



# New Behaviour & Conduct Policy

High expectations of and for all students

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4th January 2023



## **Objectives of this session:**

**1. Why are we making these changes?**

**2. What is the new system?**

**3. How will the new policy be applied consistently and fairly?**

# **Why are we making these changes?**



"every culture should ensure pupils can learn in a calm, safe, and supportive environment and protect them from disruption" (p.6)

## Advice for headteachers and school staff

September 2022

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## Ofsted November 2022



- *‘Pupils’ behaviour in lessons and around the school is typically very good. ‘*
- *‘Most pupils appreciate that the school’s high expectations are because staff want them to do very well. As one pupil said, ‘Teachers have unashamedly high standards. They believe in us and know that we can reach them.’*

# Consultation Feedback



## Student focus groups

- Some staff issue +3 DARE points in every lesson to one student which really motivates us to do well.
- Why don't the CORE and DARE values match?
- We understand the C1, C2 and C3 consequence system.
- I don't always understand the reasons for the C1, C2 or C3 I have been given.
- Some staff move straight to C3 without any warnings which is unfair.

# Consultation Feedback



## Student focus groups

- Detention escalation is pointless because some students just wait until they are placed in the reset room and don't have to sit a detention.
- The same students disrupt the same lessons each week. It's annoying!
- C1 - puts me in a bad mood and I don't know what I have done. I don't know what I need to do to change my behaviour so then end up with a C2 and C3.
- C2, YPL and SLT detentions are too long - I really don't like staying after school.
- C1 is a chance to correct - if I do this my parents don't need to know about it - I am already in trouble from this point.

## Consultation Feedback



# Whole staff survey

- The consistency of what leads to a C1, C2 or C3.
- We have a small number of students who consistently push the boundaries and disrupt others learning.
- Following up of out of classroom behaviour/rudeness towards staff is not consistent.
- On the whole, the majority of our students and parents understand the school rules and comply with them.
- Some students are getting so many YPL/C2 detentions that new ones are having to be booked in days/weeks into the future by which point they have lost track of why they have been set the detention in the first place (if they show up). Loses the impact.
- The many different types of detentions and systems for different behaviours is confusing for staff and students.



# Consultation Feedback



## Parents

- My child reports disruptive lessons by the same pupil every week. The current system is not making a difference to that pupils behaviour.
- Needs more communication between staff and parents about behaviour especially if they receive a C3 - I want to know why my child was removed.
- Some teachers are handing out sanctions for such trivial things, (eg dropping pencils, coughing deemed to be disruptive behaviour) that it demeans the behaviour policy.
- More consistency is needed.



# Consultation Summary

To provide a clearer criteria for C1, C2 & C3's supported by more immediate and firmer sanctioning of unacceptable conduct in lessons

To ensure students understand how they are expected to behave and why they have received consequences

To provide a consistent approach to dealing with positive and negative behaviour to support students, staff and parents

# What has to be included in a behaviour policy?



## Behaviour in schools

Advice for headteachers and school staff

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The use of reasonable force

Searching, screening and confiscation

Removal from classrooms

Suspension and permanent exclusion

Managed moves

Behaviour outside of school premises

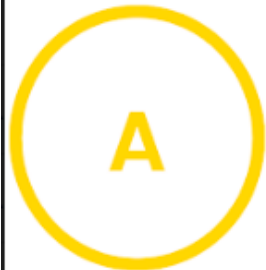
# **What is the new system?**

# D.A.R.E Values



## Determination

- Not giving up.
- Starting tasks straight away.
- Completing all work set
- Independently finding solutions to problems.



## Aspiration

- Challenging yourself.
- Always trying your best.
- Trying a difficult task.
- Being prepared for all learning with the correct kit/equipment.



## Respect

- Respecting each other and their ideas by listening.
- Forming positive relationships with others.
- Behaving in an orderly and self-controlled way around school.
- Wearing the correct uniform at all times.



