



The Grange School and Sports College Policy Document



1. **Title:**

Behaviours for Learning Policy

2. **Purpose:**

- To ensure that all Governors, staff, students and parents are aware of the high expectations of the school in terms of Behaviour for Learning
- To underpin the school's mission statement Participate-perform-Progress
- Section 61 of the Schools Standards and Framework Act 1998 requires a Governing Body to ensure that its school pursues policies to promote positive behaviour

3. **Aims:**

- To operate a system that manages behaviour effectively and consistently to maximise learning and teaching and creates a safe environment
- To operate a system which is fundamentally inclusive
- To manage a system where the roles and responsibilities are clear
- To provide support to students in achieving success and good behaviour by a range of rewards
- To implement a system of appropriate sanctions in order to deal with and modify unacceptable behaviour
- To demonstrate that all students are treated equally and fairly in the implementation of rewards and sanctions
- To implement a system which will enable staff to teach effectively.
- To promote positive attitudes to learning
- To effectively engender respect for each other and the school environment
- To monitor and review the fixed term and permanent exclusions on a regular basis

4. **Policy:**

Procedure

- The emphasis will be on promoting positive and self discipline to create a safe, calm and productive environment for all
- All members of the school should have a clear understanding of our Behaviours for learning policy and will have responsibility for ensuring that it is fully and fairly implemented
- We aim for private criticism and public praise
- Behaviours for Learning will need to be taught and reinforced on a regular basis (termly) in order that all are aware and responsible using the behaviours for learning code and the school code of conduct

Behaviour for Learning Code

RIGHTS

- All students have the right to learn
- All teachers have the right to teach
- Everyone has the right to feel safe
- Students have the right to be listened to
- All members of the school have the right to be treated with respect

RESPONSIBILITIES

- To learn and let others learn
- To show respect for others and their property
- To arrive on time and be equipped ready to work
- To follow instructions straight away

RULES - We agree to:

- Arrive on time and be correctly equipped for all lessons
- Work to the best of our ability and not disturb the learning of others
- Follow instructions straight away
- Treat others and their property with respect

Rewards

Behaviour that is rewarded tends to be repeated. Praise and rewards should have emphasis to encourage students to Participate-Perform and Progress. Consistency and fairness must be maintained in the appropriate application of the rewards system in a hierarchical format.

- Smile
- Thumbs up!
- Verbal approval
- Stickers or stamps for good work
- Positive comments written on work
- Appropriate comments on report books
- Merits system and the accumulative certificate and vouchers which will be presented in assemblies
- Displays of students work around the school
- Praise in assemblies
- HOS, Tutors, Key Stage Coordinators, SLT or Governors invited to classrooms to deliver praise
- Positive postcards sent to parents/carers
- Badges for roles of responsibility
- Key Stage Coordinators Awards and Head's awards
- Good work and behaviour noted in staff briefings and bulletins
- Positive information passed on to students, parents/carers at the academic review days
- Celebration of Achievement evenings (2 each year) to celebrate effort, work and behaviour with parents/carers, Governors and staff
- School trips and activities as appropriate

Sanctions

- Discipline is the responsibility of all members of the school staff
- Preventative action and positive intervention can avoid the need for sanctions

- Our own personality is vital, we must, by example and with positive action see that standards are maintained
- Aim to re-build the relationship after any level of sanction that is applied
- Staff must be consistent, supportive of each other and fair
- Apply the correct sanction to the individual(s) and not to the whole group
- Sanctions should be in proportion to the offence
- Students must be informed that by choosing not to follow the school rules they must be aware of the consequences of their behaviour
- It is primarily the responsibility of each member of staff to deal with the discipline in their classroom. Heads of Faculty/Subject are responsible for the work and progress achieved by members of their faculty/subject so that faculty/subject based support is available in any incidents of indiscipline in the classroom. This will be backed up by the 'on call' system and further school discipline systems.

A hierarchy of sanctions will apply as follows:

- The Look!
- Quiet verbal warning
- Moved seat by the teacher
- Sent out of the lesson for a maximum of 10 minutes to calm down
- Seen for a few minutes at the end of the lesson
- Kept behind for up to 15 minutes at lunchtime or the end of the day
- Removed to another classroom within the dept. or faculty to be 'parked' with appropriate work. This would be followed up at a convenient time by the original teacher and if necessary the Head of Faculty/Subject. The appropriate sanction may need to be applied.
- SLT may be called to help with behaviour issues via the 'on call' system
- Subject or pastoral detention applied. If appropriate an SLT detention may follow
- Placed on subject report
- Sleuth must be utilised
- A buddy system in the faculty may be utilised
- For more persistent poor behaviour a student may be placed on subject report card
- The subject teacher may contact parents/carers to discuss the situation
- On some occasions the parents/carers may be asked to come in to speak to the teacher with the Head of Subject
- Continued poor behaviour across several subject areas and or around the school site would instigate a student being placed on tutor report and the tutor monitoring the behaviour of the students
- Tutor would liaise with parents if real improvements were not evident
- Heads of Lower, Middle and Upper School would eventually be involved and set up a meeting to see parents with the student and if necessary place the student on report
- The stages of discipline would also then be applied if appropriate
- The Heads of school may refer to the Assistant Head or Deputy Head for advice and support
- Serious behaviour will lead to time in the seclusion room
- Very serious or continued poor behaviour may mean a fixed term exclusion from school
- Extreme or continued very serious poor behaviour may eventually lead to permanent exclusion from the school

