

Pewsey Vale School



Headteacher: Neil Pritchard

Pewsey Vale School Behaviour for Learning Policy

Responsibility: Danny Draper – Pastoral Manager

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Policy Objective

The purpose of this policy is to clarify the expectations the school has for students' individual behaviour and conduct, and the roles and responsibilities of students, staff, parents / carers, and governors.

Positive behaviour and self-discipline are valued and will be actively promoted and rewarded. Where behaviour infringes upon the safety and rights of others to learn, appropriate and agreed whole school sanctions will be used.

The policy is in place to support the following outcomes for all pupils:

- being healthy
- staying safe
- enjoying and achieving
- making a positive contribution
- economic well-being
- awareness of the Fundamental British Values

All lessons are planned to support these outcomes, which are further enhanced through planned tutorials, PSHRE curriculum, the Compass for life programme, assemblies, visits, extra-curricular activities and the development of capital culture.

All members of the school community and their parents or carers share the responsibility to support this policy.

Policy Outcomes

This policy reinforces our school ethos in supporting effective behaviour for learning in all lessons. The processes and systems outlined in this policy are designed to help embed effective learning behaviours in all students which can then be demonstrated across all subjects. By implementing these systems, students will feel safe in their learning and able to succeed socially, emotionally and academically. The result of this will be:

- Improved student motivation and engagement within lessons
- Improved levels of behaviour both in and out of lessons
- Enhanced academic progress across all year groups
- Academic success in formal examinations.

Guidelines

Positive Learning is developed at Pewsey Vale School in all lessons and through the Compass for Life programme to ensure that the school body has a clear understanding of expectations. The school is committed to delivering regular CPD to all staff to maintain a high level of pedagogical understanding in order to improve pupil motivation, pupil achievement, pupil involvement and as a result, behaviour.

Students learn from the examples set by adults and with this in mind we expect all staff to reward and sanction students appropriately and consistently, guided by this Policy.

We intend to support our principles by:

- Ensuring that every member of the staff supports the policy and implements it consistently within classrooms and around the school.
- Ensuring that the students understand the policy through staff modelling, reinforcement as appropriate, and through tutorial lessons.
- Ensuring that parents are involved in the Behaviour for Learning Policy through student journals, newsletters and personal contact.
- Ensuring that we develop an effective monitoring system which values the opinions of:

- i. Students, informally and then formally via the School Council and student leadership team
 - ii. Staff, both formally and informally
 - iii. Subject Leaders
 - iv. Governors
 - v. The Senior Leadership Team
 - vi. Parents informally through personal contact and formally through an annual questionnaire
 - vii. The findings will be fed back to all the above with suggestions for improvement.
- Ensure all parties adhere to the Home School Contract.

Roles and Responsibilities

All members of the school community and their parents / carers share a responsibility to value and support this policy and work within it.

The Headteacher

Responsible for:

- oversight of the policy and its impact

Governors

In consultation with the Headteacher and Pastoral Manager, responsible for:

- reviewing the Behaviour for Learning Policy at the appointed review date

Tutors

Responsible for:

- maintaining an overview of patterns of behaviour within the tutor group and across the curriculum
- Sharing this information with the Pastoral Lead to allow for celebration, support or further action as appropriate.
- To implement, monitor and review tutor reports

The tutor is the first point of contact for staff and parents / carers to discuss individual student academic and pastoral issues.

Pastoral Manager

Responsible for:

- To monitor patterns of behaviour within year groups and for individuals as necessary
- To ensure that parents / carers are kept informed and involved where appropriate
- Supporting staff in their use of sanctions
- To implement, monitor and review pastoral reports
- supporting staff in dealing with poor behaviour
- encouraging staff to use strategies to avoid such behaviour
- monitoring behaviour in the whole school

- Seeking support for those students whose behaviour is deteriorating

- Engaging students through personal development planning
- To liaise with other colleagues across the curriculum and outside agencies as appropriate

- Promoting student well being

Senior Leadership Team

Responsible for:

- co-ordinating support from outside agencies
- leading the development of behaviour and attendance
- offering support and training in assisting with any behaviour issues
- the implementation and day-to-day management of the policies and procedures
- To ensure that parents / carers are kept informed and involved where appropriate
- To monitor patterns of behaviour within year groups and for individuals as necessary

Staff

All members of staff are responsible for:

- Applying the school's behaviour policy and procedures fairly and consistently, ensuring equal opportunity for all students.
- Rewarding students in an appropriate way every lesson.
- Running the isolation room when timetabled

As role models to students, staff must model high standards of professionalism by:

- being punctual
- preparing lessons and resources thoroughly
- Dressing and presenting themselves in a professional and appropriate manner
- Remaining professional in their interactions with students, colleagues, parents and members of the community.

