Behaviour Policy

Overton School

Drafted by:	Omar Salahuddin, Principal
Approved by:	Tracy Francis, Apricity Services Manager
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1. **RATIONALE**

1.1   Overton School is a community in which mutual respect, and excellent discipline and behaviour are nurtured in order to create a whole school environment conducive to maximising an individual's learning potential.

1.2   It is the responsibility of all staff to ensure that all students of the school maintain excellent discipline and behaviour at all times.

1.3   Students play a key role in promoting excellent behaviour.

1.4   Parental support is paramount in promoting excellent behaviour in students.

1.5   This policy document offers a structured approach to behaviour management and applies to all students from KS3 to KS5.

2.   **AIMS**

2.1   To be a school that does not tolerate persecution or bullying of others on any grounds, including ability, age, culture, faith, gender, ethnicity, sexual identity or gender identity.

2.2   To develop self-discipline, self-control and a sense of responsibility for the school and its environment.

2.3   To encourage members of the school to demonstrate respect and courtesy to one another, to visitors and the local community.

2.5   To ensure that students, parents and teachers understand the behaviour necessary for effective progress and achievement.

2.6   To ensure effective management of teaching and learning with well-organised classes to maximise achievement.

2.7   To promote ground rules of behaviour through the school's Code of Conduct (Appendix 1.5) which is to be complied with at all times (including on educational visits).

2.8   To ensure that students understand the consequences of disruption to learning or a breach of the Code of Conduct. (Appendix 1.5)

2.9   To ensure that staff apply the restorative work outlined in the 'Needs Work' ladder consistently.

2.10   To provide support for students who deliberately and persistently ignore or breach the Code of Conduct or disrupt learning.

2.11   To provide appropriate support for staff and parents in promoting pro-active behaviour management.

2.12   To develop good relations between all members of the school community and beyond by cultivating a culture of empathy and self-awareness.

2.13   To ensure that praise, encouragement and rewards are used effectively to promote achievement. (Appendix 1.3)

2.14   To use Protecting Rights in a Caring Environment (PRICE)/Physical Interventions as a last resort to manage safety of people and property.

2.15   To use Playfulness, Acceptance, Curiosity and Empathy (PACE) appropriately to support the young people developing arousal and a working professional relationship.

3.   PROCEDURES

3.1   The Code of Conduct sets out clear expectations of students. It is supported by the Positives and Needs Work system. The Code of Conduct and the Positives & Needs Work ladders are made available to all staff, parents and students to promote excellent behaviour.

3.2   Procedures for application of these systems are the same as those applied in KS3 to KS5.

3.3   Responsibilities of staff in implementing procedures to ensure that excellent behaviour is maintained are outlined below:

3.3.1   SENIOR LEADERS

a)   The Senior Leadership Team (SLT) will lead behaviour management and give support in its implementation.

b)   SLT will undertake quality control monitoring of departmental policies to ensure rigour and uniformity of positives and needs work.

c)   SLT will undertake work scrutiny and lesson observations to ensure effective implementation of the Behaviour Policy.

3.3.2   CURRICULUM LEADERS

a)   Curriculum leaders will ensure that all teachers carry out their responsibilities with regard to the Behaviour Policy. They monitor behaviour and the use of the Positives & Needs Work system and support colleagues where necessary.

b)   Curriculum Leaders will organise appropriate restorative work in line with the Needs Work Ladder. They will ensure that this is recorded by 5.00pm on the day of the incident and ensure that parents are informed

c)   During department meetings, discussions regarding Positives and Needs Work in relation to the development of teaching and learning will take place on a regular basis.

d)   Curriculum leaders will ensure that all department policies related to behaviour management are written in line with the school Behaviour Policy.

e)   Schemes of work and individual lessons plans promote excellent behaviour and effective learning by including a variety of short term differentiated learning activities.

3.3.3   SUBJECT TEACHERS

a)   Teachers will differentiate all class work and homework appropriately to challenge students, progress learning and deter poor behaviour. They will provide a variety of tasks during lessons.

b) Where appropriate, teachers will set regular, meaningful home learning tasks to support classroom learning. This must always be recorded in the student planner.

c) Subject Teachers will organise and appropriate restorative work in line with the Needs Work ladder for students in Key Stage 3 to 5. They will ensure that this is recorded by 5.00pm on the day of the incident and ensure that parents are informed.

d) Teachers will give students feedback about their learning regularly in line with the school and departmental marking policies to encourage positive attitudes to learning and behaviour.

e) Teachers will give regular praise, encouragement and rewards in line with the Rewards Policy.

f) Lessons must be well organised and as far as possible:

Staff and students should arrive punctually to lessons:

Regular classroom routines should be promoted – e.g. students enter the classroom, take out equipment, put bags away.

An attendance register must be taken within the first fifteen minutes of the lesson start time.

Lessons should commence promptly, with all students attentive.

