



## **Behaviour Management Procedure – Summary for Parents and Carers**

Last reviewed: April 2020

This document applies to operations of Larkmead School.

Related documents: -

- Vale Academy Trust Behaviour Management Policy

Document Control			
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## Introduction

In order to encourage good behaviour at Larkmead School, the School has a Behaviour Management School Procedure, which also follows and supports the Vale Academy Trust's Behaviour Management Policy. This document does not cover bullying, which is covered separately by the Trust's Anti-Bullying Policy.

This document provides a summary for parents and carers of Larkmead's Behaviour Management Procedures.

## Encouraging Positive Behaviours

Positive behaviour helps students learn. It enables them to develop important life skills, such as managing their own feelings and behaviours, forming positive and respectful relationships and improving self-confidence and self-awareness. By encouraging positive behaviours, a school will have students who are more engaged, have improved academic outcomes and fewer disciplinary referrals.

To help ensure positive behaviours from students, Larkmead uses

- student expectations,
- assessment of attitude to learning and
- a reward system.

Student expectations aim to support students in achieving the best academic and personal outcomes that they can and to encourage them to become vital parts of the school and wider community. Student expectations focus on being

- **Ready** (examples include: attending school, being punctual, completing homework);
- **Respectful** (examples include: respecting themselves, the school community and wider community); and
- **Safe** (examples include: demonstrating good behaviour and good behaviour choices that are secure and successful).

**Students' attitude to learning** is assessed on a regular basis and points are rewarded for a positive attitude to learning, good attendance and making a positive contribution.

Detail of the Assessments is shown here -

	<b>Behaviour Characteristics</b>
<b>Outstanding Behaviour</b>	<ul style="list-style-type: none"> <li>• I always arrive on time for all of my lessons</li> <li>• I actively engage in the lesson by asking and answering challenging questions, or working independently when required to</li> <li>• I remain on task throughout the lesson and work to my best ability regardless of the lesson's content.</li> <li>• My behaviour is excellent and I support my teacher and other students.</li> <li>• I often do extra work outside the lesson including responding to my teacher's comments</li> </ul>
<b>Good Behaviour</b>	<ul style="list-style-type: none"> <li>• I am actively engaged in my learning and co-operate well with other students and my teacher.</li> <li>• I am punctual and start tasks quickly and remain on task for all of the lesson.</li> <li>• If I am given a reminder by my teacher, I complete all further work to the best of my ability.</li> <li>• I make regular and positive contributions when working as an individual or in a group</li> <li>• I always do my homework to the best of my ability</li> </ul>
<b>Behaviour Requiring Improvement</b>	<ul style="list-style-type: none"> <li>• I am sometimes late to lessons and slow to get down to work</li> <li>• I complete some parts of the lesson with good effort and behaviour.</li> <li>• I don't always respond to warnings which are due to talking too much, not concentrating and/or not completing enough work.</li> <li>• I don't push myself to work to the best of my ability or complete all of my homework</li> <li>• I don't always ask for help when I need it</li> <li>• I rarely contribute to class or group activities – I am passive</li> </ul>
<b>Failing Behaviour</b>	<ul style="list-style-type: none"> <li>• I am often late to lessons and not properly equipped</li> <li>• I often ignore the teacher's instructions to stop talking and/or start working.</li> <li>• I often shout out or talk loudly in class or disrupt the learning of others</li> <li>• Due to a lack of effort I fail to finish tasks in class and/or complete my homework and those that are completed are often of a poor standard.</li> <li>• I often refuse help and /or support</li> </ul>

At key stage 3, as well as regular rewards such as postcards home or attendance trophies for tutor groups, there is a celebration assembly at Christmas and Easter and formal prize giving in the summer term. In key stage 4, there are also additional rewards for attendance, most reward points, whole year group rewards and key stage 4 and 5 reward evenings.

## **Attendance**

Good attendance is critical to any student's success at school and Larkmead has a target of 97% attendance for all students. A student is classed as a persistent absentee when their attendance falls below 90%. Where attendance falls below expected targets the school will notify parents and if low attendance persists the student will be required to attend an attendance workshop. If attendance does not improve after the workshop, the student and parents will be referred to the Governor Attendance Panel and an attendance contract issued. Failure to meet the contract will result in a penalty warning notice and eventually a referral to the County Attendance Team (CAT).

## **School Uniform**

All students are expected to be in correct school uniform when on the school site or engaged in activities related to school. The expectation is that students will be self-policing over compliance with school rules on uniform, but where these standards are not met, students should expect to be challenged by school staff and to correct their uniform. When part of a student's uniform is non-compliant for any length of time then they may be issued with a detention and have the non-school item confiscated.

## **Smoking**

Larkmead School is a no smoking site and as such smoking is a fineable criminal offence. Students caught smoking the first and second time will have a letter sent home to parents; a third or fourth time will result in two after school detentions and a fifth occasion could result in a fixed-term exclusion. Smoking on the bus could lead to a student being banned from the bus. Aside from complying with county council and Health and Safety legislation, the school aims to promote healthy lifestyles in students and negate the harmful effects of smoking.

## **Consequences of Poor Behaviour**

Where poor or anti-social behaviour happens either in or out of the classroom, a number of consequences may happen as a result (listed below from least severe to most severe). This is the ladder of consequences and the aim is that by following the consequences below very few students are likely to end up facing a permanent exclusion. Depending on the severity of the poor behaviour the students may be:

- Issued a warning
- Given a task
- Removed from class to faculty or Leadership Team parking
- Given a detention
- Issued a Fundamental Breach of discipline
- Given a day in internal exclusion (also known as channels)
- A fixed term exclusion from school

- A permanent exclusion

For low level unacceptable behaviour, students are likely to be either issued a warning, given a task (such as clearing up mess they have caused), or given a detention either over a lunch or break or at the end of the school day.

### **Parking**

Parking means the removal of a student from a lesson because their behaviour is disrupting the learning of others. It is designed to allow lessons to continue without further disruption. Offending students will be asked to leave the lesson and report to a designated teacher. Where a student fails to comply with this request a member of the Leadership team will be called to assist with the removal of the student and the student will be given leadership team parking. The minimum consequence for an initial parking offence will be a 20 minute detention. The maximum time for a single detention is 90 minutes. Depending on the severity of the incident, leadership team parking may lead to further appropriate action, such as internal exclusion or the incident may be assessed to decide if it fits a Fundamental Breach of Discipline. A restorative meeting will take place before a student returns to the subject teacher's lesson and parents will be informed by telephone.

### **Fundamental Breach of Discipline (FBD)**

This is a severe breach of the school's discipline code and may be recorded where the following has taken place either in or out of lesson time:

- Verbal or physical abuse
- A risk to a student's own or others' safety
- A lesson can no longer continue
- Repeated refusal to comply with reasonable requests
- Refusal to go to Leadership Team parking
- The ladder of consequences up to an FBD has already been put into effect

A Fundamental Breach of Discipline may result in one or more of the following:

- A detention
- Time spent in faculty/year exclusion
- A day of internal exclusion
- A fixed term exclusion

After a third FBD, a meeting will be held with parents to discuss behaviours, school expectations and potential causes. An action plan will be agreed and put in place with a review date. Further repeated breaches may lead to permanent exclusion.

For more detail of the behaviour policy please see the Vale Academy Trust Behaviour Management policy on the School website.