



# The Trafalgar School at Downton

## Behaviour Policy & Procedures

<b>Date of Last Review:</b>	10/02/2021	<b>Review Period:</b>	Annually
<b>Date of Next Review:</b>	10/02/2022	<b>Owner:</b>	Rachael Faulkner Deputy Headteacher
<b>Ratified by LGB:</b>	4 <sup>th</sup> March 2021		

## OUR PURPOSE

# TOWARDS A LIFE FULFILLED

EMPOWERING YOUNG PEOPLE TO BE THE SOURCE OF THEIR OWN SUCCESS

*Empowering young people to be the source of their own success is our commitment in enabling our students towards a life fulfilled.*

## Introduction – Our School Values

Outstanding behaviour is essential for the best possible academic and personal success. Good relationships all round, mutual respect and high expectations, are crucial. These are underpinned by our Trafalgar School values – Being Trafalgar.

### I AM STRONG AND SPIRITED

I believe that, as an individual and within a community, I am in charge of my own destiny and I have the power to change the world both for others and for myself. I am self-motivated.

### I AM GIVING

I look for opportunities every day to serve other people and to make the world just that little bit better in whatever way I can. By doing this I improve my own sense of self-worth. I understand the importance of civic responsibility, of being a positively contributing member of society.

### I AM DETERMINED

I do not give up even if the road gets tough. I am resilient, I persevere and I achieve my goals. I understand that commitment to a long term goal is the key to a successful and fulfilled life and gives me roots.

### I AM COMPASSIONATE

I care about others and myself and I understand that sometimes people need our support.

### I AM ENTHUSIASTIC

I enjoy life and I appreciate everything I see and do. I find joy in the smallest things. I always give of my best and expect the same from others.

### I AM TRUSTWORTHY

I strive to do what is right and I value honesty and trust.

### **I AM RESPECTFUL**

I realise that everyone has talents and gifts and should be respected. I expect that both for and from myself. I listen to others and I am courteous. I am socially confident and I understand the importance of self-regulation.

### **I AM OPEN- MINDED**

I understand that difference is a positive thing and that no one way is always the right one. I am tolerant of others and expect the same towards me.

At the Trafalgar School at Downton lessons are focused and calm whatever the time of day or week but as all schools do, we need to consistently reinforce the message that disruption to lessons is not acceptable. To that end, any behaviour, which means that the students' learning or the teacher's teaching is disrupted, results in very clear sanctions. The vast majority of our students come to lessons ready to learn and so, on any rare occasion where this is not so, it is tackled quickly and effectively.

Every student must take responsibility for his/her own behaviour and ensure that the school **Code of Conduct** (Appendix 1.0) and **Learning Expectations** (Appendix 2.0) are followed. Equally, adults must remember that they take the lead and create situations where it is as easy as possible for students to do the right thing, follow the Learning Expectations and so learn very effectively.

Students need to feel very positive about their learning - creating a "can-do" attitude in every student, so each one clearly believes (s)he can make progress and achieve, and is given the right learning opportunities in order to do so.

Students are human beings and so sometimes – like all human beings - they do misbehave. Students appreciate the **Learning Expectation system** as it enables a very clear and appropriate system of consequences for misbehaviour whilst taking account of every student as an individual.

As a school we have a **Code of Conduct – What we expect of you** and our **Academic Standards** which we expect all students to follow all of the time. These allow students to get on with the important task of learning and teachers with teaching. These are displayed as our **what we expect** rules in every classroom and around the school.

## **Strategic Objectives and \*Aims**

Upholding high standards of behaviour *so that \*all students have a moral understanding and a sense of civic responsibility to make the world a better place.*

## **Responsibilities**

**The Governing Body** will support and uphold the high standards required by the Trafalgar School of its students, in order to maintain good order and discipline to ensure a quality learning experience and positive relationships. The Governing Body will fulfil its statutory obligations to conduct disciplinary committees and appeal panels for exclusions.

**The Headteacher** will take responsibility for the good order and discipline of the school, ensuring clear boundaries and expectations are established and that resources are deployed appropriately. Fixed term Exclusion will only be used as a last resort when other strategies to manage behavioural issues have been tried and the learning and or safety of other students has been compromised.

**All senior leaders and other members of the wider leadership team** will lead, manage and model appropriate behaviour management strategies within the school, implementing the standards of the policy with regard to repeated or serious infringements of the school rules. They will support the teams that they line manage to consistently apply the behaviour policy.

