

Pol5– Behaviour Policy – Girls



AIMS.

‘Olive Secondary School’ provides for its community, real opportunities for learning in a caring, supportive, and above all, a positive learning environment. Standards and expectations are high and individuals are encouraged to take responsibility for themselves.

Positive Discipline is based on 3 simple ideas:

- Students want to be rewarded for their efforts
- Students need clear guidelines in terms of what constitutes acceptable behaviour and:
- Consistency so that everyone knows where they stand, how the school operates, and responds to what is seen in front of it.

Central to success is the Student Planner.

This will contain all the positives and negatives gained by the student in the week.

‘The Positive Learning Community

At Olive Secondary we promote high achievement by working together to:

- Be reflective and understanding of others and ourselves.
- Place an emphasis on teaching & learning
- Ensure a calm, productive atmosphere that is conducive to learn
- Recognise praise and reward appropriate behaviour.
- Develop skills for learning and life
- Challenge and motivate each other to flourish.
- Be flexible and adaptable in an ever-developing community.
- Be inquisitive and inquiring in order to extend ourselves.
- Work in partnership with Parents/Carers
- Provide a safe, welcoming environment

The Olive Secondary PLC (**Personal Learning Community**), aims to ensure greater **CONSISTENCY** and places a greater emphasis on rewarding positive behaviour. The consistent monitoring of all procedures ensures that the focus on learning and teaching remain the major school priority.

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Principles of Olive Secondary (PLC)

- To motivate our students to choose the correct behaviour in order to succeed.
- Students who behave and achieve their personal best are rewarded.
- A set of fair and consistent Rules. These Rules help to maintain a positive learning environment in each classroom.
- A set of Consequences, which is applied to those students who choose not to follow the Agreed Rules.
- All staff employed at the school will implement Olive Secondary PLC (Personal learning Community).

The Classroom Rules

- Follow directions first time given.
- Listen carefully when anyone is speaking.
- Bring required materials to lessons.
- Keep hands, feet, and objects to yourself.
- No swearing, teasing, name-calling.

What happens when a student follows the Rules?

Rewards

- R1. Verbal praise from the Teacher.
- R2. **Credit System** –Credits are given by staff for recognition of work-related achievement, effort, good behaviour, community work and helping others.

KS3 Rewards System

1. A total of 25 Credits – **Merit Certificate Awarded.**
2. A total of 50 Credits – **Bronze Certificate Awarded-The privilege of taking a friend of their choice, into the games room with them for a duration of 30 mins. Please Note: (Selected friend needs a minimum of 25 credits.)**
3. A total of 100 Credits – **Silver Certificate Awarded-Awarded with an Ollie Positive Behaviour Postcard, sent home (via post). The privilege of selecting a friend of your choice! To join you in the games room for a duration of 30 mins.**

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4. A total of 150 Credits – **Gold Certificate Awarded - £5 Gift Wrapped!**

5. A total of 200 Credits – **Platinum Certificate Awarded - £10 Gift Wrapped!**

- R3 **Letters to parents and students**: stating praise and recognition.
- R4. **Certificates**: These are issued by the Head Teacher for consistently good work, achievement of personal best, good behaviour, credits and attendance; these are normally awarded by the Head Teacher in Assemblies.
- R5. **Prizes** These are awarded at the end of the year by the Head Teacher. They are material gifts or some form of extension of school privileges. Gifted at the end of the academic year, on our annual School Presentation Day.

Rewards & Consequences – KS4

R1 – Verbal Praise

R2 - Credit System

KS4 Reward System.

A total of 25 Credits – **Merit Certificate Awarded**

A total of 50 Credits – **Bronze Certificate Awarded – The privilege of taking a friend of their choice, into the games room with them. (PLEASE NOTE) Selected friend needs to have a minimum of 25 credit**

100 Credits – Silver Certificate Awarded – The privilege of a duration of 30 mins in the games room, with a friend of their choice! Also a free Takeout Pizza!

150 Credits– Gold Certificate Awarded-£5 Gift Wrapped!

200 Credits –Platinum Certificate Awarded-£10 Gift Wrapped!

PLEASE NOTE: Other awards will be offered, after consultation with Head Teacher and Behaviour Manager.

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- R3 Letters to parents and students: stating praise and recognition.
- R4. Certificates: These are issued by the Headteacher for consistently good work, achievement of personal best, good behaviour, credits and attendance; these are normally awarded by the Headteacher in Assemblies.
- R5. Prizes These are awarded at the end of the year by the Headteacher. They are material gifts or some form of extension of school privileges. Gifted at the end of the academic year, on our annual School Presentation Day.