Teachers to use PACE to support engaging pupils throughout the lesson.

Resources should be ready and prepared for the start of the lesson.

Lessons should always be concluded in an orderly manner and students dismissed by the teacher.

Classrooms must be left free from litter and in good order for the next class.

g) The following are examples of strategies that could be used to deal with any behaviour issues that arise in lessons:

Eye contact
Smiling and use student names to build rapport Verbal warning
Change of seat
Speaking quietly on a one to one basis when the rest of the class is working
Use of seating plan
Additional work
Use of student planners for notes to parents
Speaking to the student at the end of the lesson

Teachers remain calm and focus on the behaviour being wrong rather than the person, use language to promote a focus on work and give praise as soon as possible.

h) If a student chooses not to rectify their behaviour following the initial verbal warning or if they fail to comply with the Code of Conduct, the Needs Work System will be used and recorded on the school database. Examples of misdemeanours that must be recorded

in the Needs Work system are listed in the Needs Work poster in the appendices. Those which a subject teacher is likely to use in the classroom include:
NW1 – Verbal warning e.g. for lack of equipment

NW2 – Written warning for continued NW1 behaviour (for students in Key Stage 3 to 5)

It is the responsibility of the staff member issuing the restorative work to record the incident in full by 5.00pm on the day of the incident so that information can be shared with parents.

i)   Students should not normally be let out of a lesson, except in the case of an emergency or to support pupils' anxieties or arousal level. Pupils are to be supported by an accompanying member of staff where possible to support them outside the class.

j)   Any issues of concern identified by teaching assistants should be discussed with the subject teacher and acted upon accordingly.

k)   Students in Key Stage 4 and 5, who experience difficulty with course work may be asked by their subject teacher to attend "coursework catch-up". These sessions are supportive, rather than punitive, and are not recorded as a sanction.

3.3.4   FORM TUTORS

a)   Form tutors monitor attendance, punctuality and home learning and take appropriate action if concerns arise. This includes contacting parents via letter, email or phone. Student planners should be checked weekly

b)   Form tutors receive information from the Data Team about the Positive and Needs Work issued to members of their form so they can implement early intervention strategies for support and/or praise.

c)   Form tutors set and review appropriate targets in relation to behaviour and attendance regularly. Progress against targets may be monitored by using a form tutor report.

3.3.5   KEY STAGE LEADERS AND MENTORS

a)   Key Stage Leaders and Mentors will work together to:

Monitor and manage Consequences. (Students receiving a Consequence the previous day are monitored and students that have received persistent NW1s and NW2 are identified.)

Organise NW3 reduced break options and inform parents (with administrative support).

Refer students who receive repeated NW3 reduced break options to the SLT Head of Key Stage. Inform parents when students are issued with NW4 reduced break options and alternate break and lunch times

Manage students in isolation.

Communicate with parents about interventions in order to build a relationship of trust and to improve outcomes for students. Inform parents of students receiving isolations that receiving persistent isolations puts them at risk of exclusion.

Set targets for students and review their progress in order to improve behaviour.

b)   Key Stage Leaders will ensure that form tutors carry out their responsibility to monitor students in their form and provide praise, support and interventions as required.

c)   If, following form tutor action, further misdemeanours occur or there are on-going concerns, the Key Stage Leaders may use any of the following strategies:

i. Letter home/phone call

    ii.   Students is placed on report
    iii.   A Pastoral Support Plan (PSP exemplar in appendix)
    iv.   A further specified sanction
    v.   Parents invited in
    vi.   A CAF (Common Assessment Framework: integrated practice meeting and monitoring for use when more than one internal agency is involved with a student)

d)   Internal and external support mechanisms are selected to meet individual student needs.

e)   Mentors and Key Stage Assistants work with the SLT Head of Key Stage/other members of SLT to resolve issues relating from serious breaches of the Code of Conduct.

f)   Major offences for example bullying, abuse of staff or drug related incidents may be directly referred to SLT or the Principal as appropriate. It is then the responsibility of the SLT Head of Key Stage and the Form Tutor to resolve the problem, implement consequences and give support to the student. Targets and a review date may be set. Examples of sanctions that may be used are listed in procedures 3.3.

g)   SLT and Mentors will monitor the behaviour of students in a year group and will advise when students should be excluded from school trips. All students are allowed to apply to attend any school trip, but may be excluded due to evidence of the following:
        Anyone excluded from school for more than two days in the current or previous academic year.
        Poor behaviour record – to be agreed with the SLT Head of Key Stage and the trip co-ordinator.
        Risk assessments or individual behaviour support plans indicate otherwise.
        If parents arrive late to pick up their child from a school trip, the child *may* be excluded from future trips. A letter is be sent home to confirm this.
        Anyone at the Head Teacher's discretion, in exceptional circumstances.