**Middle leaders** will lead, manage and model appropriate behaviour management strategies within their designated areas, supporting staff to become autonomous in their management of behaviour but also providing a point of referral if required.

**Pastoral leaders and the Behaviour Manager** will implement school policy on procedures and sanctions relating to discipline e.g. lesson checks, reports, take statements after incidents, detentions, exclusion processes and paperwork, ensure all student logs are kept up to date and that appropriate action is taken as and when required.

**The SENDCo** will ensure that suitable programmes are planned and developed which are appropriate to individual needs and entitlements for students with educational needs related to behaviour, and liaise accordingly with specialist external agencies

**All teachers and teaching assistants** will set high expectations for student behaviour, establishing and maintaining a good standard of discipline through well-focused teaching and through positive and productive relationships. Teachers will be positive role models for students and follow the procedures for behaviour management as laid out in this policy.

**All staff** have a responsibility to:

- Be familiar with the **Principles of Behaviour for staff** (Appendix 3.0)
- Establish a positive relationship with students and parents
- Demonstrate a level of care and respect for all students
- Act justly and fairly (and be seen to do so)

- Deal promptly and personally in matters, which affect the quality of teaching and learning and the personal development of the individual
- Apply a consistent approach to all students
- To support and implement Learning Expectations, reward good behaviour and both challenge and sanction inappropriate or unacceptable student behaviours

**All students** will be expected to familiarise themselves with, and abide by the **The Code of Conduct** and the **Learning Expectations**.

**Families** are expected to support and work with the school in maintaining good behaviour and discipline:

- Encourage children to develop good habits of diet, sleep and a healthy lifestyle
- Comply with the school's attendance requirements and promptly report and explain absences and lateness to the school
- Encourage children to develop effective study habits at home
- Participate in parent/carer/teacher meetings to discuss attainment, progress and welfare
- Ensure that children wear their uniform with pride as outlined in The Trafalgar School at Downton uniform list
- Discuss reports with their children and contact the school if necessary
- Bring to the attention of the school any potential problem that might affect their child's education
- Support the school's policies on behaviour including uniform and mobile phone policies
- Keep the school up-to-date with home and emergency telephone numbers and other pertinent information
- Be responsible for the behaviour of children to and from the school
- Be familiar with the **The Code of Conduct** (Appendix 1.0) and the **Learning Expectations** (Appendix 2.0)

## **Educational Visits and Journeys**

When on an educational visit, students are expected to behave in an exemplary manner. They will also behave in the same way on journeys to and from school in order to maintain an excellent reputation for the school in the community. If staff witness misbehaviour on these occasions, or it is reported to the school by a member of the public, appropriate disciplinary action will be taken. The Headteacher also has authority to take disciplinary action if it is made known that a student of the school has behaved on any other occasion in a way that endangers a member of the public, property, another student, or threatens the reputation or running of the school. Such action will be informed by the school's safeguarding policy if appropriate, and if criminal, will involve referral to the police.

## **Daily Practice and Monitoring**

**Quality Assurance:** The Senior Leadership Team, the Behaviour Manager and middle leaders will support staff in promoting learning and positive behaviour by regularly visiting lessons and by their presence in and around the school building. They will affirm and note good behaviour, lesson engagement and excellent work. They will strengthen staff management of poor behaviour and if necessary, escalate action to bring it under control.

**Daily Review:** The senior leader with responsibility for pastoral systems meets every day with the Behaviour Manager, SENDCo and Heads of House as appropriate to review significant recorded incidents on a case-by-case basis to ensure that appropriate levels of intervention, sanction or support will be in place as required. The schools aim for a consistent application of the Behaviour Policy. This daily review helps us to maintain a high level of consistency.

### **Recording of incidents:**

In order to quantify and subsequently analyse behaviour, the school tracks both good and poor patterns of behaviour using ClassCharts. This data is used to identify and respond to behavioural patterns of individuals and groups and to support effective intervention. Staff must log all behaviour incidents according to the school policy.

### **Mitigation**

We recognise that this behaviour policy and the practice it supports needs to be responsive to individual needs. The school believes that our response to children who have additional needs relating to a disability must take into account the legislation of the Disability Discrimination Act 2001 and the 2005 amendment. Schools must not discriminate against disabled students and consequently may be required to make reasonable adjustments to ensure their educational and social experiences at our school are as positive and inclusive as possible. For children who display inappropriate behaviour for reasons related to a disability, for example: autism, Asperger's Syndrome and Tourette's Syndrome, the school response may need to be differentiated in recognition of the additional difficulties these children may have in managing their actions.

