



Welcome to Parents' Forum

2nd October 2019

Behaviour and Rewards

An 11-18 Academy

Roles and Responsibility

Last Easter we restructured some key roles within the pastoral team and the Senior Leadership Team

Deputy Head for
Behaviour and
Safeguarding:
Ms Becky Ricketts

Behaviour Lead

Mr Sean Blowers

Leadership Team Changes

Pastoral Team Changes

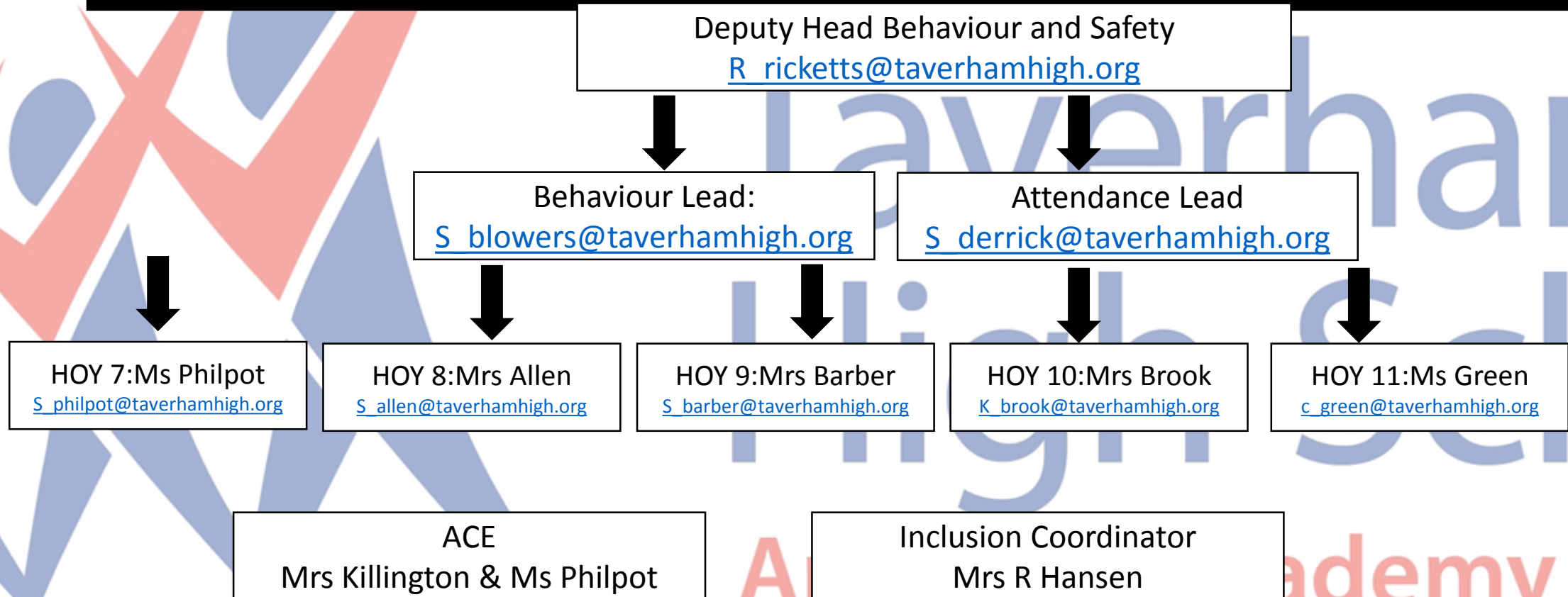
Progress Lead:
Miss Rebecca Green

Assistant Head for
Progress:
Mr Neil Philpott

Attendance Lead

Mr Simon Derrick

Roles and Responsibility: Pastoral Team 2019/20



July

Who do I go to in September...

Form Tutor

Form Tutors should be the first person to whom a student will turn to for help or advice. A Form Tutor's role is central in both caring for students and, crucially, monitoring their progress both academically and socially; encouraging involvement, commitment, and high standards of work and behaviour.

Refer to the Form Tutor:

- Implementing the behaviour policy
- Absence notes
- Friendship issues
- Uniform concerns
- Minor concerns e.g. organisation issues, missed homework
- Attendance & lates
- Praise

Head of Year

The key roles of the Head of Year are Attendance, Behaviour, Bullying and the Welfare & Guidance of our students.