## Enthusiasm

- Showing an interest in your learning.
- Responding eagerly.
- Being willing to have a go and get involved.
- Taking learning beyond the classroom.



Aim to give out DARE points at a ratio of **4:1** DARE to behaviour

One **+3 DARE** each lesson!



## WARN & BAN Behaviours King's Academy Binfield



### Disruptive Behaviour C1, C2, C3

<b>W</b>	Wasting learning time
<b>A</b>	Actively disrupting the learning environment
<b>R</b>	Reminder of behaviour/instructions required
<b>N</b>	Not meeting DARE Values

### Disrespectful Behaviour C3

<b>B</b>	Being rude to staff or peers
<b>A</b>	Arguing
<b>N</b>	Not following staff instructions (open defiance)

C1, C2, C3

C3 in the first instance

# Behaviour for Learning King's Academy Binfield



CHOICE

CHOICE

SANCTION



WARN - Choice to  
correct behaviour

**C1**

WARN - Choice to correct  
behaviour  
Point logged on Class Charts

**C2**

Exit from lesson  
to 'C3' room.  
90 minutes same day  
detention 15.00-16.30

**C3**

# C1

No logging or  
further action

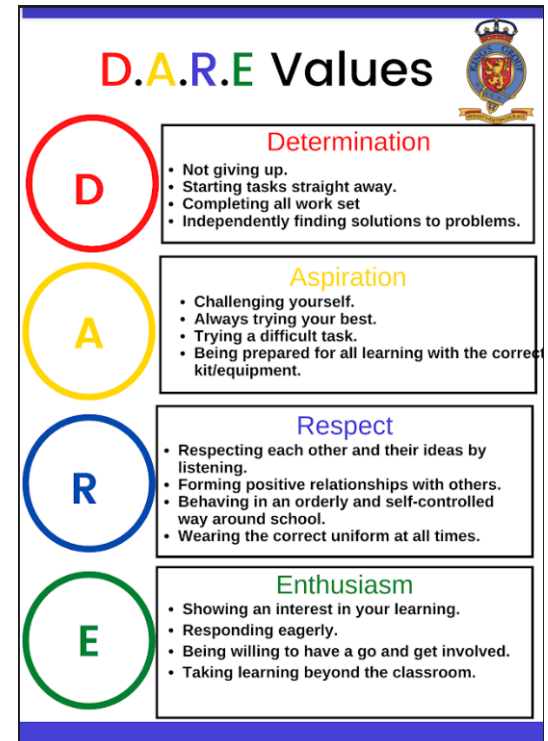
# C2

Log behaviour on  
Classcharts  
No sanction issued



## Disruptive Behaviour C1, C2, C3

W	Wasting learning time
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R	Reminder of behaviour/instructions required
N	Not meeting DARE Values







# C3

- Behaviour logged on Classcharts.
- Same day detention. Parent notified by end P5 via SchoolComms email.
- Same day phone call home from the teacher who issued the C3 to discuss the behaviour and next steps to prevent repetition.
- Restorative conversation between teacher issuing C3 and the student 15.00-16.30.

Disrespectful Behaviour C3	
<b>B</b>	Being rude to staff or peers
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D.A.R.E Values	
<b>D</b>	<b>Determination</b> <ul style="list-style-type: none"><li>• Not giving up.</li><li>• Starting tasks straight away.</li><li>• Completing all work set</li><li>• Independently finding solutions to problems.</li></ul>
<b>A</b>	<b>Aspiration</b> <ul style="list-style-type: none"><li>• Challenging yourself.</li><li>• Always trying your best.</li><li>• Trying a difficult task.</li><li>• Being prepared for all learning with the correct kit/equipment.</li></ul>
<b>R</b>	<b>Respect</b> <ul style="list-style-type: none"><li>• Respecting each other and their ideas by listening.</li><li>• Forming positive relationships with others.</li><li>• Behaving in an orderly and self-controlled way around school.</li><li>• Wearing the correct uniform at all times.</li></ul>
<b>E</b>	<b>Enthusiasm</b> <ul style="list-style-type: none"><li>• Showing an interest in your learning.</li><li>• Responding eagerly.</li><li>• Being willing to have a go and get involved.</li><li>• Taking learning beyond the classroom.</li></ul>



# C3 detention

## **Refusal to attend a 'C3' detention**

½ day external suspension + complete 'C3' detention the following day.

