

Staff Lead: CDe & VBe  
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## **Behaviour for Learning Policy**

### **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 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 continues to recognise the value of the five outcomes of the Every Child Matters agenda :

- being healthy
- staying safe
- enjoying and achieving
- making a positive contribution
- economic well-being

All lessons are planned to support these outcomes, which are further enhanced through planned tutorials, PSHE curriculum, assemblies, visits and extra-curricular activities.

We also operate within a Restorative way, ensuring that both parties in any conflict have their voice heard. Those involved are helped to find their own solutions in a mature and responsible fashion.

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

### **Policy Outcomes**

This policy reinforces our Climate for Learning; in supporting effective behaviour for learning in all lessons.

### **Guidelines**

Behaviour for Learning is taught at Pewsey Vale School through the all lessons and the pastoral programme to ensure that the school body has a clear understanding of expectations. The school actively promotes excellent pedagogy in order to improve pupil motivation, 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:-

- 1) Ensuring that every member of the staff supports the policy and implements it consistently within classrooms and around the school.
- 2) Ensuring that the students understand the policy through staff modelling, reinforcement as appropriate, and through tutorial lessons.
- 3) Ensuring that parents are involved in the Behaviour for Learning Policy through student journals, newsletters and personal contact.
- 4) Ensuring that we develop an effective monitoring system which values the opinions of :
  - (i) Students, informally and then formally via the School Council
  - (ii) Staff, both formally and informally
  - (iii) Heads of Department, Pastoral Leads
  - (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.
- 5) 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
- leading the review with AHTs (Pastoral) on a yearly basis
- being final referral point to SLT when supporting staff in dealing with poor behaviour

### ***Governors***

In consultation with the Headteacher and Assistant Heads (Pastoral), responsible for:

- establishing the policy
- the promotion of good behaviour and
- review of it 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.

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

### ***Assistant Headteachers (Pastoral)***

Responsible for:

- leading the development of behaviour and attendance
- co-ordinating support from outside agencies
- Engaging students through personal development planning
- Promoting student well being
- dealing with matters within their key stage
- supporting staff in their use of rewards and sanctions and
- seeking support for those students whose behaviour is deteriorating.

They will also identify issues which arise in their key stage and seek appropriate support for staff and students.

- To ensure that parents / carers are kept informed and involved where appropriate.
- To monitor an overview of patterns of behaviour within the year group and for individuals as necessary.
- To liaise with other colleagues across the curriculum and outside agencies as appropriate.
- To implement, monitor and review Pastoral Support Plans (PSP)

### ***Senior Leadership Team***

Responsible for:

- the implementation and day-to-day management of the policies and procedures
- supporting staff in dealing with poor behaviour
- encouraging staff to use strategies to avoid such behaviour

- monitoring behaviour in the whole school
- offering support and training in assisting with any behaviour issues.

### **Staff**

All members of 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.

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

- being punctual,
- preparing lessons and resources thoroughly and
- 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 through the school staff support computer system.

These policies specifically include:

- These Behaviour for Learning guidelines
- Human Rights Act
- The Equalities Policy

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 intelligently consistent in the implementation of this policy 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
- accept rewards
- 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 and
- 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***

Responsible for:

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

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

### **Rewards**

Pewsey Vale School promotes reinforcement of positive behaviour and attitude and recognises the role of self-esteem and self-discipline in the learning process. It also works within the bounds of a Restorative approach. Staff build positive relationships with students by using verbal and non-verbal praise regularly as well as a hierarchy of rewards designed to recognise the positive behaviour and attendance of students. We also recognise the value of sharing these successes both in school and with parents and carers.

There are a variety of reward incentives across the school, which all feed into the House Reward system.

#### ***R1 (1 point)***

To be issued by all staff for good work, demonstrating a growth mindset, excellent attitude to learning etc.

#### ***R2 (3 points)***

To be issued by all staff when students have shown consistent effort or good attitude.

#### ***R3 (5 points)***

To be issued by Subject Leaders – WOW awards – postcard sent home when referral made for excellent work or behaviour within a subject area.

#### ***R4 (7 points)***

To be issued by Assistant Heads – Wall of Fame – letter sent home and recognition on the website referral can be made by any staff for exceptional work, attitude to learning or community spirit.

#### ***R5 (10 points)***

To be issued by Deputy Head of Head Teacher - School Honours – letter sent home, recognition on the website, student issued with Golden Ticket (for one week). At the discretion of Deputy and Head.

In addition to the above there will be termly recognition events (these can be subsidised trips/ activities) offered to those individuals with the highest number of recognition points with no consequence points above a C1.

The house with the highest number of points will be given a free non-school uniform day on a half termly basis.

The top tutor group will be given a reward – morning break

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 them 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 for themselves the solutions required.

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**

The system of consequences is designed to be predictable and fair and used by all staff. It is important that students are aware of the importance of good behaviour and that there will be consequences for behaviour that is unacceptable. In all cases however, a student must be given the opportunity to put matters right.