3.4   PROCEDURES FOR THE NEEDS WORK SYSTEM AND SANCTIONS ARISING FROM IT ARE AS FOLLOWS:

3.4.1 NEEDS WORK SYSTEM

a)   The Needs Work table in the appendices summarises the levels, gives examples of behaviour and indicates the consequences of failing to comply with the school Code of Conduct in Key Stages 3-5. The levels in the system are also outlined below:

NW1 – Verbal warning
NW2 – Written warning
NW3 – Reduced break options
NW4 – Alternate break and lunch times and reduced break options
NW5 – Isolation
NW6 – Fixed term exclusion
NW7 – Permanent exclusion

b)   NW1 - A verbal warning is issued prior to a NW1 consequence being recorded into the system
c)   NW2 Written warning may be carried out by subject teachers. Students receiving persistent NW1s and NW2s are and issued with a NW3 alternate break and lunch times and reduced break options.

3.4.2   NW3 PROCEDURE

a) NW3 reduced break options are managed by the Key Stage Assistants and/or Curriculum Leaders or Heads of Key Stage. An email to parents is produced.

b) One member of Senior Leadership Team (SLT) will support the reduced break options each day. If a student disrupts the reduced break options the member of SLT must be notified immediately and they will be removed from the reduced break options. The member of SLT will then impose a NW4 reduced break options with alternate times to break and lunches.

c) Subject Leaders may take the opportunity to discuss the issue that led to the action being issued.

d) In certain instances a community support work may be issued, where students are assigned tasks to improve the school environment, such as litter picking or removal or graffiti, in order to give something back to the school community.

e) Students who fail to attend a NW3 action are issued with a NW4: Alternate break and lunch times and reduced break options

3.4.3   NW4 PROCEDURE

a) Key Stage Leaders will notify parents by phone or a meeting if students are issued with NW4 actions.

b) NW4 actions are supervised by SLT. Students placed in a NW4 action are also excluded from Enrichment on a Friday afternoon.

c) Misbehaviour, or failure to follow a NW4 action without prior written notice, will result in a NW5 isolation the following working day and. This action will be supervised by a member of the SLT.

3.4.4   NW5 ISOLATION

a) The Key Stage Assistant and/or the SLT Key Stage Leader will telephone the parents and send a letter to explain the reason for the isolation.
b) The Key Stage Assistant and/or the SLT Key Stage Leader will select a date for the isolation and notify teaching staff of the need to provide work for the day.
c) At the start of the day of isolation the student is required to register with their form tutor and then report to the Key Stage Assistant and/or the SLT Key Stage Leader.
d) Throughout the day the student will carry out work in isolation in locations organised by the Key Stage Leader or Mentors.
e) At break and lunch time a student in isolation will not be permitted to mix with their peers.
f) Supervision will be organised by the Key Stage Assistant and/or the SLT Key Stage Leader.

3.5   STUDENT REPORTS

A three-tier 'traffic light' system operates at Overton School in order to monitor the progress of students who are causing concern, as identified by the Form Tutor, Curriculum leader, Head of Key Stage or Head Teacher

3.5.1 **Green Report** – used by form tutors to monitor students on a lesson-by-lesson basis, signed by the teacher and parents. The form tutor checks the report weekly. The student should not be placed on a yellow report for more than a fortnight without a progress review. Discussion to be formed with the form tutor and SLT link.

3.5.2 **Yellow Report** – *significant concerns about student progress, attendance, punctuality and/or behaviour in a number of subject areas*. Form Tutors and parents communicate daily via the report card. Parents are advised of the nature of the report via letter and/or telephone. Copies of all correspondence should be placed on the student's file.

3.5.3 **Red Report** – *very serious concerns about general attitude, in response to a serious behaviour issue, following a fixed period of exclusion and/or behaviour concerns in a number of areas*. Parents are advised and the report monitored daily by a member of SLT and parents. Failure to achieve a positive report could result in immediate restorative work or further actions as per the policy/Needs Work ladder. Copies of the report should be placed on the student's file.

3.6   SLT CALL OUT:

3.6.1 SLT callout is provided to support staff as part of the school's behaviour management procedures. To operate effectively, it must be used appropriately. It is used when a real crisis arise which is defined as when:
   a) A student poses a real threat to the safety of themselves or others.
   b) A student's behaviour persistently and genuinely prevents teaching and learning from taking place.
   c) After all other reasonable strategies to manage the behaviour within the lesson and department have failed.

3.6.2 How to access Senior Leadership callout:

   a) A responsible student should be sent to the school office to request SLT support. Staff call for support on radio.
   b) The member of SLT on duty will be alerted by staff in reception and will go directly to the classroom.
   c) The member of SLT on duty takes the student to a venue such as their office or empty classroom where work is undertaken, with appropriate supervision.
   d) The member of SLT ensures that the behaviour log is updated with a NW4. [In exceptional circumstances after discussion with the HoYs a decision may be taken to not issue a NW4.]
   e) The student completes a Reflective Detention Sheet (Appendix 1.6). This is then passed to the Curriculum Leader and the HoY for reference.
   f) The issues of concern, which led to the SLT call, are discussed and the student encouraged to take responsibility for their actions. Restoration of relationships between staff and students takes place prior to reintegration into the lesson. This may be managed by the Mentors, Key stage assistant or member of SLT as appropriate.
   g) Where there is persistent and cross-curricular disruption, the Head of Key Stage contacts home and a behaviour report is considered.