What happens when a student does not follow the Rules?

Consequences

- C1. Student will be given formal warning after 3-4 verbal warnings.
- C2. A note written in homework diary for parents to read and sign/comment.
- C3. Class Detention – Further disruption of the lesson will result in the Classroom teacher issuing a Class detention of 45 minutes duration. Parents will be given 24 hours notice of this detention via the planner. Students who fail C2 will automatically move to C3. A student receiving an after school detention, Parent shall be notified 24 hours before the detention, by the BM (Behaviour Manager – **Safia Bibi**) this will be via the phone, or a text message sent, if not been able to reach the parent, also a note in the students planner. A detention in certain circumstances can be given, at AM/PM break-times, and also at lunch break after the student has eaten their lunch. A detention duration is 45 mins in total, and AM break is only 15 mins duration, so for this reason 30 mins shall be taken at lunch break. Again a call shall be made home 24 hours before the detention, informing the students parent by the
- BM (Behaviour Manager) if not been able to reach the parent, a text message shall be sent home. Also a note in the students' planner.
- C4. Student will be placed on Behaviour Report for one week which could result in a C5. There are 2 types of Behaviour Reports. One is the white report if they have gone through the consequences consequently, in other words one after the other. A red report is given due to the following circumstances.
 - A change in behaviour noticed by the parent. Who wants to keep a close eye on their child.
 - Or a request of the student themselves. If they feel it will assist them in improving their behaviour.
 - Lastly at a request of a teacher, due to continuous low- level disruption.
- C5. Further disruption will result in the student being sent to the Office. The Office will arrange for the student to be picked up by a parent/guardian and will remain in reception up until they are picked up. After three such occurrences the student will be suspended for one day. Subsequent occurrences

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will bring suspensions ie 2nd time after this then 2 days suspension, 3rd time after this then 3 days suspension, etc.

- C5 may also be issued by the class teacher as a direct result of a major incident (e.g. Gross verbal abuse, violent or reckless behaviour, intimidation) without other consequences being issued.

If a student has been picked up before 1.45 pm then they will be suspended just that day. If the child is picked up after 1.45pm, then the suspension applies to the remainder of the day and the day after. Several warnings will be issued if a student is not regularly picked up and can eventually be sent home in a taxi.

The office staff, the site management team and domestic assistants are all involved in the PLC system.

Homework

Homework is an important part of learning, and teaching. Allows student to prepare for future classwork. Homework is seen as the principal way in which pupils' achievement can be raised. The benefits of homework needs to be instilled at an early stage, in all pupils in order, that home-study becomes routine.

All formal class homework provided to students, should be recorded in the **Homework Log Sheet**. In **Monitoring & Tracking**, whether summative or formative. Colour coding should be used as follows:

- A 1 would be written in the box beside each students' name. If handed in by the specific deadline given by the teacher for completion.
- A 2 written – If it wasn't completed in the first attempt. But was covered using break/Lunch period, on the same day the deadline was given, to complete it.
- A 3 if the homework wasn't completed the 1st attempt or 2nd attempt, even though the teacher advised the student the 2nd attempt to ensure they complete it. A detention is given. Behaviour manager will contact the parent and inform them of the detention.

ELAIT – Emotional Literacy Assessment & Intervention Team.

Background And Context

The majority of our students are catered for during the lessons by the teacher planning lessons and differentiating to reach all learners whether kinaesthetic (touch), auditory (hear) and visual (see) learners. This is because students learn through different senses and they learn more through one sense than the other. Furthermore, we have a behaviour policy in place which should be rewarding positive behaviour and challenging poor behaviour. As for attendance and punctuality we have procedures in place in Admin and SLT to ensure students are in school and on time. Also, there are policies in place to ensure correct uniform, eliminate banned

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items and general day-to-day school activities. In all these situations good parental communication is paramount, which is in place, however is disjointed and tends to be negative. Therefore, meetings have been held to address this and as a result Admin, staff and SLT should contact on a regular basis especially when discussing positive issues, however, these communications need to be recorded so it is quite clear who is contacting who and for what. Call log sheets should be in place and should be used, please check with Admin.

Why ELAIT?