All staff will have access to all policies and guidelines associated with behaviour.

New staff will have the opportunity to read and be trained in all policies during their Induction and to evidence their understanding.

Our intention is that staff are consistent in the implementation and interpretation of this policy, thereby enabling the students to have a greater understanding of themselves and how their behaviour can contribute to a positive school environment.

Students

Students have the responsibility to:

- allow learning to take place
- respect the rights of others and school property
- co-operate with consequences
- be polite and respectful to all staff, other students and visitors to school
- wear their school uniform correctly
- arrive to lessons properly equipped
- Treat all property and surroundings with respect.

The school council will be consulted on the implementation of the Behaviour for Learning Policy and the nature of extended rewards.

Parents / Carers

Responsible for:

- supporting the good behaviour and high expectations of the school
- Ensuring that consequences are supported including attendance at all detentions.

Parents / Carers are also encouraged to work in partnership with the school and to support the School Expectations as outlined in the student planner.

Golden tickets will allow the student early access to lunch and also access to the outdoor games area (being developed).

Restorative Practices

As a school we are committed to endeavouring to resolve issues of conflict in a conciliatory way.

Whenever possible we will try to resolve conflicts between members of our school community by allowing time to recognise that harm has been caused and to take responsibility for the part they played in that. Following a set pattern, the member of staff will lead a process where students identify the solutions required by themselves.

We consider this manner of conflict resolution to have a more lasting effect, ensuring that a person can see the harm they have caused and allowing them responsibility for restoring the relationship or repairing the harm. This means we create a culture of emotional intelligence thus making it less likely that similar incidents will happen in the future.

Whilst this policy discusses the use of this method for solving conflict between students, this approach can also be used for conflict between staff and staff, staff and students and students and their parents: although staff may choose to decline the offer and deal with conflict through the Grievance Procedures.

Consequences

In lesson behaviour

It is expected that most misdemeanours will be resolved using a combination of verbal warnings, B1s & B2s, particularly after having had a conversation with the student. Subject teachers may wish to consult with their Subject Leader, the student's tutor, member of the senior leadership team or the SEN Department if the student is still not getting it right.

In consultation between the member of staff and their subject leader arrangements may be made for a student to be placed on subject report monitored by the teacher/subject leader and parent / carer. It is expected that a member of staff will plan a way forward for when the student returns to the class.

Verbal warning

Student issued with a verbal warning. This is not recorded on class charts and no detention is set

B1 – All Staff

A verbal warning has already been issued. B1 follows initial teacher intervention. This is not recorded on class charts and no detention is set

Examples include:

- *Continued inappropriate behaviour*
- *Inadequate work*
- *Continued inappropriate language and conduct*
- *Failure to follow school health and safety processes and procedures*

B2 – All Staff

A B1 has already been issued. B2 is recorded on class charts and a detention set with the class teacher. Parents / Carers contacted via Class Charts

Examples Include:

- *Persistent/ escalated behaviour*
- *Defiance*
- *Persistent low level disruption*
- *Persistent inappropriate language and conduct*
- *Continued failure to follow school health and safety processes and procedures*

B3 – All Staff

A B3 follows a B2 where the student has continued to negatively impact the lesson and has not improved their behaviour. The Pastoral Manager is contacted B3 is recorded on Class Charts, parents / carers notified through Class Charts. Student will be placed on tutor report.

Outcomes include:

- Sent to work in isolation room
- Work under supervision of a member of school senior leadership team
- Fixed term exclusion

Direct swearing at staff and unprovoked physical violence are likely to result in exclusion.

B4 - Emergency

Monitoring

Receiving a number of B1s/B2s in more than two subjects will result in communication with the student, the Pastoral manager, parent(s), tutor and may also include the senior leadership team. Students may be put on report by their tutor or the Pastoral manager. Students who are placed on report are responsible for the care of their paper report, handing it to their teacher and for ensuring that it is completed every lesson. There are different types of report depending on the support required:

Reports

Tutor report (Green)

Tutor reports are used for low level behavioural issues within multiple lessons. This is an opportunity to rectify any issues. Parents / Carers are expected to sign the report each night.

Subject report (Blue)

Subject reports are used for low level behavioural issues within a subject. This is an opportunity to rectify any issues. Parents / Carers are expected to sign the report each night.

Pastoral Report (Red)

Pastoral reports are used when a student has significant behaviour, or the tutor report needs to be escalated. This is an opportunity to rectify any issues. Parents / Carers are expected to sign the report each night. Failing to produce to the intended outcome is likely to result in parental meetings.

Mentoring report (Yellow)

Mentoring reports are designed to encourage students to make right choices, with a mentor to guide them.