Refer to a HOY:

- Implementing the behaviour policy
- On-going Attendance & late concerns or noticeable patterns of absence
- Unresolved issues
- On-going poor behaviour and/or attitude to learning
- Work with parents
- Information on vulnerable groups and how this affects their attendance.
- Truancy
- Bullying concerns
- Parents' Evening
- Students on report
- Praise & rewards
- New starters
- Unresolved uniform issues
- Guidance on the tutor time programme



Inclusion Co-ordinator

The key role of the Inclusion Coordinator is to support with Behaviour and the Welfare & Guidance of our students. Refer to the Inclusion Coordinator:


- Implementing the behaviour policy
- Overseeing internal inclusions
- Coordinate referrals for external inclusions at other institutions
- Liaise with subject teachers for work and ensure work is returned at the end of each day.
- Support with restorative meetings
- Collate work for internal and external inclusions and exclusions
- Identify trends and patterns from COT to initiate support
- Behaviour interventions

ACE

The role of Ace is to support welfare & guidance of our students, their mental Health & Wellbeing, Safeguarding and to work with external agencies/alternative provision. Refer to ACE for:

- Implementing the behaviour policy
- 1:1 intervention
- Small group intervention
- Identifying needs of key groups
- Work with parents
- Work with outside agencies
- Designated safeguarding lead
- Conflict resolution
- Mental Health & Well being
- Liaising with SEND
- ELF
- Mentoring

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July

Who do I go to in September...

Behaviour Lead: Sean Blowers

The key role of the Behaviour Lead is the welfare & guidance of students, seeking alternative provision & promoting praise and rewards.
Refer to the Behaviour Lead for:

- Implementing the behaviour policy
- Support with high profile or persistent behaviour issue students
- Restorative meetings with staff & students
- Work with parents
- Coordination of fixed term exclusions and external isolation
- Coordination of internal inclusions
- Investigating and implementing alternative provision
- Coordination of celebration events
- Raise awareness and promote the positive
- School council
- Transition Year 9 into 10
- Tutor programme & details

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Attendance & Transition Lead: Simon Derrick

The key roles of the Pastoral Managers are Behaviour, Bullying and the Welfare & Guidance of our students.

Refer to the Attendance & Transition Lead for:

- Implementing the behaviour policy
- Transition Year 6 into 7
- On going Truancy concerns
- Holiday requests & extended absences
- Formal attendance proceedings e.g. fast track
- Support & Guidance with attendance matters
- Provision of attendance data
- Identifying key attendance and late concerns
- Persistently late students
- Attendance & late concerns or noticeable patterns of absence
- Co-ordinate proactive attendance intervention & strategies to avoid absence
- Alternative provision and strategies to re-engage students back into education following long absences
- Co-ordination of in/out admission
- KS2 into KS3 transition & events

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Changes from September and the Summer Term

Developed an Internal Exclusion Unit (IEU) in September



Facility for internal isolation
Restorative meetings
Mentoring
Rapid response.
Different day

Detention system (Since Easter)



Reworked system-escort to the room
Clear expectations
Reflection tool.
Success rate of 92% for all 3 levels of detention

Routines and expectations established with staff and students



Rapid response to incidents
Clear and consistent communication
Consistent consequences

Evaluation and use of COT



COT is monitored daily basis
Key lessons where issues have previously arisen are tracked and monitored and COT are directed to support where applicable.

Changes from September and the Summer Term

Developing opportunities in KS3 to build team work and develop the skills to make the right choices



Open
Lunch Club
F6
Whitlingham (Sept)
Unimog Whitwell
Links with NSSS: mentoring
Visit to CCN
Extended work placements
Change to the curriculum

Developing opportunities to celebrate success and achievement



Weekly attendance prize draw
Weekly Year group 'top flyers'
KS4 Incentives
Taverham Academy Awards
Half term Awards
Assembly

Mobile Phone ban from September

18 Academy

Changes from September: Mobile Phone Ban

The rationale for banning mobiles within school is that we want to ensure the very best climate for learning for students and that they are fully prepared for lessons and any distractions are eliminated. To support this we have made the decision to ban mobile phones within school due to the negative effect they have on student learning. This decision has not been taken lightly as we have done significant research into the topic to look at what the issues are

In the UK, more than 90% of teenagers own a mobile phone. The prevalence of these devices pose problems for Head teachers and in many cases attitudes to their use has hardened as they have become more present.