At Olive Secondary we believe in education for all, hence we have pupils of all abilities and backgrounds. We recognise that pupils are with us at a crucial time in their life (11-16) where they are developing physically, emotionally and academically. It is only normal that a pupil may have difficulties in negotiating these developments and may require support and help for the pupil and parents to move forwards. Hence **ELAIT** hopes to facilitate the journey of the pupil so he can reach his potential at this crucial time using a partnership approach with parents.

Hence in some situations certain students will require targeted and sustained engagement so we have put together. **ELAIT** in order to better provide services to these students. The **ELAIT** team covers students with difficulties in 3 areas:

1. Attendance & Punctuality
2. Behaviour and Emotions

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This is a new system will it work?

The ELAIT has been recently launched although some functions have been running previously. We are undergoing a pilot from Jan – March. ELAIT will be extensively reviewed at the end of March and a report produced outlining achievements and recommendations for future development. The role of team members will also be reviewed.

As the system is in its infancy, the team has limited capacity. Therefore at present the student mentors have been allocated 1 or 2 mentees, it is envisaged as they develop in their role they may take on more pupils or there may be an increase in the number of mentees. Furthermore educational intervention will be prioritised for year 10 and year 11 pupils.

Who are ELAIT?

The ELAIT consists of the following members of staff

ELAIT Co-Ordinators	Amina Mohammed/Nadia Sahaf
Behaviour Manager	Safia Bibi
Behaviour and Emotions Lead	
Attendance and Punctuality Lead	Azba Iqbal
Education and Achievement lead	Nadia Sahaf
Student Mentors	Zakiyyah Khalifa/Juwayriya Ahmed/Aisha Mohammed/Safia Bibi/Laiba Khan

How ELAIT is related to the ECM agenda?

ELAIT particularly ensures children are keeping healthy – emotionally and ensures they are able to enjoy and achieve when encountered with difficulties.

When does a student come to ELAIT?

The following criteria will be used to highlight a student for selection. The criteria outlined for the 3 areas are shown below. Before a student is referred to ELAIT the intervention prior to referral must be completed. Also specific people have been designated who make the referral.

Attendance & Punctuality

Criteria: A student whose Attendance and/or Punctuality are below 90%.

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Intervention prior to referral: The liaison officer/form tutors should have contacted the parents regarding attendance and punctuality. Where this contact has not led to improvements, a referral to ELAIT should be made. Please use referral form, from the Elait document.

To be referred by: The liaison officer is responsible for the referral.

Behaviour and Emotions

Criteria: A student who receives C3 regularly (3 times a half-term), C4 – being on report for at least 2 weeks in one half term, one C5.

Intervention prior to referral: A student receiving C3 - three or more times a half term will require liaison with parents, where this does not improve behaviour a referral should be made. Being on a C4 is a significant intervention to improve behaviour; this is usually for one week. When this is extended to two weeks without improvement or a pupil receives two C4s in one half-term, a referral to ELAIT should be made.

Referral made by: Behaviour Manager is responsible for the referral (with consultation with the Head Teacher).

Education & Attainment.

Criteria: A student in year 7/8, who does not achieve a level 1, after 1st Assessments, will result in a referral to Elait. Any student referred in Year 7/8, will receive ks2 basic numeracy and literacy support. To strengthen their ability and understanding in these subjects. A student who needs extra support as they are short of a **level 4-5** in the revised 1-9 grading system, on key subjects or there is a disparity between their potential grade and the grade they are achieving this may indicate a referral by the Head. If a teacher feels one of their students meets the above criteria they need to speak to the Head who will then make the referral.

Intervention prior to referral

Teacher discusses pupil achievement, and develops a personalised plan to support the student. This is advice given from the Head Teacher, is necessary to discuss how parents can support their child further, prior to discussion from the Head Teacher, or in her absence the Assessment Manager.

To be referred by: Head Teacher is responsible for the referral.

How do I make a referral?

Please check the above criteria and complete a referral form, after discussion with the Head Teacher, and hand it to Nadia Sahaf – Elait - Lead for Education & Attainment.

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Following initial mentoring meetings, for instance, it may be discovered that the reason why attendance is poor is because there is a lack of interest in education. As a result other members can join and leave as and when required. Hence, ELAIT is fluid depending on the circumstances and the team can and will change. Having said that, in all circumstances the Elait Co-ordinator, and Student Mentor will be in the team – here is a mentoring sheet attached to this memo which should be used for every session. [Please see appendix 1 – Pastoral Care Mentoring Sheet.](#)

How long will they stay in ELAIT?