We firmly believe, however, that it is our responsibility to support and help such students to behave in a socially acceptable manner and that affecting positive behavioural change is always possible. However, the methods of achieving this may vary depending on the individual circumstances of the student concerned.

The school will ensure all staff are aware of individual needs regarding Social, Emotional and Mental Health (SEMH). Individual guidance will be circulated to every teacher about how they may most effectively manage the behaviour of individual children with these difficulties.

Whilst recognising that some children will require a differentiated approach in relation to their behaviour, we cannot condone, nor will we accept violent or abusive behaviour towards staff or other students and any such incidents will be the subject of close scrutiny. In very rare cases, we may be unable to impact positively on behaviour where violence and abuse are major concerns. If such students have an EHCP then a review of their provision will be held to determine if it is still appropriate to name The Trafalgar School at Downton as their school. If no EHCP exists, then the process for an SEN assessment will be undertaken. However we envisage such circumstances to be very rare and this would never be undertaken lightly or without due consultation with parents, Governors and the child. With regard to sanctions, staff follow DfE guidance with regard to equality and mitigating circumstances.

### **Banned Items**

The following items are not permitted on the school site: chewing gum, stink-bombs, lighters, cigarettes, smoking paraphernalia, carbonated/energy drinks, pornography, laser pens and electronic cigarettes. This list is not exhaustive and the school maintains the right to confiscate any item considered dangerous, offensive, inappropriate or that may compromise safety.

The following items are considered dangerous and are also banned: fireworks, illegal drugs, banned substances, solvents, knives, blades, pointed items, alcohol, guns (including plastic toys or replicas).

Students found in possession of ‘banned’ items will have them confiscated and may be isolated/excluded from school. In relation to dangerous items, it is likely the school will involve the Police. The school have the authority to ‘dispose’ of banned items.

### **Searching, Screening and Confiscation**

The school has powers to search and screen for prohibited Items and to confiscate these as necessary if they reasonably believe that students are in possession of any of the items listed above, or any article that a member of staff reasonably suspects has been, or is going to be used:

- To commit an offence
- To cause personal injury to, or damage to the property of, any person (including the student themselves)

The school takes very seriously the issue of drug use and knife crime and the dangers surrounding these. It is our policy that any student found on the school premises with drugs, a knife; blade or item of a similar nature is immediately excluded from school and removed from the premises either by parents/carers or police as appropriate. This is followed by a thorough investigation. The sanction for this offence could be a managed move or alternative provision. The school retains the right to search and confiscate such items as outlined above

and as described in law. The school will make 999 calls if there is any perceived risk to staff or students.

The Senior Leadership Team and senior pastoral managers are designated with the authority by the Headteacher to search students if they believe they may have possession of drugs or weapons. There will always be two members of staff present, at least one of whom will be the same sex as the student.

### **Physical restraint**

Part 7 of the Education and Inspection Act 2006, Chapter 1, Section 86 (1) outlines the powers of members of school staff to use force. The Act states that:

*"Staff may use such force as is reasonable in the circumstances for the purpose of preventing a pupil from doing (or continuing to do) any of the following, namely:*

- *Committing an offence*
- *Causing personal injury to, or damage to the property of any person (including the pupil himself/herself), or*
- *Prejudicing the maintenance of good order and discipline at the schools or among any students receiving education at the school, whether during a teaching session or otherwise."*

At the Trafalgar School at Downton reasonable force will only be used if no alternative can be sought. Members of staff should be aware of their own personal safety at all times. Staff are reminded that they have an ongoing duty of care and a collective responsibility for maintaining good order and health and safety and should always work to diffuse rather than escalate a situation.

*"Some examples of situations where reasonable force might be used are:*

- *To prevent a student from attacking a member of staff, or another student, or to stop a fight between two or more students;*
- *To prevent a student causing deliberate damage to property;*
- *To prevent a student causing injury or damage by accident, by rough play, or by misuse of dangerous materials or object;*
- *To ensure that a student leaves a classroom where the student persistently refuses to follow an instruction to do so;*
- *To prevent a student behaving in a way that seriously disrupts a lesson; or*
- *To prevent a student behaving in a way that seriously disrupts a school sporting event or school visit"*

*From "Use of force to control or Restrain Students – A Summary of the new DCSF guidance – REF No. DCFS-00368-2010"*

Any incidents where a member of staff is required to restrain a student must be recorded in the Restraint Log.