In a survey conducted in 2001, no schools banned mobile phones. By 2007, this had risen to 50% and by 2012 some 98% of schools either did not allow mobile phones on school premises or required them to be handed in at the beginning of the day.

Our experience at Taverham is that mobile phones are increasingly involved in creating confrontation between staff and students in school and have also been very influential in inappropriate gatherings of students either before or after the school day. The situation is further complicated by many seeing it as their "right" to have constant use of a device.

Changes from September: Mobile Phone Ban

As well as the obvious social disadvantages of phone use in school, recent research has cast doubt on their educational worth. “Ill communication: The impact of mobile phones on student performance.” by Louis – Phillipe Beland and Richard Murphy found that after schools banned mobile phones, the test scores of 16 year old students improved by 6.4%. The economists reckon this is the “equivalent of adding five days to the school year.”

There is growing evidence that the internet and digital gadgets are making it harder for us to concentrate. The Pew research centre in America surveyed 2,500 teachers and found that they thought the internet had a “mostly positive” impact on student research work, while 87% felt modern technologies were creating an “easily distracted generation with short attention spans.” The generation Y report felt that while young people are “undoubtedly capable of long periods of concentration” but those who spend a lot of time alone using technology” tend to have less in the way of communication skills, self-awareness and emotional intelligence.”

An 11-18 Academy

Changes from September: Mobile Phone Ban

Anecdotally it has always been felt that mobile phones in classrooms can support student learning and in particular regarding research and note taking. However research suggests that students are unable to multitask and retain sufficient information to improve their test scores. In one study, students were asked to take notes during a lesson by using either pen and paper or mobile phones. The students who were not using mobile phones wrote down 62% more information in their notes, had more detailed notes and scored a full grade higher on a multiple choice test than the students who were actively using their mobile phones.

Importantly, the wide-spread use of mobile technology poses a significant safeguarding concern and in particular:

- The ability to identify student location through roaming identification
- The damaging prevalence of antisocial and bullying behaviour through the posting of harmful comments, pictures, videos and messages
- The detrimental effect and pressures that social media can have on young people's self-esteem and mental health.

Changes from September: Mobile Phone Ban

Students were informed in assemblies to allow students to have the opportunity to adjust to the new way of working for September. The ban of phones in school was fully implemented from September.

To ensure that the expectations of the ban on phones in school is clear, the school website will be updated to reflect how it will be implemented, although the basic principles areas are listed below.

- 1. Mobile phones should be **'off and away'** at all times, any phone seen or heard will be confiscated, this includes phones on display in pockets.
- 2. Phones that are confiscated will be returned to students at the end of the day in the first instance, although should there be a second occurrence a call will be made home with the requirement for a parent / carer to collect the phone on their child's behalf
- 3. The restriction is in place at all times while students are in the grounds of the school building, this includes when students arrive and leave at the end of the day. Phones should be away before students enter the school grounds and not accessed until they have left the site.
- 4. Should students wish to use their phone at the end of the day to contact parents with any concerns or for collection following school based activities they are asked to use the main reception area of the school where phones may be used during this time.
- We fully appreciate that parents may want their child to have a phone to and from school and fully support this but ask that if they want to make contact with the child during the course of the school day that they contact the school reception who will either relay a message or collect the student to allow a call to happen in reception.

A letter outlining this change will be sent to parents next week.

Behaviour Policy

- **Aims**
- Create a positive and productive learning environment through collaborative work with staff, students and parents
- Ensure students feel confident and able to participate fully in all aspects of school life
- Provide a consistent approach to behaviour management and to teach and model positive behaviour
- Outline how students are expected to behave
- Provide a clear hierarchy of rewards and consequences that students, parents and staff can understand
- Provide students with the skills and knowledge they require to prepare them for future pathways