If a student meets the above criteria then during an ELAIT Review Meeting they are officially documented and entered on to ELAIT. The evidence and reason will also be documented using the referral form. A student will remain on ELAIT for a minimum of one half-term and a maximum of one academic year. Once a student meets the set target they will officially leave ELAIT and receive certification; this will also happen officially in an ELAIT Review Meeting.

What will the students do whilst in ELAIT?

Students will be seen on a weekly basis for 10-15 minutes by a member of the team. A member of the team will speak to the student about their difficulties, discuss the best way forward and help him to better manage his difficulties. The ELAIT member will liaise with the student's form tutors, parents and teachers as appropriate. They will also check relevant documents e.g. [R & C \(Rewards & Consequences\)](#)

What happens in an ELAIT review meeting?

ELAIT Review Meetings will be held once a month; this will be called and chaired by the Co-ordinator. Attendance is compulsory for the team members as this is a very important aspect of the School. Separate review sheets will be used for each particular area. Students' progress within ELAIT will be reviewed and recorded on the relevant sheets. Students who have successfully completed an intervention will be discharged during a review meeting. Students meeting the threshold for entry will also be discussed and allocated a mentor.

What if little or no progress is made?

This may indicate a specialist referral to an external agency e.g. **Child and Adolescent Mental Health Service** via a GP or school nurse. The parents may also contact the Education Psychology service at Bradford Education. Where an external referral is indicated this will be discussed and recommended to parents. Parents will usually pursue the referral.

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As a result of a student's referral to **ELAIT** it may become apparent that Olive Secondary Girls' School is not the best learning environment for the student, this may lead to recommendations to the parents regarding finding a more appropriate school for the student. If after an academic year the student has not met their targets in order to be removed from ELAIT or commit a serious offence whilst on ELAIT then the student after a meeting will be moved to Special Measures.

Special Measures is a three-strike program which gives a final opportunity for a student to engage with school policies and practices. At the event of a misdemeanour in a meeting it will be decided that a strike will be issued. This is noted and explained to both student and parent. After the third strike the student will be excluded.

However the pupil should have been reviewed after a complete half-term, and in the second half term there should be close liaison with the Head in relation to the student's progress. The Head Teacher will then make a decision at the end of the complete term of intervention.

What is the role of the Elait Co-Ordinator?

Supervision

Provide support and guidance for mentors on a regular basis. Case discussion, problem solving and feedback. Two way process of learning in a confidential environment. Opportunity for mentors to express any potential concerns they may have and possible ways of addressing these issues.

Consultation

Provide advice on how to deal with issues mentors may be unsure about, new ways of working and evidence based techniques

Joint working

Provide joint assessment and liaison with mentors to help facilitate an effective intervention. The mentor will lead the session. Discussions of important areas for development and effective techniques/strategies.

Training

Provide training in basic behavioural techniques and psycho education. Case-Study presentations, giving an insight into common problems encountered by teachers. Presentation of techniques used to help alleviate areas of concern.

The **ELAIT Co-Ordinator** also ensures good communication between the various departments and team members to ensure the effective joining up of systems. He may hold meetings with specific team members as and when required. ELAIT will also be reviewed and a report produced by the co-ordinator in early April 2018.

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How are sessions recorded and information kept?

An ELAIT file should be in place for each member of the team offering intervention. These are kept in the staff room on the ELAIT shelf. These files should contain all communication with students, evidence to measure area of investigation etc. The BM (Behaviour Manager) – **Safia Bibi** needs to maintain a file to document communication with parent. Communication with parent is absolutely essential.

How do we feedback to the Head Teacher?

A review document should be prepared for the Head after a review meeting which should be held on a monthly basis by the Co-ordinator detailing any students on ELAIT, what their situation was before ELAIT, date joined ELAIT, what steps have been taken and any progression; if students have left ELAIT, date and situation at completion. The Co-ordinator should keep checks on students who have left ELAIT to pre-empt any return to old habits.

Behaviour and Emotions Referral to ELAIT Program

Criteria: A student who receives C3 regularly (3 times a half-term), C4 – being on report for at least 2 weeks in one half term, one C5.

Intervention prior to referral: A student receiving C3 - three or more times a half term will require liaison with parents, where this does not improve behaviour a referral should be made. Being on a C4 is a significant intervention to improve behaviour; this is usually for one week. When this is extended to two weeks without improvement or a pupil receives two C4s in one half- term a referral to ELAIT should be made.

To be referred by: Behaviour Manager is responsible for the referral.

