

Behaviour for Learning Policy

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Behaviour for Learning Policy

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*Please read in conjunction with the school policies on Safeguarding, Exclusion, Attendance and Teaching and Learning.

1 Introduction

This policy aims to support students and staff to become active learners and teachers. It is designed to create an atmosphere within the school that promotes a positive work ethic.

2 Values

We are proud to describe ourselves as an ambitious yet traditional comprehensive school. Traditional values and conduct are very important to both our school ethos and our everyday values. We believe that innovative teaching and learning within a traditional framework works the best for our students.

This framework is based on four key principles:

Expectations

- High expectations of work and behaviour which build and sustain students' sense of confidence and self-worth, rather than threatening and overwhelming them.
- Students must believe that they are capable of success and must be helped to act on that belief.

Consistency

- Expectations must be consistently expressed and applied by individual staff and by all staff collectively.

Engagement

- All staff should work actively to promote positive relationships with students and parents.
- We, as a school, promote a positive dialogue with our students and be ready to listen and respond to their needs and/or concerns.

Respect

- A positive regard and respect for all members of the school community are promoted. If students are to value themselves and the school, they need to be shown respect by the staff.

3 Aims

At The Brooksbank School we aim to provide a safe, secure, supportive environment where students can learn to the best of their ability, and where teachers can teach to

the best of their ability. We, as a school, believe that in order to enable teaching and learning to take place, desired behaviour in all aspects of school life is necessary. To this end our aims are to:

- Create an inclusive caring, learning environment in the school
- To maintain a healthy, physically and emotionally safe and secure school.
- To value, nurture and celebrate the diversity of talent within our community and the wider world.
- To support students as individuals and groups as they progress through the school by teaching them about their rights and responsibilities.
- To promote collaborative teaching and learning where all opinions and perspectives are valued.
- To promote a culture of creative thinking in an atmosphere where risk taking, experimentation and innovation are encouraged.
- To help our students develop self-control, self-discipline and to leave school as independent and mature adults able to make appropriate life-choices.

We will meet these aims by:

- Ensuring all standards and expectations are shared and understood by all members of our school community.
- Ensuring that practices to support Behaviour for Learning (rewards and sanctions) are understood and applied consistently and fairly throughout the school by all relevant staff.
- Employing a fair, logical and structured hierarchy of consequences in the school to
 - ensure consistency of management for all students
 - enforce the boundaries of acceptable behaviour
 - reduce the time that the staff spends dealing with “off-task” behaviours
 - increase the time available to spend on co-operative students who are “on-task”
 - ensure our practices are easily understood by all and to increase the support from parents in disciplining their children
 - ensure that students are given the full opportunity to conform in a class before being reported to senior colleagues.
- Employing a well-trained and dynamic workforce of support staff and teachers.
- Recognising and rewarding the endeavours of students by applying the school’s rewards policy fairly and consistently.
- Recognising and rewarding the endeavours of our students by using informal rewards and recognition e.g. the use of praise or a kind word.
- Recognising that individual students may have specific needs or face individual challenges with their behaviour, such as SEN, mental health issues and/or disabilities and by responding to these needs with personalised support plans where needed.
- Working with Parents and Carers as partners in the education of their children and actively seeking their support and involvement.

- Having zero tolerance for behaviours or actions that put other members of our community at risk of harm.
- Having zero tolerance for behaviours that are prejudiced or promote prejudice against individuals or recognised groups in our society
- Having a zero tolerance of bullying both in the school and in the virtual sphere (social media and/or texting)
- Not allowing prohibited items and/or items that could be suspected of being linked to a criminal offence (including images on mobile phones) in school and by having the right to search, screen and confiscate such items from students in line with Department for Education guidelines (Feb 2014)
- Involving partners to help develop strategic leadership and expertise to enhance learning opportunities for staff and students.
- Employing technology that supports 21st Century independent learning.
- Improving and enhance existing links and collaboration with our partner schools, FE colleges, the LA, Higher Education and other schools to ensure effectiveness and ongoing improvement.
- Strengthening other partnerships to provide and enhance provision for our students.

4 Outcomes

Outcomes will include an enjoyment of school life through:

- The creation of a positive, more productive learning environment and a reduction in incidents of disruption to learning.
- Improved measurable individual and organisational performance.
- Improved achievement by individuals and groups of students.
- Improved relationships between staff and students and a raising of community spirit and morale.
- Increased participation in lessons and beyond the classroom.
- Improved community cohesion.
- That all students have access to a truly personalised curriculum through better guidance and pathways, an enhanced use of technology and access to courses from other providers.

5 Roles and Responsibilities

- The Governing Body will establish, in consultation with the Head teacher, staff and parents, a policy for the promotion of desired behaviour and keep it under review. It will ensure that this is communicated to all students and parents, is non-discriminatory and the expectations are clear. Governors will support the school in maintaining high standards of desired behaviour of students and staff.
- The Head teacher will be responsible for the implementation and day-to-day management of the policy and procedures.