### **Communication**

For moderate and high-level incidents parents should be included in any communication. All incidents requiring intervention beyond a warning should be logged on ClassCharts. All teaching staff need to be familiar with how to log detentions. Appropriate logging of behaviour means that we can track trends and respond to issues in a timely manner. Parents should be informed if any incident has required removal from a lesson or isolation. In addition, parents will be informed via ClassCharts regarding any behaviour that has led to a detention being set as a sanction.

### **Support for Students**

If a student is receiving detentions or isolations on a regular basis, the pastoral team will provide support to help change a pattern of negative behaviour. Initially support will be provided by the Form Tutor who will provide mentoring and advocate for the student where necessary. If this proves to be ineffective, the Head of House can provide further support such as meetings with parents, incentive schemes and a Report Card.

In most instances, no further intervention is required beyond the level of the Head of House or Behaviour Manager. However, when this does occur, specialist support is requested from the SENDCo to establish whether there is a SEMH (Social, Emotional or Mental Health Needs) affecting behaviour or other learning difficulties. The SENDCo can instigate a range of additional support strategies such as social skills teaching, additional adult support or bespoke learning programmes and in extreme circumstances begin statutory assessment for an EHCP (Educational Health and Care Plan) where there is not already an EHCP in place.

Pastoral interventions can be escalated if the tutor strategies have little or no impact. **The Behaviour Support - Waves of Intervention Model** can be found in Appendix 5.0.

### **Exclusions**

Our policy on exclusion is consistent with DfE guidance: *Exclusion from maintained schools, academies and pupil referral units in England (February 2015)*.

**Fixed-term exclusions** are useful to demonstrate to a student that their behaviour has been so inappropriate that, temporarily, they are not welcome at our school. However **isolation from other students** within school, is often more effective. Even ‘internal exclusion’ can be avoided by strategic interventions for students when we see that their behaviour is getting worse and before they do anything which means that an internal exclusion or fixed term exclusion is needed. See ‘Pastoral Waves of Intervention’ – Appendix 5.0

**Permanent Exclusion** is not used by the Wessex Partnership. Outcomes for Permanently excluded young people can be poor, they are more likely to become NEET (Not in Education, Employment or Training), then unemployed and socially excluded, including becoming subject to the criminal justice system. Permanently excluded young people can also be a very negative influence in our community – which affects students still in school and (despite the fact that the student is no longer at our school) can affect the reputation of the school. However, certain student activity would nevertheless lead to an alternative placement – for example, if the student’s continuing presence on our roll affected the health and safety of other students, or would permanently damage the good order in our school. Decisions to investigate an alternative placement are always very carefully taken.

## **Alternative Provision**

When we believe that a student may be putting themselves beyond the control of the school, discussion and seeking advice takes place – within the school, with the Chair of Governors, and with outside agency representatives – the YPSS, the EWS and others, in order to inform all decision-making. We also make use of the Fair Access Panel within the Wessex Partnership to see if there are avenues of support that we have not explored, such as:

A ‘Fresh Start’ in another school

Alternative Curriculum this may include a short term part time provision

Offsite provision

Post school provision

1:1 tutoring or mentoring

At all times we aim to work with students and families so that all concerned understand the situation, and the consequent decisions of the school, this helps maintain rapport with families who may have other children in our school, and also with the excluded student, so that the likelihood of the problem of being a negative influence in our community is minimised.

We have a clear set of structures to manage persistently poor behaviour. The first strategy is for students to spend 10 days in our Alternative ReSET Provision. This is based on the school site and allows students how are struggling with the behavioural expectations of the school to have some 1:1 learning and emotional support with a view to them reintegrating back into the mainstream school as soon as possible.

In addition we offer bespoke solutions to students who are not being successful even when they have been in the ReSET Provision or if there is a specific issue which needs a different approach. These may include:

- Working with staff from other local providers with alternative education opportunities.
- Managed Moves (Fresh Starts) with our fellow schools in The Wessex Partnership of local secondary schools and colleges.
- Working with the Educational Welfare Service (EWS) as well as any other legitimate service, which can promote a student's inclusion in mainstream school.

## **Monitoring Behaviour**

An analysis of behaviour trends will take place formally six times a year with a focus on these key areas:

### **Year group differences**

We look at the year group trends such as the number of house points given in each year; the number of behaviour points; and the proportion of low, moderate and high level behaviour.

### **Vulnerable group trends**

We look at how vulnerable groups such as disadvantaged students, students with special educational needs and students with English as an additional language perform, compared with other students.