3.7   SERIOUS INCIDENTS

Serious incidents will be dealt with by the Principal, Deputy Headteacher, or SLT Head of Key Stage. Parents will be informed, actions that may be considered are:

Review of parental agreement/partnership Temporary,
fixed term exclusion
Red Report monitored by a member of SLT

Isolation from peers at break/lunch and supervised by a member of SLT Fixed period of time in isolation

Community Service around the school

Set up a Pastoral Support Plan and add to the Learning Support register Permanent exclusion

3.8   FIXED TERM EXCLUSION

3.8.1   Students may be given fixed term exclusion for serious breaches of behaviour. Examples of reasons for exclusions are given on the Needs Work Ladder in the appendix, although this is a non-exhaustive list.

3.8.2   A fixed term exclusion can be given for up to 45 days in one academic year.

3.8.3   Work MUST be set for the period of exclusion.

3.8.4   Parents are requested to attend an interview on the student's return from fixed term exclusion with the Year Team leaders and/or the member of SLT responsible for the Key Stage. A summary of the discussion should be relayed to the form tutor.

3.9   PERMANENT EXCLUSION

The Needs Work Ladder in the appendix outlines the list of misdemeanours, which is non exhaustive, which the Governors feel could merit permanent exclusion, though each case will be dealt with on an individual basis:
Racial harassment Sexual
harassment Extremist
behaviour
Persistent bullying and intimidation Possession
of illegal substances
Selling illegal substances
Possession of articles which could be used as offensive weapons
Theft by student of school property
Malicious damage to school property
Conduct which brings the good name of the school into disrepute when travelling to and from school in uniform, or whilst representing the school in sporting events or as a member of a school party
Persistent misbehaviour which over a period of time is disruptive to good order in the school and has a detrimental effect on the learning of other students
Violent behaviour towards any member of the school. Other very
serious issues

3.10   INVESTIGATION OF SERIOUS INCIDENTS

The following guidelines are closely adhered to:

3.10.1 Isolate individual(s) using Mentors, SLT and Pastoral Team.

3.10.2 Incidents such as fighting, bullying, theft, smoking, racism and vandalism are investigated and dealt with by the Head of Key Stage. Where possible a second member of staff should be present. Any comments/questions should be focused on what has been reported. The outcome must not be pre-judged.

3.10.3 A written report is completed by the student as soon as possible after the incident has occurred, or where assistance is needed, a member of staff may write the report. This should

then be read back to the student and written confirmation of the accuracy of the content obtained before it is signed and dated by the student.

3.10.4 If the incident is NW4 or above staff members should detail clearly the incident on the behaviour system.

3.10.5 Where necessary, a written report may be required from a member of staff. Incidents of racism must be logged in the racist incidents file held in the pupils record as BMC incident.

3.10.6 Searches must only being undertaken by a SLT and where possible, with a second person present. This can be done without prior parental consent.

3.10.7 For very serious incidents such as drug use, large-scale theft, possessing of offensive weapons or assault a second person is present from the start of the investigation, whose role could be to scribe comments and/or ask additional questions. Drug related incidents are reported directly to the member of SLT responsible for the Key Stage and the guidance of the Drugs Education Policy should be adhered to.

3.10.8 Serious accusations against members of staff should be reported immediately to the Principal.

3.10.9 Any Child Protection issues should be reported to the Principal or the member of SLT responsible for Child Protection/Safeguarding.

3.10.10 Parents should be contacted, as appropriate.

3.10.11 It is priority to conclude questioning and have written reports on the day of the incident prior to the student(s) being sent home.

3.10.12 By the end of the following day, the final outcome and action is agreed and carried out. However, if additional information and evidence is required, then interim measures may be set in place e.g. Isolation, fixed period of exclusion, while further investigation occurs.

3.11   EXPECTATIONS OF POST 16 STUDENTS

3.11.1   Students are expected to follow the following procedures:

Attendance

Attend school and to arrive at all lessons punctually.

Give notice in advance, to both form tutors and subject teachers, of any planned future absence and to apply in writing to the Principal if more than half a day of absence is requested.

Telephone the school before 8.20am in the case of illness/absence.

Provide on the day of return to school, following an absence for illness or personal reasons, a letter of explanation, email or note in planner from a parent/carer.

Remain on site from 8.20am until the end of the school day, with the exception of their designated home study periods. (Late start/early finish arrangements may be allowed in Year 12/13).