Parents/Carers

The school values the link between parents and form tutors in rewarding and motivating students and in correcting poor behaviour and performance. The support of parents is essential and parents are kept fully informed about the progress and behaviour of their children. Contact includes information in the student planner, telephone, letters and personal visits. Parents are encouraged to initiate contact, in writing, with the Head Teacher if they have any concerns.

The Policy Statement

Communication

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- 2.1 The Senior Management is advised of the implications of the Behaviour Policy for their own practice and it recognises its responsibilities under the terms of the Policy and any other regulations and government guidelines.
- 2.2 The School ensures that parents/carers are fully informed of the PLC Behaviour Policy by communicating it through the school rules, school prospectus, home-school agreements, newsletters and other normally used channels. This communication will be produced in appropriate languages and formats where necessary.
- 2.3 The school communicates its Behaviour Policy to all new and existing students through the school prospectus, student newsletters, school assemblies and within the curriculum.
- 2.4 The school does ensure that all staff are consulted regularly about the policy and its implementation. There will always be some measure of inset for the whole staff during the academic year – the Senior Management meets every half term to consider and evaluate new situations and or circumstances.

Acceptable and Unacceptable Behaviour

- 2.5 The school defines acceptable behaviour as that which promotes courtesy, co-operation and consideration from all students in terms of their relationships with other students within/outside the school, teachers and other school staff and with visits or other persons within/outside the school premises.
- 2.6 At Olive Secondary examples of unacceptable behaviour include name-calling, verbal abuse, threatening language or behaviour, intimidation, physical abuse, bullying and harassment, including racist abuse, deliberate damage and theft of school property.

Recognition, Rewards and Sanctions

- 2.7 The school implements a range of strategies to deal with inappropriate behaviour by students.
 - Talking 'privately' with the student.
 - Verbal reprimand.
 - Time out (part of the PLC strategy to be managed).
 - REFERRAL of students to Form Tutors.
 - REFFERAL to ELAIT program
 - Letters to parents/carers.
 - Meetings with parents/carers.
 - Referral to external agencies.
 - Prevention from going on school trips, and attending any sports fixtures/school organised fundraisers or activities.

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- Making good the missed work
- To withdraw them from any privileges
- Fixed term or permanent exclusion. Procedures for exclusion and Re-admission to Olive Secondary are in the Exclusion Policy.

2.8 The school monitors the use of rewards and sanctions to ensure that its arrangements operate with due regard to equal opportunities and anti-discrimination.

Intervention

2.9 The School uses a range of intervention strategies to modify the behaviour of individual students

- Peer 1-1 Mentoring Programme
- Individual Education Planning
- Adapting the Curriculum and Curriculum Resources
- Using a range of Teaching Strategies
- ELAIT program
- Study Support
- Counselling one to one/Pastoral Care (Refer to Elait Programme in Introduction of Behaviour Policy/Appendix 1 – Pastoral Care)
- Anger Management – Emotional Literacy
- School Nursing Team

2.10 The school undertakes reviews of the educational needs of students, as appropriate. Details of reviews undertaken are included in each student's file.

2.11 The school involves external agencies where it is appropriate to do so, for the purposes of student education and guidance.

Investigating Cases

2.12 The school investigates, as appropriate, reported incidents of student misbehaviour.

2.13 Parents/carers will be notified promptly by the school to notify them of any reported serious incidents of misbehaviour in which their child has been involved.

2.13 The school ensures that relevant members of staff receive support and advice for the conduct of any investigations, including in respect of the recording of evidence and the taking of witness statements.

2.14 The school will notify the police and other relevant bodies of incidents where it is appropriate to do so.

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2.16 The school ensures that appropriate feedback from any investigation undertaken is provided to relevant persons together with recommendations for action.

2.15 A copy of the results of all investigations undertaken will be held on record until such time as the student leaves the school. Where an investigation finds that there is no case to be heard, the report will be held by the school but will not be kept within the student's file.

3. Development and Progression at Olive Secondary

Training and Professional Development For All Staff

3.1 The school will develop and then have a comprehensive behaviour-management training programme, which has been reviewed to ensure that it is appropriate to the needs of staff and the circumstances of the school.

3.2 The school reviews regularly the Health, Safety and Welfare of all its staff and provides for professional and personal support (including counselling and training)

3.3 The school provides relevant information and training on behaviour management matters to all groups of staff, including:

- Support staff, e.g. learning support assistants, classroom assistants
- Other school staff (e.g. canteen staff, buildings/grounds maintenance)
- Supply teachers
- Class teachers
- Management

3.4 The school will provide for the training and development of all staff on behaviour-management matters through induction training for all new staff, whole-school **INSET** and specific planned/tailored training.