### **Subject analysis**

We look at which subject areas reward students the most and subjects that record the most behaviour points. This helps us to intervene and support colleagues.

### **Behaviour type analysis**

This involves looking at the most prevalent type of behaviour incident that we see across the school and the variance throughout the year.

### **Exclusion data**

We look at the number of fixed-term exclusions each term and the number of repeat offenders to track trends.

In addition, the support provided by the Pastoral and SEND teams will be evaluated to assess the efficiency of the full range of support programmes.

## **Policy Review**

Governors will regularly scrutinise the effectiveness of the Behaviour Policy. The policy is developed through consultation with staff, students and governors.

This policy will be reviewed by the Local Governing Body every year in accordance with the school's review cycle.

**Documents linked to this policy:**

Anti-Bullying Policy

SEND Policy

Equality Information and Objectives

Rewards Policy

MLP Exclusions Policy

## Appendix 1.0 – The Code of Conduct



### WHAT WE EXPECT FROM YOU

- BE ON **TIME**
- BE **EQUIPPED**  
PEN, PENCIL, RULER & EXERCISE BOOK (AS A MINIMUM)
- LISTEN TO STAFF AND **ALWAYS** COOPERATE
- DO NOT INTERRUPT **LEARNING** TIME
- COMPLETE **ALL WORK** SET  
BEST WORK, FIRST TIME
- SHOW **RESPECT**
- WEAR UNIFORM **PROPERLY** AND WITH **PRIDE**
- MOBILE DEVICES/SMART WATCHES TO BE IN **YONDR** CASE

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## Appendix 2.0 – Learning Expectations – Being the best you can possible be

ISSUE	EXPECTATION	ACTION	FOLLOW UP
Low level disruptive behaviour	Student behaviour should not interrupt the learning of other students and should allow the lesson to progress without interruption.	Students to be warned that behaviour is unacceptable. D10 issued.	2 <sup>nd</sup> time - Removal to Green - Room D20 - Log on ClassCharts. If two or more in same subject area across two week cycle, class teacher to contact home, have ' <b>Mend and Move on</b> ' <sup>1</sup> meeting with student and log on ClassCharts. If across subjects- Tutor to contact home.
Serious misbehaviour	Students should behave in a safe, kind and considerate way to staff and students.	Students who swear aggressively, are racist or homophobic or violent, who vandalise or graffiti school property or make Covid 19 based threats or actions will be removed with immediate effect by SLT.	Sanction will be decided on an individual basis by SLT/HoH. This could include isolation or fixed term exclusion. The sanction will be entered onto ClassCharts by SLT/HoH.
No Equipment	Students are expected to have basic equipment for each lesson – this is a pen, pencil, ruler and exercise book.	E10 issued - Log on ClassCharts. Supply with equipment if possible but do not collect back in due to infection safety requirements. If the item is their book, student to ensure that work done in lesson is transferred to their book by next lesson.	Teacher to check work made up in book. Two or more logs in a week – class teacher to contact home and log on ClassCharts. If across subjects the Tutor is to do this.
Being late for a lesson	Students are expected to be at all lessons promptly and ready to learn.	L10 issued - Log number of minutes late after 5 minute window on ClassCharts (Late) If note from member of staff do not log.	More than three late lesson logs in a week, student put on punctuality report by Tutor. Parents informed. If lateness persists, HoH to phone parents and take on report. If still an issue SLT detention.
No homework	Students are expected to complete all homework set.	Log on Class Charts (No Homework 1) by class teacher if not handed in. Parents contacted by class teacher and new deadline set.	If still not complete pass to <b>SL (Subject Leader) - SLT line lead for one person departments.</b> <b>SL/SLT</b> to contact parents and set final deadline. Log on Class Charts (No Homework 2) Failure to

<sup>1</sup> Where a member of the SLT is involved with supporting a member of staff with a student incident, a '**Mend and Move on**' meeting will be arranged between SLT, the member of staff and the student before the student returns to that class. If a student is repeatedly sent out of the same subject with the same teacher a similar 'Mend and Move On' meeting should be arranged between the member of staff and student. All meetings should be logged on SIMS and a record sent to parents.