- Staff, including teachers, support staff and volunteers, will be responsible for ensuring that the policy and procedures are followed, and consistently and fairly applied. Mutual support amongst all staff in the implementation of the policy is essential. Staff have a key role in advising the Head teacher on the effectiveness of the policy and procedures. They also have responsibility, with the support of the Head teacher, for creating a high quality learning environment, teaching positive behaviour for learning and implementing the agreed policy and procedures consistently.
- The Governing Body, Head teacher and staff will ensure there is no differential application of the policy and procedures on any grounds, particularly social background, academic assessment, ethnic or national origin, culture, religion, gender, disability or sexuality. They will also ensure that the concerns of students are listened to, and appropriately addressed.
- The Governing Body will monitor the application and effectiveness of this policy through formal meetings of the Governors Pastoral and Welfare Committee and reports will be submitted to the full Governing Body at their meetings. This policy will be reviewed every two years.
- Parents and carers will be expected, encouraged and supported to take responsibility for the behaviour of the child both inside and outside the school. The school will encourage parents to work in partnership with the school to assist it in maintaining high standards of desired behaviour and will be actively encouraged to raise with the school any issues arising from the operation of the policy. This will be supported with The Brooksbank School's Home/School Agreement.
- Students are expected to take responsibility for their own behaviour and will be made fully aware of the school policy, procedure and expectations. Students will also be encouraged to take responsibility for their social and learning environment making it both safe and enjoyable by reporting all undesirable behaviour.

6 Expectations (Home- School Agreement)

We believe that successful education is about a partnership between the school, parents and students. This partnership is based on expectations and responsibilities.

The Brooksbank School is expected to:

- Establish a safe, secure environment for all students in which their welfare will be a priority
- Provide high-quality education through which all students will have the opportunity to fulfil their potential

- Keep parents informed about all aspects of their child's development through regular communication
- Set and mark appropriate homework for all students
- Motivate students by recognising and rewarding their achievements both within school and in the wider community

Parents/carers are expected to:

- Ensure that children attend school regularly and on time, advising the school of any absence in writing or by telephone as soon as possible
- Support children in their studies and in completing homework to the best of their ability
- Liaise with school and discuss children's progress at Parents' Evenings or other occasions
- Ensure children wear the correct school dress and have the necessary equipment
- Support the school in its efforts to ensure acceptable behaviour from children
- Keep school informed of any concerns or problems which may affect children's work or behaviour in school

Students are expected to:

- Attend school regularly and on time
- Work to the best of their ability both in lessons and at home
- Follow the school's Code of Conduct and behave appropriately at all times
- Respect the school environment, other students and their property
- Behave as a good citizen on their way to/from school and respect the wider community and its environment
- Wear correct school dress and have the equipment needed for each lesson

7 The Student Code of Conduct

Our code of conduct is based on the principle of RESPECT.

- **Respect for all staff**
- **Respect for each other**, shown by how we talk to each other and how we work together.
- **Respect for yourself**, shown by your dress and manners.
- **Respect for the school environment**, shown by how we look after the school buildings and resources.
- **Respect for other people's property**, shown by not touching each other's belongings.

In practice this means:

On corridors:

- Walk quietly and calmly on the LEFT, showing consideration for others.

- If instructed to line up outside a room, do so quietly and in single file to minimise disruption to others.
- Think about the way you speak to other people in and around the school. Swearing and abusive language will not be tolerated.
- Do not eat in corridors or classrooms. Eat only in the designated dining areas and outside.
- Respect your environment by placing all litter in the bins provided and looking after school property.

In classrooms:

- Enter the classroom quietly and in an orderly manner.
- Bring all the equipment needed for the lesson.
- Get all books and equipment out at the start of the lesson and settle down ready to begin.
- Remain silent when asked to do so and listen to instructions.
- Work quietly and sensibly.
- Allow others to work, do not distract them, disturb them or touch their possessions or work.
- Be polite.

8 The Positive Reward System

It is important that achievement and good behaviour are rewarded. The two main ways of doing this are by giving credits for good work and recording such things as exceptional effort, improvement in behaviour, volunteering to help at functions etc, on the school system.

All staff in school can award credits for a whole range of things from good work in class to citizenship activities. Teachers will stamp the credits in student planners so they have a record of how well they are doing.

Subject teachers can reward for:

- Hard work/effort or good contributions in class
- A good piece of work

Form Teachers can reward for:

- Being fully equipped for school/correct uniform
- Contribution and effort in Form Period/PSHE or registration
- Citizenship activities - eg office running, fundraising
- Contribution to assemblies - eg performing

Head of Years can reward for:

- Achieving Effort Grade 4s or 5s
- Service to the year group - eg representing the school at an event

All staff can reward for:

- Helping visitors

- Kindness to other students
- Tidying up/environmental awareness
- Contributions to extra-curricular activities
- Good manners

Each half term students will also be awarded credits for good attendance and good punctuality.

As the number of student credits build, this achievement will be marked in a number of ways, including receiving certificates - ranging from bronze to diamond and receiving postcards through the post. Names will also be entered into an end of term prize draw if students have received the required amount. The more credits gained, the more times a name is entered in the prize draw.

At the end of the year all students who achieve a certain number of credits will take part in an end of year activity as a reward for all their hard work.

9 Support Structures for Students Causing Concern

The following structures exist within the school and could be used to support students whose behaviour is causing concern. Referral to these areas of support is via the Head of Year and in all cases parental involvement is essential.

Mentoring Scheme

A team of mentors (support staff, prefects and older students) work within the school to support and encourage students who are not achieving their potential.

'Time Out' Card

Students may be issued with a card which gives them permission to leave a classroom should they experience any difficulties. Cards are issued for a limited time and their usage will be monitored closely by pastoral staff.

Referral to the Focus Centre

Students referred to the Focus Centre receive specialist Key Worker support and have access to a "safe haven" in school.

Student Support Plans

These plans are for students who are in danger of being excluded. They are reviewed on a weekly basis and may incorporate a reduced time-table. Students are set targets, the school's interventions are stated and clear rewards agreed.

Referral to External Agencies

The school buys in a number of services and can refer students on an individual basis. Services include Invictus (counselling), Behaviour Support Workers, Youth Offending Team and Education Welfare Service.

Alternative Provision

This is a long-term provision for students who struggle full-time, mainstream provision. Students follow a personalised programme of learning hours in their core subjects combined with a more vocational course or work experience placement.

10 Procedures for Dealing with Unacceptable Behaviour

It is the responsibility of subject teachers to deal with **minor incidents** which occur in the classroom.

More serious incidents can be dealt with by the teacher, but must also be recorded on SIMS and passed to the Head of Department. After the HoD has dealt with the matter, in line with their departmental policy, the referral is passed onto the relevant Head of Year who records the incident on the school system.

It is the responsibility of the Heads of Year to monitor students' behaviour across the curriculum. They will become involved if a student's behaviour is causing concern in a number of subject areas. They may then log all incidents and take appropriate action. They are also responsible for dealing with serious incidents which are likely to result in exclusion.

Members of the Senior Leadership Team and other staff are available throughout the day to remove students from lessons where there is **serious disruption to learning**. Subject teachers should send a sensible pupil to the main office who will contact the member of staff who is on duty. These incidents must be logged on SIMS as an 'On Call Request'.

The Headteacher (or a member of the SLT deputising for the Head) is the only member of staff who can sanction a **fixed term or permanent exclusion**. In the case of all exclusions, parents/carers are informed in writing of the reasons for the exclusion and their right of appeal. Excluded pupils are provided with work for the duration of the exclusion.

11 Sanctions

Outlined below are examples of unacceptable behaviour and sanctions which are available. This is not a tariff, and each case must be dealt with according to its merits. Sanctions will be applied fairly in accordance with DCSF guidance and exclusion used when no other alternatives are available (refer to Exclusion Policy)

Minor Incidents

These incidents are dealt with by the classroom teacher and include, for example: throwing paper; calling out; chewing; not following instructions; incomplete class work; no homework; lack of equipment.

Sanctions could include:

- verbal reprimand
- short cooling off period outside the classroom (maximum 5 minutes)

- note to parent in Student Planner; moving seat
- short detention
- phone call home.
- sent to a temporary alternate space (supervised by an adult)

Persistent incidents, or incidents of medium severity

These incidents must be recorded and passed to HoD. Unacceptable behaviour in this category includes:

- Persistency of minor incidents as above
- rudeness to staff
- verbally aggressive behaviour to another student
- being continually off-task.

HoD's sanctions include:

- meeting with student
- contact with parents by phone or letter
- placement on Departmental Report
- departmental detention
- Stage 1 / 2 detention
- discussion with Form Tutor
- referral to HoY

Serious Incidents

Serious incidents are dealt with by the HOY and/ or the SLT and include:

- truancy from school & lessons
- extreme rudeness to staff
- aggressive behaviour
- smoking
- refusal to comply with other sanctions
- theft
- bullying
- Abuse of staff or students through online technology such as the internet or mobile phones
- Damage to property

HOY's sanctions include:

- meeting parents/carers
- placement on Daily Report
- Stage 1 / 2 detention
- Isolation from lessons

Very Serious Incidents

These incidents are dealt with by HoYs and SLT. They include:

- persistency of the above
- serious incidents of bullying
- sexual contact
- racial/sexual harassment
- fighting
- bringing an offensive weapon to school (laser pens, knives, pellet guns, fireworks, scissors, this list is not exhaustive)
- involvement with drugs or alcohol
- Physical aggression to a member of staff will be treated with the utmost severity
- Indecent behaviour
- Misuse of illegal drugs or other substances
- Arson
- Bringing the school into disrepute

Sanctions available include:

- internal exclusion or isolation
- respite isolation at a partner school
- 'managed move' to another school
- fixed term exclusion
- permanent exclusion
- Police involvement