Follow the 'signing out' procedure if leaving school early or 'signing in' procedure if late arriving.

Ensure that any work/assignment missed is completed on return from a period of absence

Visit the medical room and sign out with student reception if leaving due to illness. (The receptionist will phone home to inform parents).

Under no circumstances should driving lessons be arranged during time-tabled lesson times.

Dental and medical appointments must be arranged outside time-tabled lesson times.

3.11.2 Study & Extra-Curricular Participation

a) Devote a significant amount of time each week to independent study. This will include consolidation of work done in class and wider reading or research. At least 5 hours independent study should be devoted to each single Advanced Level/BTEC Level 3/Level 3 Certification each week.
b) Participate in all activities specifically arranged for sixth formers by departments.
c) Undertake no more than 8 hours per week paid employment during term time.
d) Represent the school, if selected, in sports, music/drama or other out of school hours opportunities.
e) Become involved in community activities of their choice, such as prefect, in-class support, reading club, learning support and mentoring.

3.11.3 Regulations and Procedures

a) Abide by the school Code of Conduct as displayed.
b) Behave in an appropriate manner as a senior member of the school.
c) Read the 'Today Board' in the Post-16 area immediately on arrival at school and any information on the monitor in the sixth form area.
d) Dress appropriately for study at school, avoiding extremes of fashion, immodest and inappropriate forms of dress, as outlined in detail in the Post 16 Requirements booklet. Avoid extremes of hairstyle.
e) Ensure that mobile phones are only used within the Sixth Form area and switched off in all lessons and meetings.

4.   MONITORING

4.1   It is the responsibility of all staff to ensure that positives and needs work are consistently applied to all students.

4.2   Curriculum Leaders will undertake lesson observations, in line with the Teaching and Learning Policy, to ensure effective lesson structuring and behaviour management.

4.3   Curriculum Leaders will ensure that department needs work actions/restorative work are effectively and consistently used by colleagues.

4.4   Curriculum Leaders will ensure that effective records are maintained of department reports and parental contact. The information will be placed on a student's file and Directors of Learning will be informed
.
4.5   SLT will monitor the appropriate use and consistent issuing of Needs Work.

4.6   A record of actions and exclusions is kept on the behaviour or incident tracker and
          summaries are provided to SLT on a half termly basis.

REWARDS POLICY

1.   <u>RATIONALE</u>

Students respond positively to praise and rewards. Teachers use praise and a variety of rewards to motivate students and to promote considerate, respectful, thoughtful, behaviour. Rewards encourage students of all ages and abilities. At Overton School, the positives policy is part of the school's strategy to encourage and reward high standards of achievement and effort. It reflects the school ethos, develops of a sense of community and enhances students' self-esteem. This policy document offers a structured approach to rewards and applies to all students from KS3 to KS5. To ensure its success there must be:

a)   Consistency with other areas of School Policy, particularly
              Behaviour
              Assessment, Recording and Reporting Policy
              Equal Opportunities
           Teaching and Learning Policy
b)   Consistent application by all staff
c)   Effective monitoring by senior and middle leaders

2.   AIMS

2.1   To provide a structured system in which effort and behaviour can be recognised and
          rewarded.

2.2   To foster a culture in which staff regularly use praise and rewards to ensure students improve
          standards of work and behaviour.

2.3   To provide a system that is clearly understood and valued by students and consistently
          applied by staff.

2.4   To raise parental awareness of school life and the celebration of student achievement in a cohesive
          and consistent way and in line with the Positives Ladder (using telephone, and email messages).

2.5   To provide a variety of rewards to recognise different levels of effort, behaviour and achievement, in
          line with the Positives Ladder (see appendices)

2.6   To give a high profile to rewards using assemblies, notice boards, the school website, classroom
          displays and house board displays.

2.7   To provide students with valued documents as evidence of attainment and achievement.

2.8   To involve form teachers, Heads of Keys Stage and Mentors in celebrating the achievements of
          students in their form/year.

3.   PROCEDURES

3.1   Teachers give verbal praise and feedback during and at the end of lessons. This has a positive impact on students' self-esteem and gives them a sense of control over their own learning. Recognising achievement and explaining the next steps to improve learning contributes to effective 'assessment for learning'.

3.2   Positive Points are awarded for reasons specified on the Positives ladder.

   a)   It is the responsibility of the issuing member of staff to record the positive point into the system on the day of issue.
   b)   Students keep a record of the positive points they receive on the special 'Positive Point' pages of their Student Planner.
   c)   Students are notified of how many house points they have accumulated on a weekly basis by form tutors.
   d)   The number of house points received is shown on the front page of each half termly report to parents.

3.3   The Head of Key Stage together with the Pastoral Team organise the awarding of bronze, silver, gold and platinum Positive Point Certificates at the end of term. These are awarded for accumulated merit points in end of term assemblies:

3.4   Postcards Home are sent to students who make consistent or outstanding progress in a subject by class teachers. They have a value of five merit points when accruing positive point totals.