			complete - SLT detention to complete under supervision.
<b>UNIVERSAL EXPECTATIONS</b>			
<b>Uniform</b>	Students are expected to wear correct uniform as per the school uniform policy.	Log under Uniform code <b>unless note from home</b> . Tutor to contact home, even if note, to verify accuracy of excuse and get a timeframe on when it will be solved. Uniform slip issued by Student Services for timescale agreed.	Head of House to follow up. If still an issue pass to RF (Deputy Headteacher). RF to contact parents and explore reasons further. SLT detention for persistent non co-operation. Internal Exclusion for refusal.
<b>Nail Varnish</b>	Students should not wear coloured nail varnish.	Sent to Student Services to remove.	Persistent - Student Services to inform Tutor and Tutor to contact parents.
<b>Jewellery</b>	Students may wear: 1 small stud in each ear A watch A charity band <b>All other jewellery is not permitted including:</b> Facial/body piercings Stretcher earrings Spiked or hooped earrings	Ask student to remove. Confiscate items and give to Student Services in named envelope.	If will not remove items, treat as refusal to follow staff instructions - Internal Exclusion.
<b>Smoking</b>	The school is a non-smoking site and whilst in Trafalgar uniform, students should not be smoking.	Removal to Internal Exclusion Room for 1 day. Parental contact made by SLT for persistent offenders.	Visit to School Nurse provided for advice on stopping.
<b>Mobile Phones</b>	All mobile phones/smart watches should be placed in a Yondr case P1 each day.  Yondr cases are not to be intentionally damaged or graphitised  Yondr case to be brought into school each day	If a student is caught using a mobile phone during the school day the phone confiscated and not returned until the student has sat a 1 hour afterschool detention the following day with the Headteacher. £5 replacement  E10 log issued. Case to be borrowed from Student Services.	If continue to not cooperate then longer-term confiscation and/or banned from bringing a mobile phone into school.  If repeated then confiscation/afterschool detention and/or banned from bringing a mobile phone into school. If repeated then confiscation/afterschool detention and/or banned from bringing a mobile phone into school.

## Appendix 3.0 – Principles of Behaviour for Staff

### THE PRINCIPLES OF BEHAVIOUR AT THE TRAFALGAR SCHOOL AT DOWNTON



#### BEFORE THE LESSON

1. ESTABLISH YOUR SEATING PLAN	2. ROUTINES
3. BAD DAYS ONLY HAPPEN OUT OF SCHOOL	
4. RESPECT – SPEAK KINDLY	
<b>“Visible kindness!”</b>	
A welcome and a smile goes a long way. Never bring your out of school issues into lessons. The students are not interested and we expect them to “leave it at the door.” Every lesson is a new start with new opportunities.	Expect respect from students but also give it back by being gentle, kind and caring – in the classroom, in the corridor, around the school site generally so that a climate of mutual respect pervades.

#### AT THE START OF THE LESSON

4. BE.... PREPARED BE CONFIDENT	6. ON ARRIVAL - NOTICE	7. QUIET STARTS
.... on time ....equipped and planned ....organised 	Uniform Equipment Lateness 	

#### DURING THE LESSON

5. MODEL THE BEHAVIOUR – GOOD BEHAVIOUR NEEDS TO BE EXPLICITLY TAUGHT AND RELIGIOUSLY PRACTICED	9. CONSISTENCY IS THE KEY – ‘WARM STRICT!’	10. PACE – TIME EVERYTHING
BE THE BROKEN RECORD	SAY THANK YOU, NOT PLEASE	
Many students will get this teaching at home, some will not. We need to model this for all students, all the time. The Academic Standards are a great point of reference.	You must be firm (never wavering on a decision), fair and consistent in your classroom control and warm in your words, mood and your interpersonal relationships. ‘Warm strict!’ So that students react in the way the school expects.	Be clear on what needs to be done. What doesn’t get finished in lessons must be finished. Books with ‘gaps’ are no-no! Deadlines are deadlines! So that students understand the importance of completion.
11. 80% REWARDS - 20% SANCTIONS	12. USE THE BEHAVIOUR SYSTEM ACCURATELY	13. MISTAKES HAPPEN
	Maintain the Trafalgar high bar!	
Reward – Reward - Reward and appreciate the work and the attitude of students. Let them know you are rewarding them and what for so that positive behaviour is reinforced and celebrated.	Issue sanctions only when required to modify behaviour. Appreciate the importance of ‘Mend and Move on’ Meetings. Make sure students know if they are on the detention list by checking Class Charts	If you know that you have made a mistake in your behaviour management - admit it. Students will think much more of you if you show you too can make mistakes.