Resources

3.5 The school undertakes an annual review of the resources needed to ensure the effective implementation of the behaviour management policy, including reviews of

Staffing to Include

- Staffing levels
- Staff training and development
- Provision for non-contact time

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- Workload
- Health and Safety

- ***Record Keeping***

Provision of Administrative and Record Keeping Systems (including use of ICT)
Monitoring arrangements (including use of ICT)

3.6 The school has secured access to appropriate specialist child and family support services including:

- Education Welfare Service
- Education Psychology Service
- Health Services (School Nursing Team) (including Mental Health & Wellbeing)

Social Services

3.7 The school has a pastoral support programme, and reviews the need for mentoring, counselling and peer mediation.

4. Meeting Needs

Needs Assessment / Reviews

4.1 The school has Year Tutors to undertake assessments and reviews of the needs of students whose behaviour is disruptive

4.2 The school ensures that adequate time is given during the normal school day for the conduct of student assessments and reviews and for the development and implementation of the pastoral support programme.

4.3 Wishes of the students are taken into account when formulating the behaviour management programme.

Curriculum Flexibility

4.4 The school's curriculum is appropriate to the needs of the students and undergoes an annual review during the autumn term each year.

4.5 The school's curriculum provides an opportunity for students to talk about behaviour issues and to formulate personal and group strategies to minimise and avoid conflict. This is most prominent within the Naseeha /Registration/Tutorial Time & Citizenship programmes of study

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Pupil Involvement

- 4.6 The school encourages students to take responsibility for their own learning and behaviour via guidance from the staff.
- 4.7 The school provides opportunities for students' positive involvement in the life of the school and community.

Parent /Carer Involvement

- 4.8 The school provides opportunities to encourage parental involvement and support for the behaviour policy. Behaviour policy is available to parents to read on the school website.

5. Reviewing Effectiveness

Record Keeping

- 5.1 The prompt and accurate reporting of incidents is considered particularly important to the effectiveness of the school's Behaviour Policy.
- 5.2 The school maintains accurate records of behaviour incidents using the standard **incident report forms**. These are held within the Office and all consequences C3 –C5 are all recoded.
- 5.3 The school has advised all staff of the need for timeliness, accuracy and completeness in the recording of behaviour management incidents.
- 5.4 The school deploys appropriate clerical staff to undertake routine administration and record keeping. i.e. student exclusion /reinstatement letters.

Monitoring and Evaluation

- 5.5 The school monitors behaviour incidents in order to identify issues and trends. If behaviour is poor, the Behaviour manager will assign a Mentor via the **ELAIT Program**.
- 5.6 The school makes effective use of ICT database facilities to support the implementation of its procedures.
- 5.7 Members of Staff receive individual and collective feedback (as appropriate) on behaviour management issues, trends and the outcomes of referrals.
- 5.8 The school monitors incidents of disruptive behaviour in terms of:
- Type of incident

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- Critical days/times in the week
- Critical places within/outside the school
- Student involved
- Profile of students involved (ethnicity, age,)
- Timeliness of response
- Outcomes

5.9 The school ensures that its student record keeping systems provide analysis of the impact of its Behaviour Policy on particular groups of students.

5.10 The school assures appropriate levels of confidentiality, within its monitoring and reporting arrangements.

5.11 The school evaluates its policy against key improvement objectives, which include:

1. Individual measures;

- Improvement of individual behaviour,
- Academic Progress.

2. Class/whole school measures;

- general behaviour patterns,
- balance in the use of rewards and sanctions,
- staff support and training needs,
- curriculum access and academic progress,
- equal opportunities,
- behaviour management trends over time,
- effectiveness of the policy in encouraging positive behaviour.

4.13 The school provides details of issues and trends to staff and the Senior Management as a basis for effective decision making.

4.14 The school ensures that behaviour issues are discussed with all parents/carers as part of the Annual Parents' Meeting.

4.15 The school will report to parents' details of the implementation of the Behaviour Management Programme.

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Sharing good practice

4.16 The school shares information on good practice gleaned from;

- Reviews of individual practice.
- Reviews of whole school practice.
- Reviews of practice in other schools.

4.17 Relevant information is shared with all members of staff and the Senior Management to better inform decision making, and to assist in meeting the educational needs of all students at the same stage.