Behaviour Policy

- Our aim is to use praise, encouragement and rewards, rather than consequence, to achieve our goal of a positive working environment. This is linked to the work of Paul Dix (The Five Pillars of Pivotal Practice) where one of the pillars talks about:
- First attention for best conduct
- Staff must recognise students who display a positive attitude to learning by the appropriate use of rewards whilst understanding equality of opportunity for students with different needs. These rewards should include:
 - Praise and encouragement from staff
 - Positive event entry on student's Bromcom record
 - Phone call home to inform parents/carers of a student's achievements
 - Letters to parents/carers to celebrate positive attitudes to learning and/or progress
 - Special privileges – e.g. Hot Chocolate Friday or 'Jump the Queue' at lunchtime
 - Awards at celebration of achievements events
- Successful positive behaviour will be shown through six types of behaviour which will enable all students to make progress in their learning regardless of their individual needs. All members of the school community should be:
 - Prepared - punctual, organised and ready to learn
 - Ambitious - aiming high, seeking feedback and making opportunities to develop
 - Inquisitive - curious, questioning and experimental
 - Resilient - not scared of mistakes, persistent, evaluating and improving
 - Collaborative - sharing, supportive, cooperative
 - Imaginative – making connections, playing with ideas, thinking differently
 - Respectful – considerate for others, protecting the environment, kind
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Behaviour Policy

- Certain types of behaviour are seen as barriers to learning and progress in school, including:
- Having a negative ATL – insufficient classwork, lack of focus, inadequate homework, low level disruption
- Being unprepared – late to school or lesson, incorrect uniform, lack of equipment, missing homework, chewing or eating
- Being disrespectful – non compliance, not following instructions, answering back, unacceptable language, rude or unkind, abusive, damaging the reputation of the school in the local community
- Being unsafe – fighting, bullying, smoking or drugs, behaviour that could increase the fire or health and safety risk

Behaviour Policy

Consequence	Behaviour- Entry on Bromcom at all levels	Intervention
Permanent Exclusion Official behaviour meeting with Governors	Drug related incident Physical assault on a member of staff Persistent bullying Persistent abusive behaviour Persistent disruption and non-compliance Behaviour that has seriously increased the fire or health and safety risk Possession or use of weapons Violent behaviour	
Fixed Term Exclusion External Isolation SLT detention (90 minutes – Friday after school) Phone and meet with parents Contribution to cost of damage Exclusion from events and activities	Assault on a student Verbal/social media abuse of staff Persistent bullying Sexting Persistent smoking Persistent truanting of lessons Persistent disruption and non-compliance Behaviour that has increased the fire or health and safety risk Persistent or serious damage to property Threatening behaviour Persistent Prejudice related behaviour Persistent or Serious Theft Alcohol related incident Damaging the reputation of the school in the local community	Managed move Alternative provision Additional external support SLT report Weekly phone call to parents
Internal Isolation HOF detention (60 minutes after school) Community service Phone and meet with parents Contribution to cost of damage Exclusion from events and activities	Fighting Prejudice related incident Bullying Smoking 1st offence Ongoing Truanting of lessons Ongoing disruption and non-compliance Behaviour that could increase the fire or health and safety risk Ongoing damage to property Threatening behaviour Theft Damaging the reputation of the school in the local community	Pastoral support plan Risk reduction plan Targeted student support in school External support Referrals to external agencies Review of curriculum Behaviour Lead report Weekly phone call to parents
Isolation from subject HOY/HOD detention (45 minutes after school) Loss of social time detention (lunch) Community service Phone and meet with parents Contribution to cost of damage Exclusion from events and activities	Truanting lessons/part of lesson 1st offence Persistent incorrect uniform Inappropriate language Disruption and non-compliance Damage to property	Student support plan ACE/SEND referral Student support programmes in school Restorative meetings Head of Year report Form tutor report Weekly phone call to parents
Phone call home to parents Break detention Departmental time-out Movement in class	Insufficient classwork Lack of equipment Lack of homework Late to lesson Mobile phone in lesson Incorrect uniform Failure to follow instructions	Give student choices to modify behaviour Change seating plan Subject support

This pyramid is meant as a guide to ensure consistency of practice in the school.

It is important that the school acts in a fair and reasonable manner and will need to consider each event individually.

Whilst the implementation of these consequences must be consistent the school has a duty to take into account the circumstances and the needs of each student when managing behaviour issues, therefore leaders can make reasonable adjustments based on individual circumstance. If this is the case the member of staff making the adjustment must communicate this with other relevant staff.

If a behaviour event warrants a consequence higher than their position on the pyramid, then the member of staff responsible for the student must speak to the Behaviour Lead or Deputy to agree consequence. All events requiring isolation or exclusion must also be agreed by Deputy – Behaviour and Safety and/or the Headteacher.