#### AFTER THE LESSON

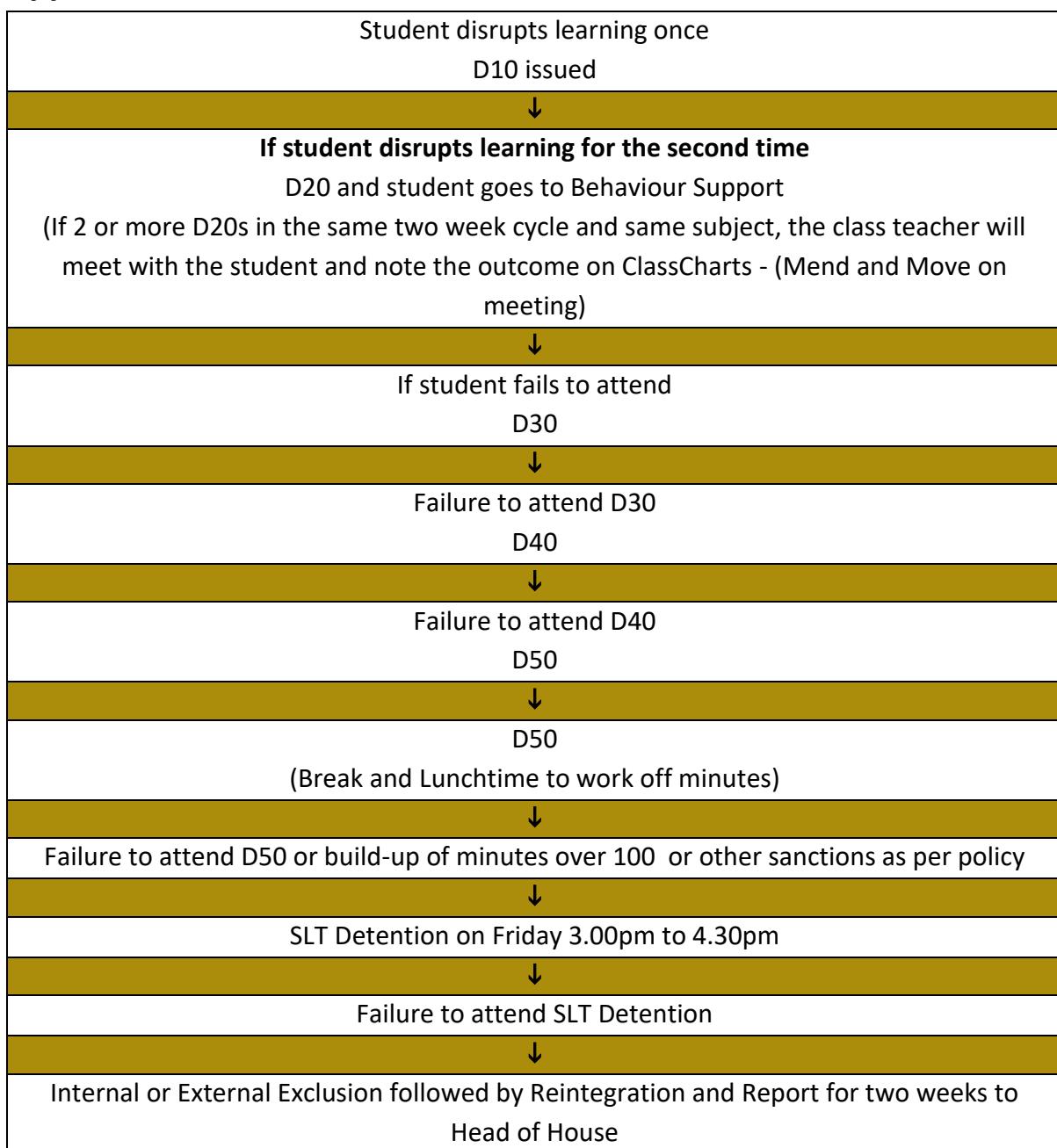
17. Follow through - Add rewards	18. Follow through – Certainty

Add rewards. Do not throw away the trust you have built by forgetting to add rewards. A postcard or phone call home goes a long way so that a relationship is built if times get tough.

Follow up any repeated negative behaviours with the students, their tutors, their Head of House or their parents so that patterns of negative behaviour are eradicated. Do not struggle on your own or simply put up with it.

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## Appendix 4.0 – Detention Structure



The Internal Exclusion Room should be used immediately for students who have committed a serious misdemeanour such as those listed here:

- **Violence**
- **Blatant defiance**
- **Abusive language to a staff member**
- **Graffiti/vandalism**
- **Racist language**

Or for those who have failed to attend SLT detention when required to do so. Serious incidents will be dealt with on a case-by-case basis and may result in Internal or External Exclusion or alternative provision being investigated.

## Mobile Phones

Failure to follow Process



**After school detention the following day with Headteacher 3.00pm-4.00pm**

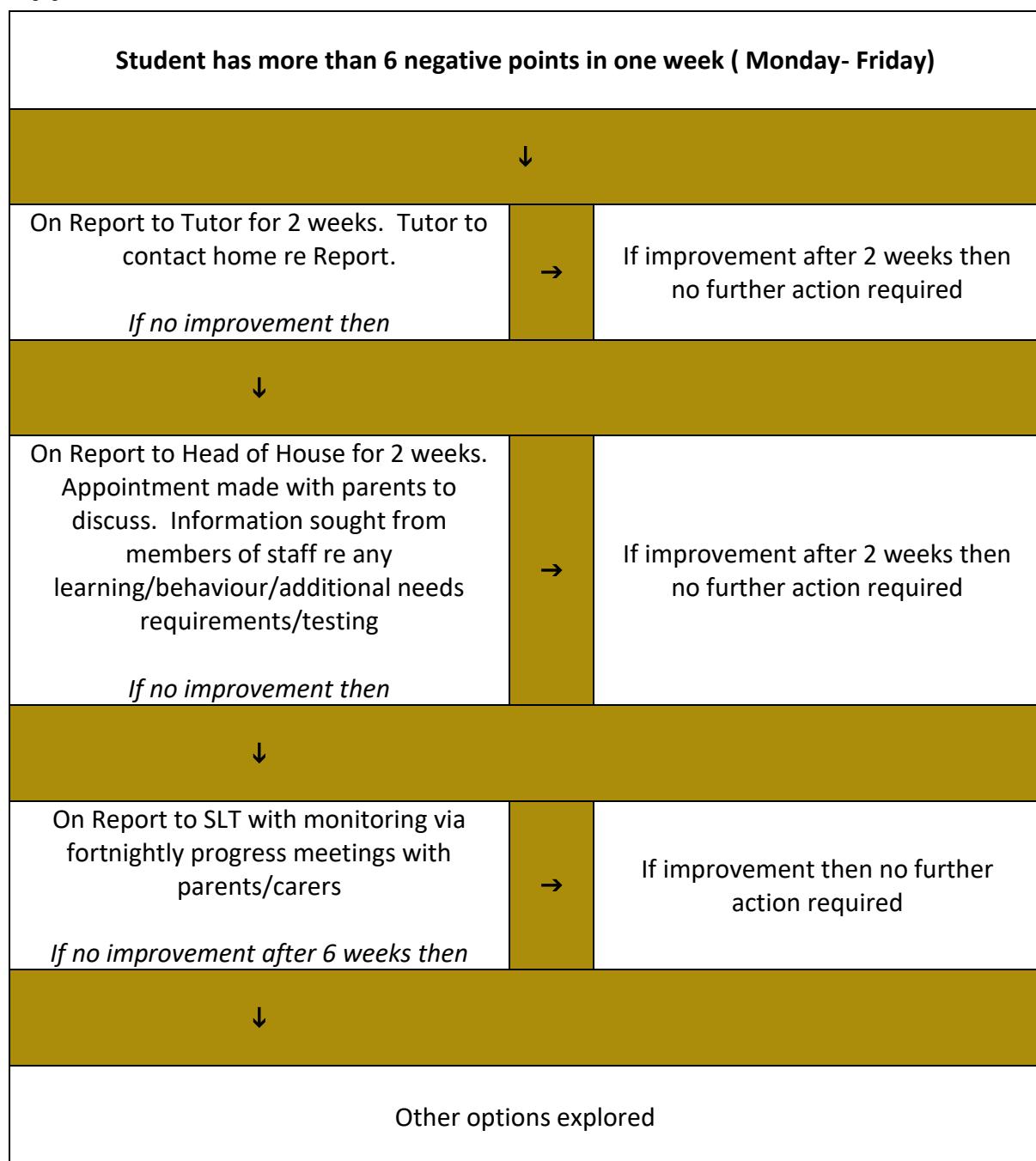
(If student attends, phone returned)



If student fails to attend detention rolls over until attended

Phone not returned to student until detention attended

## Appendix 5.0 – Waves of Intervention



This should be read in conjunction with Pastoral Waves of Intervention