3.5   Head Teacher's Commendations are awarded for:

   a)   A consistently good or better standard of work / engagement
   b)   An outstanding single major piece of work/performance/contribution which may far exceed the expectation for the student concerned.

3.6   Attendance Certificates (years 7 – 13) are awarded to students whose attendance is above school target. Students who achieve 100 % attendance are entered into a school raffle and a prize is awarded for each year. The certificates have a value of 10 merit points when accruing house point totals.

3.7   House activities and events also accrue merit points that are dedicated directly to a House

3.8   A curriculum area "star pupil" is nominated every term, recognising effort or improved engagement/attainment in a subject.

4   MONITORING AND EVALUATION

4.1   Directors of Learning monitor the number of house points issued and awards given each half term. Weekly sheets for each year group will be generated together with half termly summaries.

4.2   SLT and Key Stage Assistants monitor carefully the consistency with which teaching staff award merit points.

4.3   Assemblies play an important role in publicising the Positive systems, and reflect the positive ethos of the school.

4.4   The school strives to maintain a balance in its communications with parents and carers writing home to give praise as well as to seek support where there are difficulties. Feedback from parents is sought as part of the school self-evaluation system.

Appendices

1.1 Parent – School – Student Agreement

"Together we lay the quality foundations of our children's future"

Parent/Guardian's responsibilities:

I/we will make every effort to ensure that:

1. My/our son/daughter attends School regularly and where possible does not take holidays or other 'days off' during term time. I/we will provide reasons for absences.
2. My/our son/daughter arrives at School on time, with appropriate dress and equipment.
3. OVERTON SCHOOL is informed about any concerns or problems that might affect my son/daughter's academic progress or behaviour.
4. OVERTON SCHOOL's policies and guidelines for behaviour are supported.
5. My/our son/daughter is supported with coursework, homework, preparation for examinations and extra-curricular activities.
6. I/we will attend parents' evenings and/or talk with staff about our son's/daughter's progress. I/we will respond to letters and other information about our son's/daughter's progress and examination entries.
7. My/our son/daughter will be encouraged to become involved in some of the many opportunities provided by OVERTON SCHOOL e.g. trips and visits, sporting activities, music and drama, examination revision sessions.
8. My/our son/daughter understands the need to keep OVERTON SCHOOL environment clean, tidy and safe and that I/we could be called upon to pay for any damage or abuse.

Parent: _____   Signature: _____

Student's responsibilities:

I will make every effort to:

1. Attend all registrations and lessons regularly, punctually, properly equipped and in OVERTON SCHOOL uniform.
2. Discuss any problems or concerns relevant to OVERTON SCHOOL with members of staff.
3. Keep OVERTON SCHOOL Code of Conduct, the classroom rules and the ICT contract.
4. Complete all homework and assignments set and hand them in by the deadlines.
5. Keep my parents informed of all OVERTON SCHOOL activities such as coursework deadlines, parents' evenings, examination timetables and out of OVERTON SCHOOL activities.
6. Be a positive and active member of OVERTON SCHOOL and where possible take part in some of the many opportunities made available by OVERTON SCHOOL.
7. Keep OVERTON SCHOOL and its grounds clean, tidy and pleasant and I will not deliberately abuse or damage OVERTON SCHOOL property.

Student: _____   Signature: _____

OVERTON SCHOOL School's responsibilities:

We will make every effort to:

1. Contact parents if there is a problem with attendance, punctuality, dress code or equipment.
2. Listen to any parent and/or student concerns and we will respond promptly to any letters or telephone calls.
3. Inform parents about any concerns or problems that affect their son's/daughter's progress or behaviour.
4. Consistently and fairly apply OVERTON SCHOOL code of conduct, classroom rules, OVERTON SCHOOL positives and any needs work action.

5. Set, assess and monitor class work, coursework and homework and we will provide support for the satisfactory completion of the work.

6. Send regular information home about progress and academic achievement and arrange parents' evenings during which progress will be discussed

7. Provide a range of extra-curricular activities and encourage student participation

8. Provide a safe, clean, well-equipped and attractive learning environment.

Principal: Mr. Omar Salahuddin

1.2 Initial Concern Form

Name:	
Gender:		**DOB:**	
Home Language:		**Date:**	

Criteria	Details of Concern
Language and literacy	
Writing: Letter formation, spelling, sentences, handwriting, fluency	
Reading: word attack skills, phonics, sight, vocabulary, fluency and confidence	
Speaking and Listening: fluency, confidence, ability to follow instructions, discrepancy between oral reading and writing skills.	
Speech and Language: immature language, speech patterns of impediments, communication with peers and adults.	
Mathematics	
Counting, number operations, number recognition, sequencing, sorting, matching, measurement, shape, space, time, money.	
General learning skills	
Concentration, co-operation, work completion rate, independence, dependent upon staff support, ability to work without support in groups.	
Personal and Social Development	
Self-esteem, confidence, motivation, poor organisation of self and equipment, attendance and punctuality.	
Behavioural	
Disruption to others, frequently out of seat, general off-task behaviour, makes noises, aggressive behaviour towards others or property, response to 'authority.	

