourage and support the learning and progress of others • We are fair and reasonable • Any form of bullying is totally unacceptable in our school
<p>OUR SANCTIONS</p> <p>You will receive a 10 minute after school detention when you ignore rules about:</p> <ul style="list-style-type: none"> • Uniform • Eating in corridors • Coat on inside • Corridor behaviour • Mobile phones • Late to lesson • Equipment • Swearing 	<p>OUR REWARDS</p> <p>Your teachers will give you a green slip, worth 1 positive stamp, for:</p> <ul style="list-style-type: none"> • Being supportive to a peer • Being supportive to staff • Being a positive example to others • Having good manners • Taking care of the environment <p>For special contributions to our school you will receive 5 positives and a postcard home from your Director of Achievement.</p>

At Millthorpe we have four essential rights that everyone is entitled to and a simple list of rules aimed to protect everyone's rights.

6. Clear Consequences

When a student ignores a rule in the classroom, we first remind them of the rule and encourage them to correct their behaviour. Where misbehaviour continues, students are given a negative comment. Although teachers have different styles and approaches, we try hard to be fair and consistent both in our use of praise to encourage and in the way we issue clear and certain consequences to limit misbehaviour.

7. How do we Promote Good Discipline throughout the School?

We promote good discipline by taking effective action when students ignore our rules about:

- Uniform
- Eating in school
- Wearing coats inside
- Being punctual to school and to lessons
- Being calm in corridors
- Using language which is polite and friendly
- Having mobile phones out in school

8. A Ten Minute Detention to Remind and Reinforce

Students and staff support a single clear sanction when these basic rules are broken. Students who ignore these rules receive a 10 minute detention with their Period 5 teacher at the end of the day. Students with a 10 minute detention at the end of Period 5 therefore leave school at 3.20pm rather than 3.10pm.

9. How do Teachers Tackle Low Level Disruption?

Behaviour in lessons is very good. Any instance of poor behaviour in lessons is followed up, in the first instance, by the class teacher. If a student receives a negative comment, their teacher will arrange a 10 minute detention to take place during break, lunch or at 3.20pm.

Students who forget or choose not to attend this detention will get an hour long school detention.

10. Sanctions for Repeated Disruption

We focus our most serious sanctions on students who are persistently disruptive. On the rare occasions that a student is removed from a lesson, they are placed in Student Remove and only return to lessons when it is clear they are ready to learn and behave positively.

Students removed from lessons for disruptive behaviour will always serve an hour's detention after school on the same day. We will always telephone parents/carers to inform them of the detention. When we fail to get through we will send a text.

11. Staff Development and Support

The teacher best place to have an impact on the behaviour of a student is the class teacher. Teachers are responsible for following up classroom incidents. Heads of Department support teachers where the behaviour of a student or a group is particularly challenging. The House Pastoral and Inclusion team work closely with teachers and students to support a positive climate for learning and progress.

12. House Structure: Pastoral and Inclusion Teams

We believe that school should help to shape the character of students, not only through high expectations, but also through the opportunities we provide for them to work together, develop a shared identity and a strong sense of community. Each House is led by a Director of Achievement, responsible for monitoring the progress of students across the curriculum and leading interventions to secure high standards of achievement. Directors of Achievement work with students to create a distinctive character for their House, providing opportunities for leadership, peer support and a broad base of inter-house competitions. Directors of Achievement have an overview of the welfare of their students and monitor behaviour and attitudes to learning.

Non-teaching Student Support Officers work closely with Director's of Achievement, increasing the school's capacity to respond to concerns about behaviour and to support children and families facing difficulties.

The Inclusion Support Depart oversees the provision for vulnerable students within the school including students with special educational needs, looked after children, children at risk of exclusion, children following personalised timetable requirements, young carers and students entitled to free school meals.

14. On Call

A student that cannot be successfully included in the lesson will be taken to work in Student Remove or with the Deputy Headteacher.

15. Student Remove

Most isolations under the Student Remove system are planned, however, some will happen following On-Call or other serious incidents. Student Remove may be used to internally exclude a student as an alternative to Fixed Term Exclusions.

16. Exclusion

The decision to exclude a student for a Fixed Term will be made when: a serious breach of Millthorpe's Behaviour Policy has occurred; a student persistently fails to comply with the expectations of the school; allowing the student to remain in school would seriously harm the education or welfare of the student or others in the school.

Millthorpe School is committed to working closely with all York secondary schools and the Local Authority through the Behaviour Partnership. The Behaviour Partnership considers the needs of students who may not be successful in mainstream settings.

Students returning from fixed term exclusion will be monitored through a targeted report for a minimum of one week. Students at risk of fixed term exclusion may also have a Pastoral Support Plan. This will be written in consultation with the student, the parent/carer, pastoral and inclusion team.

17. Referral to Outside Agencies

Adults working in the Pastoral and Inclusion teams have experience of working with young people in a wide range of different settings and offer specialised skills in areas such as counselling, careers education, alcohol and drug awareness and youth work.

Students who require additional support can be referred to specialist services following consultation with the Assistant Director of Inclusion, Director of Inclusion or the Deputy Headteacher.

18. Behaviour to and from School

The school's normal disciplinary procedures apply to students travelling to and from the school premises.

Linked Policies

Child Protection Policy
Safeguarding Policy
Anti-Bullying Policy

Linked Documents for Staff

Staff Handbook
Positive Behaviour Management Update 2015/16