#### ***C1 - Formal verbal prompt***

Given by any staff (is recorded formally on the SIMs system using the C1 category choices). Issued for low level disruption e.g. out of seat; unpleasant remarks; chatting; calling out; chewing; not enough work; eating in corridor/playground, first time a homework deadline is missed etc. Staff must make sure a student is aware of the inappropriate behaviour and the consequences should that behaviour continue. This could include moving the student within the class, giving them a time out, 10 minute detention issued.

#### ***C2 – On-call***

Essential to have a conversation with student(s) which makes reference to the previous verbal warnings. This is to happen when behaviour that is detrimental to learning continues. C1s should have already been logged on to SIMS.

- Complete the email template and send to the office requesting the on-call member of staff. Office to log the on-call on to SIMS and send the automatic notification to parents about attendance at after school detention (subject leaders).
- On – call member of staff to collect the student, with work, from the room and then keep them for the remainder of the lesson. Student to complete reflection sheet to use in restorative session with the class teacher.
- Subject teacher must schedule a restorative session with the student to discuss behaviours.

### ***C3 – Subject report/internal isolation within Department***

Issued for continual poor behaviour in lessons (repeated on-call) or failure to attend subject detention; student can be internally isolated within the department for one day and then be placed on report with a clear review period.

Recorded electronically by any subject leaders or SLT via the SIMs system. Parents to be notified.

### ***C4 SLT detention***

Truancy, being off-site and smoking will also result in SLT detention to take place on a Friday after school.

Recorded electronically by SLT via the SIMs system. Parents to be notified.

### ***C5 – Internal or Fixed Term Exclusion***

Note: Fixed term exclusion will be a consequence for serious and / or persistent offenders. The Headteacher or Deputy Headteachers will decide which sanction is appropriate.

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

Exclusion may take the form of Fixed term exclusion to the care of parents. Work should be set to prevent students falling behind. This work could be set electronically or via Websites supporting students' learning.

Readmission meetings, following a fixed term exclusion, will be held with parent(s), the student and the appropriate member of SLT. A readmission meeting form will be completed during the meeting, which follows the principles of the restorative approach and allows students a chance to reflect on their behaviour.

If parents / guardians are unable to attend the readmission meeting then it should still continue with the student. A letter should be sent to the parent / guardian following the meeting to inform them of its outcomes.

Permanent exclusion from Pewsey Vale School community will be a consequence for serious and / or persistent offenders. This will be decided by the Headteacher.

### ***Smoking***

Pewsey Vale School is a non-smoking school. If a student is found to be smoking then an initial letter of warning from the Headteacher is sent home to parents warning of the dangers of smoking and reinforcing our legal responsibility with regard to smoking in public places. This is accompanied by an after school SLT detention. Repeated occurrences will lead to internal or fixed term exclusion.

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

By being in a smoke filled room students are not making a positive choice to avoid such behaviour and as such will be treated as if they were smoking whether they are actually seen to be doing so or not.

### ***In lessons***

It is expected that most misdemeanours will be resolved using a combination of C1 & C2, particularly after having had a conversation with the student. Subject teachers may wish to consult with their Subject Leader, the student's tutor, Assistant Head or the SEN Dept 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 teacher and parent / guardian. It is expected that a member of staff will plan a way forward for when the student returns to the class.

### ***Outside lessons***

Major breaches of the school's code of conduct and rudeness to staff will result in the issuing of a C3, which may be administered by subject leaders or SLT.

### ***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 paid back in an afterschool detention. Parents will be notified with advance warning if they are expected to attend.

### ***Monitoring***



Receiving a number of C2s in more than two subjects will result in communication with the student, parent(s), tutor and may also include AHTs. Students may be put on report by their tutor or AHT. Students who are placed on report are monitored by the SIMs 'report card' system, which reduces the chance of them losing or forgetting to have their report card filled in by staff. This is completed by every subject teacher and is monitored by their tutor / member of SLT. Completed printed versions can be sent home to parents / guardians to ensure they are able to support the process. Progress will be reviewed. Paper format reports are also available.

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) Statement Process begins, co-ordinated by Special Educational Needs Co-ordinator.
- (iii) Student discussed (with parent's permission) at next Multi-Agency meeting.
- (iv) A further meeting is set in 6 weeks time to review progress or sooner as appropriate.

If at the second review meeting there is still none or limited progress then a Multi-agency meeting may be set up, involving all the above and external agencies. Students will be on a daily monitoring report and progress will be reviewed.

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.

### **Removal of Students by Duty Staff**

If a student is preventing teaching and learning in your lesson, or is refusing to engage appropriately in the learning activities then staff are expected to send an email to **Duty (main office)**.

Duty should be informed and used to remove students if:

- Their behaviour seems to be preventing the learning of others and C1s have been recorded on the system and the classroom teacher has used strategies to modify behaviour.

### **Support Systems for Students**

The school recognises that some students require additional support to help them manage their behaviour and learning. The SLF 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 journal 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 have opportunities to become part of both the staff mentoring and coaching programme.

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 the Head of Department. If their strategies are unsuccessful at changing the behaviour then they should forward their concerns to the relevant Learning Director.

### **Monitoring and Evaluation**

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

The 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 HT and AHT (Inclusion) 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.

Force cannot be used to search for items banned under the school rules.