An e-version can be found under the staff portal.

1.3 Reward Ladder

In Lessons	Staff	Merit Points	School contribution	Staff
Excellent work in a lesson Significant improvement in effort Consistently high levels of organisation Reflecting the school values of: *Well Educated – Happy – Generous in Spirit*	Subject Teacher	1-4	Consistent Punctuality Consistently correct uniform Act of kindness No consequences in a week	Form Tutor Teachers/ Mentor Support Staff/Care Staff
Excellent work during a whole unit Subject postcard home Excellent Homework Leadership Skills	Subject Teacher	5-9	Participating in an assembly Meeting school attendance targets Contribution to British Values: Individual Liberty – Mutual Respects - Rule of Law – Tolerance of Different Cultures and Religions – Democracy.	Form Tutor Teachers/ Mentors Care Staff
Achieving Aspirational target An average of 2s/Good on a report	Subject Teacher	10	No Consequences in a half-Term Contribution to peer mentoring Contributing to a charity event Notable act of kindness Becoming a Super Learner	Teachers/ Mentors Care Staff
Subject Student of the Term	Subject Lead	20	Exceptional act of kindness Year group student of the month	All Teachers/ Mentors
An average of 1s/Outstanding on a report	Data team / SLT	30	Head teacher's commendation Becoming a super learner twice in a year Achieving an entry level qualification	Head Teacher Teachers/ Mentors
Subject Student of the Term	KS Coordinator	40	Initiating and leading a charity event Exceptional Leadership Achieving a Level 1 qualification	All
Subject Student of the Year	KS Coordinator	50	No consequences for a year 100% attendance for a year Becoming a Super Learner 3 times in a year Achieving a Level 2 qualification Double Points for Achieving a Level 3 qualification	Curriculum Leaders

Certification Reward Levels

Bronze Award: 60 Points. Certificate Awarded in Assembly.
Silver Award: 100 Points Certificate Awarded in Assembly.
Gold Award: 250 Points. Certificate Awarded in Assembly.
Platinum Award: 400 Points. Certificate Awarded in Assembly
Ruby Award: 550 points Certificate Awarded in Assembly
Emerald Award: 700 points Certificate Awarded in Assembly
Sapphire Award: 850 points Certificate Awarded in Assembly
Diamond Award: 1000 points Certificate Awarded in Assemblywith Gift from the Principal

1.4 Needs Work Ladder

Behaviour in, and outside of lessons (including form time)	Level / Points		Possible Actions	Possible Interventions	Staff Responsible
Talking/preventing others from learning Arguing with students/out of seat Lack of equipment Using language other than that of instruction in lessons Late to lesson (less than 5 minutes)	NW1	-1	Verbal Warning Message sent home Log onto system	Tutor and Mentor Intervention Conferencing with teacher Restorative work as appropriate	All Staff
Repeated NW1 behaviour Non-compliance with uniform regulations Eating in lessons or corridor Dropping litter Non-completion of homework Inappropriate behaviour Late to lesson (more than 5 minutes)	NW2	-2	Written Warning Message sent home Log into system	Tutor and Mentor Intervention Conferencing with teacher Restorative work as appropriate	All Staff
Continued NW1 or NW2 behaviour Rudeness to a member of staff Failure to follow instructions Failure to hand in coursework Inappropriate language Inciting others to fight Being in the vicinity of smokers Use of mobile phone Graffiti Chewing gum Late to lesson (more than 10 minutes)	NW3	-3	Reduced break options Community support work May involve removal from lesson by KS Coordinator Message sent home Log onto system Yellow Report	Tutor and Mentor Intervention Conferencing with teacher Restorative work as appropriate Parental Meeting with Form Tutor Targets set for report	All Staff
Continued NW3 behaviour Failure to follow a NW3 reduced break option Failure of yellow report Damage to school/ other's property Refusal to follow instructions Threatening behaviour towards students Entering out of bound areas	NW4	-5	Alternate break and lunch times and reduced break options Community support work May involve removal from a lesson by SLT Removal from Enrichment/ excursions Red Report	Tutor and Mentor Intervention Conferencing with teacher Parental Meeting with SLT Home Visit Targets set for report	Senior Leadership Team
NW5	**-10**				
Continued NW4 behaviour, Failure to follow a NW4 rule, Truancy within school, Fighting, Racism Swearing, Bullying, Inappropriate behaviour towards a member of staff or student, behaviour that compromises the safety of others, inappropriate use of technology, any behaviour that seriously disrupts the school day is **likely to lead to an internal exclusion**. This decision will be made by members of the Senior Leadership Team.					
NW6	**-20**				
Continued NW5 behaviour, Failure to comply with the conditions of an internal exclusion, Swearing at or about a member of staff. Intimidation of a member of staff, physical aggression, theft, possession and/or consumption of alcohol, Smoking and/or possession of smoking equipment, truancy by leaving school premises, persistent bullying or any behaviour that seriously disrupts the school day is **likely to lead a Fixed Term Exclusion**. This decision will be made by the Principal or members of the Senior Leadership Team deputising for the Principal.					
NW7	**-50**				
Continued C6 behaviour, Possession of a weapon or items that may be used as weapons. Possession and/or use of illegal drugs. Violence towards a member of staff, inappropriate sexual behaviour, extremist behaviour, criminal offences and/or any persistent behaviour that repeatedly disrupts the school day is **likely to lead to a Permanent Exclusion**. This decision will be made by the Principal.					