At the end of the reporting period progress will be reviewed. If at a review meeting, none or limited progress is being made then any of the following may occur:

- (i) Targets will be reviewed and if appropriate modified.
- (ii) Referral made for a co-ordinated approach with the Special Educational Needs Co-ordinator.
- (iii) A further meeting is set in 6 weeks' time to review progress or sooner as appropriate.

Pastoral Support Plans will be used for students at risk of permanent exclusion, this is triggered by external exclusions and will be completed during the reintegration meeting.

Isolation Room

The isolation room is separate from the classroom, where pupils are sent as a behaviour-management intervention. The Isolation is manned at all times and students are expected to follow the rules set:

- Work in silence
- All work to be complete to the best of their ability
- No mobile devices unless authorised

Isolation can be used in conjunction with the students reaching a B3 consequence. This will see the student removed for a single lesson. In serious cases a whole day isolation will be used when it is deemed appropriate and where a fixed term exclusion is not necessary.

Reintegration

Following a fixed term exclusion a reintegration meeting with either the Pastoral Manager or a member of the Senior Leadership Team will take place. There will be an expectation that parents / carers are involved, either in person or remotely.

Within the meeting the student will have a chance to reflect on how they can improve those aspects of their behaviour that led to their exclusion.

The intended outcomes of the reintegration meeting are to:

- Understand and accept why an exclusion was necessary
- Establish clear goals and outcomes focusing on how the student can succeed
- Move forward with a positive attitude towards the schools expectations.

Behaviour Outside of Lessons

Major breaches of the school's code of conduct and rudeness to staff will result in the issuing of a B3 or B4 by a member of the school senior leadership team.

Smoking

Pewsey Vale School is a non-smoking school. Smoking is forbidden on the school premises in line with our legal responsibility with regard to smoking in public places. Students are educated on the dangers of smoking in lessons and the school is committed to supporting all members of our community to help make healthy choices

Students who choose to smoke inside school buildings will lead to escalating exclusions.

Punctuality

Students are expected to arrive punctually to school in the mornings to start lessons at 8.45am. Students who arrive after this time will be signed in and unless they have an authorised reason these minutes will be recorded on SIMS.

Any lateness during the school day will also be recorded on SIMS and minutes accrued will be shared with parents.

Support Systems:

Support Systems for Students

The school recognises that some students require additional support to help them manage their behaviour and learning. The senior leadership team and pastoral manager will provide support where necessary.

Support System for Parents / Carers

Expectations of students are made explicit to parents / carers via the Behaviour for Learning Policy. All parents are informed of issues through the student planner and there are regular references in newsletters.

Support Systems for Staff

The Behaviour for Learning Policy and its implementation is a regular feature of the staff development programme and features in the induction programme for new staff.

Staff in need of additional support with regard to behaviour management, have the opportunity to observe colleagues, to have informal support and classroom observations and to be involved in a coaching relationship with one of our trained coaches.

Staff who have persistent concerns about individual students should refer in the first instance to their Subject Leader. If their strategies are unsuccessful at changing the behaviour then they should forward their concerns to the pastoral manager.

Monitoring and Evaluation

Subject Leaders are responsible for monitoring classroom practice and the implementation of the Behaviour for Learning Policy within their departments.

The Pastoral Manager and Senior Leadership Team will monitor the effectiveness of the Behaviour for Learning Policy. The policy will be evaluated at regular intervals using samples of staff, governors, students and parents / carers.

Equality and Diversity Statement

The processes within this policy are reviewed every year by the Pastoral Manager and the Senior Leadership Team and then the policy is reviewed every three years by the Governors to ensure that students are not discriminated against due to any of the protected statuses outlined in the Equalities Policy.

Positive Handling

Non-statutory Guidelines state that:

All members of school staff have a legal power to use reasonable force.

This power applies to any member of staff at the school. It can also apply to people whom the Headteacher has temporarily put in charge of pupils such as unpaid volunteers or parents accompanying students on a school organised visit.

Reasonable force can be used to prevent pupils from hurting themselves or others, from damaging property, or from causing disorder.

Schools can use reasonable force to:

- *remove disruptive children from the classroom where they have refused to follow an instruction to do so*
- *prevent a pupil behaving in a way that disrupts a school event or a school trip or visit*
- *prevent a pupil leaving the classroom where allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the behaviour of others*
- *prevent a pupil from attacking a member of staff or another pupil, or to stop a fight in the playground*
- *restrain a pupil at risk of harming themselves through physical outbursts.*

We will not use force as a punishment – we recognise that it is always unlawful to use force as a punishment.

In addition to the general power to use reasonable force, head teachers and authorised staff can "use such force as is reasonable given the circumstances to conduct a search for knives or weapons, alcohol, illegal drugs and stolen items."

- Knives and weapons
- Alcohol
- Illegal drugs
- Stolen items
- Tobacco and smoking paraphernalia
- Fireworks
- Pornographic images
- Any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property.