## **Poor behaviour during a 'C3' detention will lead to:**

Removal from the detention following one warning resulting in ½ day external suspension. The 'C3' detention will then be completed on return from suspension the following day.

**How will the new policy be applied  
consistently?**



# Consistency

- Staff training
- Posters in all the rooms
- Student assemblies
- Tutor activities
- Parental meeting
- Scenarios for staff and students

# Scenario 1:

Amina has a plastic water bottle which she is scrunching so it makes a noise. She is looking around the room and grinning to see if anyone has noticed what she is doing.

## WARN & BAN Behaviours King's Academy Binfield

### Disruptive Behaviour C1, C2, C3

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### Disrespectful Behaviour C3

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## Scenario 2:

The teacher gave Tom a C1 for 'Wasting learning time' a few minutes ago. He turns and talks to someone in the row behind him. The teacher gives him a C2 and he responds with "Miss I didn't even deserve the C1".

WARN & BAN Behaviours King's Academy Binfield	
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## Scenario 3:

Oliwa is chewing gum.  
The teacher tells him to  
go and put it in the bin  
and he replies with  
“Why should I?”.

### WARN & BAN Behaviours King's Academy Binfield



#### Disruptive Behaviour C1, C2, C3

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#### Disrespectful Behaviour C3

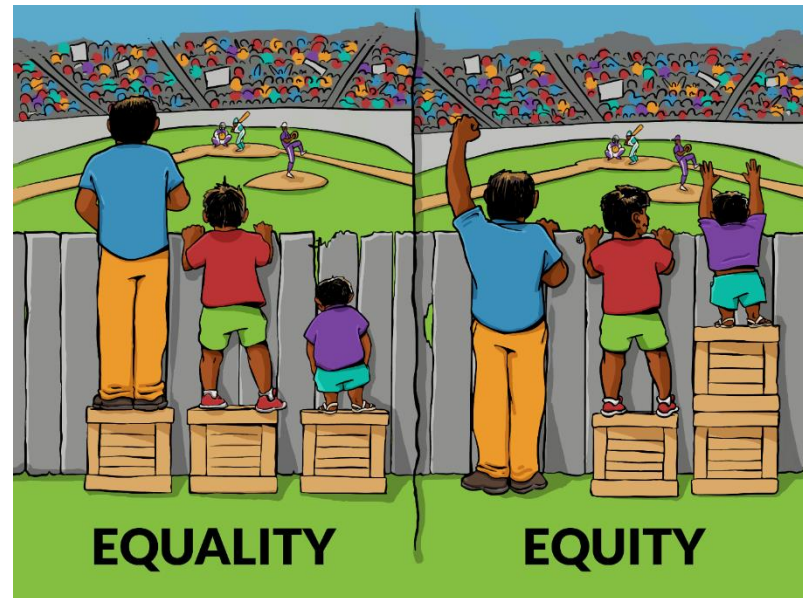
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## **Inclusion** - *a community where everyone feels welcome and supported*

- **Differences** are recognised and celebrated.
- We support one another and ensure everyone has what they need to be successful.

You might see this in action with the new policy - if it looks unfair think about how all of us need different support to be successful.





# Launch Monday 9th January 2023



All outstanding detentions  
and reset rooms will be  
cleared!

DARE points will remain!

Behaviour points will be  
reset!



# Questions and Answers

(Questions will be answered from the typed chat window.)