1.5 Code of Conduct

At OVERTON SCHOOL we believe that good behaviour, good manners and a calm atmosphere lead to an effective learning environment which enables students to really succeed. There is a Code of Conduct which all students are expected to follow in order for us to achieve a quality environment for everyone.

Students should:

- Arrive on time - ready to work.
- Have all books and equipment.
- Follow instructions.
- Raise your hand to ask a question.
- Show respect for others and their property.
- Work hard with all class work.
- Hand your homework in on time.

OUTSIDE THE CLASSROOM

Students should:

- Show good manners and politeness to all.
- Wear uniform correctly
  - ✓ Smart all black leather shoes only (no trainers or vans, etc.)
  - ✓ Outdoor coats removed
  - ✓ No make-up
  - ✓ Permitted jewellery only
- Behave appropriately no running or shouting around the school
- Show respect to the structure of the building.
- Not to eat or drink anywhere in the building apart from the dining hall
- Not to drop litter anywhere in or around school but dispose of it thoughtfully.

Please remember that:

Chewing gum is unacceptable and will be issued with a written warning.

- Students that are seen with mp3 players, mobile phones etc. in school will have them confiscated for the remaining term.
- Students are not allowed off site without permission.
- Students should show consideration for local residents and neighbours.

Above all we should treat each other and any visitors in the school with consideration and respect and strive to do our best in everything we do. In this way we will make OVERTON SCHOOL a more effective, pleasant and attractive place for everybody.

Rewards

Positive points
Good behaviour and hard work is rewarded and recorded with Positive points.

There is an award for students who achieve a certain level of Positive points per half-term.

Students can receive positive points for:

- Good quality of homework
- Outstanding class-work
- Superb performance
- Improvement in behaviour
- Exemplary manners
- Helpfulness

- Community contribution
- Excellent attendance
- Immaculate uniform
- Any other behaviour seen praiseworthy

Other REWARDS

Actions that your teachers will take when there is good behaviour

- Verbal praise
- Positive point
- Stickers on work
- Positive comments on work
- Informing parents with a call /text
- Certificates
- Gift rewards/vouchers
- Student of the week subject certificate
- Outside school activities such as trips including international trips

Sanctions

At Overton School we have high expectations of all pupils to always act morally and work to the best of their ability to achieve their targets.

Needs Work are recorded and Positive Points are deducted if you are:

- LATE to lesson.
- MOVING around the classroom without permission.
- Persistently failing to bring correct EQUIPMENT.
- Showing DANGEROUS behaviour.
- REFUSING or delaying to f**ollow teacher's instructions.**
- **DAMAGING school equipm**ent.
- Showing persistent DISRUPTIVE behaviour.
- Using any sort of ABUSIVE language towards others.
- TALKING when the teacher is talking.
- In Non-UNIFORM.
- Showing lack of effort in CLASSWORK.
- Not completing expected quality and amount of HOMEWORK.
- Or if you are showing any other behaviour seen liable to be sanctioned.

Needs Work action are actions that your teachers will take when needed such as:

- Verbal warning
- Changing seat
- Sent to another class
- Tidy up classroom/Writing lines
- Reduced break options
- Alternate break and lunch times
- Pupil to write a letter to the offended
- Filling 'Think Sheet'
- Privileges taken away (missing out on school trips.)
- Weekly monitor form
- Target setting meeting
- Contact / Letter to parents
- Office self-study
- Meeting parents
- School community service
- Meeting with outside agencies and professionals
- Temporary exclusion / off site education
- Permanent exclusion

1.6 Reflection Log/Think Sheet

Reflection Log/Think Sheet

Name:_____   Class:_____
Date:_____

I was not:	Following Rules	Being Respectful	Being Safe	Listening

(Circle all
that apply)   Following Directions   Being Cooperative   Being Responsible

Other:_____

Describe what happened:

I should have:

What should you have done differently?

If I had done this:

What would have been different?

So from now on I:

My Signature: