



Behaviour Policy

This policy exists to promote the Boston Spa School Mission.

THE BOSTON SPA SCHOOL MISSION

Our ambition for every learner is:
Academic Capital: Achieving outcomes that match or exceed that which they would have achieved in any other school.

Moral Capital: To be young people who know right from wrong and make good moral decisions especially in the company of their peers.

Social Capital: To be 'nice people to know', who understand and model what it is to be an adult member of their communities.

Our ambition is achieved in a school where:
 Everyone is treated with respect
 Everyone makes progress
 No one steals learning

This creates:
 'A path to the future for all'




Reviewed by Individual Needs Governors' Committee on date 28.09.16

Colleague with delegated SLT responsibility: Headteacher

Date next Governor Review September 2017 or earlier if necessary

Policy for Behaviour – September 2016

At Boston Spa School everything we do is underpinned by our Boston Values:

- Everyone is treated with respect
- Everyone makes progress
- No one steals learning

In addition, staff and pupils have worked together to write a list of baseline expectations known as “Boston’s Top 10”. These are displayed in every classroom.

Boston’s Top 10



- Be punctual to lessons
- Have equipment out and ready
- Store coats and bags in correct place
- Don't use phones & earphones during lesson
- No food or drinks in classrooms except water
- Show respect for each other & have good manners
- Be quiet when asked
- Follow the seating plan
- Hand in homework on time
- Keep school litter free and tidy

KEY ROLES IN SCHOOL

The Behaviour Team

This is a non-teaching team, which ensures that, at all times during the day, members of the team visit lessons, monitor the climate for learning in school, manage lesson changeover, supervise social time and are able to quickly deal with any issues arising.

Behaviour Manager – Mrs Morrell
Assistant Behaviour Manager – Mrs Garbutt
Inclusion Administrator – Mrs Bastow

Progress and Guidance Teams

The Progress and Guidance Leaders are responsible for leading the tutor teams, ensuring good attendance, care, guidance and support, and are supported by four Year Office Administrators, who are the first point of contact for parents.

Key Stage 3 Progress and Guidance Leader – Mrs Brennan
Key Stage 4 Progress and Guidance Leader – Mr Cooke
Head of Sixth Form – Mrs Green
Year 6 & 7 Administrator – Mrs Anderson
Year 8 & 9 Administrator – Ms Rushton

Year 10 & 11 Administrator – Mrs Chapman
Sixth Form Administrator – Mrs Steele

DAILY ROUTINES

Tutor Time

Ensuring the day starts well is essential. Tutors must be in their tutor base at 8.45 am prompt each morning. At the start of tutor time tutors must ensure that:

- All chairs are removed from desks
- All pupils are dressed in correct uniform
- Coats are stored on the backs of chairs and bags are on the floor
- All pupils have a pen and planner on the table
- The register is taken
- Pupils with sanctions are notified
- Pens are bought by pupils who do not have one

If a pupil is not dressed correctly, does not have a planner or refuses to buy a pen they must be sent to the Year Office where they will be seen by their Progress and Guidance Leader, their Team Leader or a member of the Senior Leadership Team.

Lesson Changeover

The Behaviour Team supervise lesson changeover supported by SLT. During this time all staff encourage pupils to move swiftly to their next lesson and should challenge any pupil not dressed in correct uniform or wearing a coat indoors. Teachers should be punctual and “meet and greet” their classes, encouraging them to come into the classroom.

RECORDING POSITIVE AND NEGATIVE EVENTS

We use a system called Behaviour Manager on E-portal to record events. Positive events generate Community Contribution points and pupils can earn Bronze, Silver, Gold and Governors’ awards. Sanctions for negative entries are assigned by the Behaviour Team at the end of each school day and are scheduled to take place the following day.

Sanctions

We have four main sanctions in school:

Breaktime detention

This is supervised by a wide range of teaching staff and middle leaders on a rota basis. It lasts 15 minutes during which students must sit in silence. A register must be taken by the supervising staff. Failure to attend this sanction will result in an after school detention.

SLT detention

This is supervised by members of the Senior Leadership Team. It is a next day detention for missed homework deadlines. It takes place at lunchtime and will last up to 40 minutes during which time pupils must complete missing homework. To generate this sanction staff must record a missed deadline on E-portal, stating the task to be completed. Staff can also leave resources or worksheets to be completed in the folder kept at Reception. Pupils will be responsible for handing the completed homework in to their subject teacher. Failure to attend this sanction will result in an after school detention.

After school detention

This sanction is used for those who miss break or lunchtime detentions and also for anyone arriving late to school without good reason. It is essential that pupils are in school in time for tutor time at 8.45 am. This sanction is issued and supervised by the Behaviour Team.

Isolation

If a pupil is involved in a serious behavioural incident then they will be isolated in Room 17. This room is supervised by the Behaviour Team. Pupils are expected to remain silent and complete all work set. There is a fixed school day in Room 17 and social time privileges are withdrawn. Work rate is monitored throughout the day and overall behaviour is reviewed at the end of the sanction.

Parents will be contacted if a child is to be isolated for either a full or half day sanction.

Emergency Referral System (ER)

In the event of serious disruption to a lesson which the teacher cannot manage, the teacher should send a pupil to the nearest Year Office to request an ER call. The pupil must state the teacher requesting the call, the room and the name of the pupil concerned. The Inclusion Administrator will then deploy a member of the Behaviour Team to attend the lesson.

If at all possible the matter will be resolved and the pupil returned to the lesson. If this is not possible the Team Leader will escort the pupil to Room 17 where they will remain for the rest of the lesson and a sanction will be issued. This will be break, lunch and after school detention.

Ensuring a safe community

In accordance with current advice from the DfE on the use of reasonable force in school, nominated and trained staff will, on rare occasions use positive restraint techniques, known as 'Team Teach'. This will be done where a student's negative behaviours cannot be defused and they are putting the good order of the school at risk, or where the child is putting themselves or others at risk.

In those rare situations where physical restraint may form part of a positive response, this does not mean that this is an alternative to other strategies. A range of diversion and de-escalation strategies will be employed before and during positive handling.

Any incident where positive handling has been used will be fully documented, and recorded. Parents are always notified.

Exclusion

Exclusion is a response to circumstances which put the health and safety of our community at risk or significantly challenge our school values. The judgement that exclusion is appropriate depends on the context and circumstances of each case. Our intention is to exclude only as a last resort. The school uses partner provision to support short term exclusion, in these cases the Headteacher has the power to direct a student to an Off-Site provision.