Poor behaviour outside of lessons will be dealt with by:

The member of staff who has originally responded to the incident.

Sanctions would be:

- Verbal warning
- Time spent with the teacher or placed with another teacher
- Pastoral detention
- Liaise with tutor or Heads of School as appropriate
- Serious disruptive behaviour would action 'On call' SLT
- Continued or severe disruptive behaviour may result in fixed term exclusion and involve being moved up the Stages of Discipline
- Extreme behaviour may lead to permanent exclusion from the school

Whenever possible a positive outcome from situations should be aimed for.

'On Call'

This is for use for serious poor behaviour. Teachers should phone the 'On Call' number directly to alert SLT.

- Verbal abuse (swearing), threats or intimidation directed at a teacher
- Physical abuse or the threat of such abuse
- If anyone is at risk physically within the class
- Racial or sexual abuse
- General poor behaviour in the classroom when learning is unable to take place appropriately

Detentions:

In order to keep students in a detention longer than 15 minutes after school hours the detention must be written in the student's planner by the teacher giving at least 24 hours notice. It is the student's responsibility to show the detention information in the planner to the parent/carer and the parent/carers to check for detentions with their child. If a student fails to turn up for their detention without a good reason being given prior to the detention then the student will be passed on to the Deputy Head for a longer SLT detention. Failure to attend this detention will mean parents/carers being required to come into school to discuss the issue and a possible move up the stages of discipline.

Confiscation of Items:

- Students should hand over items to a teacher on the first time of asking. If not the teacher should pass the matter on to the Head of Lower, Middle or Upper School
- The teacher should note the confiscation in the student planner
- Items will normally be kept for up to a week. Confiscated items should be handed in to the student reception. Valuables will be placed in the school safe.

- Mobile phones will be placed in the student reception and will be returned at the end of the day. A record will be kept and if a phone is confiscated twice then parents will be contacted and asked to collect the phone.

The use of Control and Force:

The use of control and force is covered in the school handbook.

- Staff should create a calm, orderly and supportive environment
- Have an approach to teaching which embraces SEAL (Social and emotional aspects of learning)
- Staff should always use non-threatening verbal and body language to show they are not acting out of anger, frustration or a desire to punish
- Ensure that the student does not feel trapped. Staff may use appropriate levels of force to prevent students hurting themselves, others or to defend themselves.

Responsibilities

The Tutor will:

- Monitor behaviour of all members of the tutor group via Sleuth
- Support the students verbally and by use of the tutor report
- Encourage and praise students for good behaviour
- Give guidance on how to behave
- Liaise with parents as necessary
- Work with teachers, Heads of School and SLT to enforce the school code of behaviour fairly, consistently and effectively
- Monitor merits and respond as necessary

Heads of Lower/Middle/Upper School will:

- Monitor the overview of the year/s behaviour
- Work with all staff to modify student behaviour as necessary
- Keep records of behaviour for certain individuals via Sleuth
- Monitor trends and patterns of behaviour via Sleuth
- Liaise effectively with the outside agencies to support students and parents/carers
- To set and maintain high standards of behaviour within the school
- To ensure that positive behaviour is taught
- Ensure that staff are kept up-to-date with information on students and their issues
- Report back to staff as quickly as possible, regarding student concerns

Heads of Faculty/Subject will:

- Ensure that the school rules are enforced consistently and fairly within their area
- Follow the procedures in order to achieve good order and effective learning within their area
- Support staff as necessary when there are implementing the school rules
- Take responsibility for the behaviour of students in their area
- Refer to the appropriate Head of School if a very serious incident occurs or if a

student is failing to modify behaviour when all the strategies have been implemented and ensure accurate records are kept

Deputy Head and Assistant Head will:

- Keep an overview of whole school behaviour
- Work with the Assistant Head and Heads of School to support students in the modification of their behaviour
- Ensure that the systems for rewards and sanctions are consistently and fairly implemented
- Liaise with parents/carers as necessary
- Liaise with outside agencies as necessary
- Apply sanctions as necessary

Support for students whose behaviour reflects significant learning or personal problems

- Learning Support
- Anger Management
- Student Support Group
- Behaviour support teams. Home support
- Student Mentor
- Buddy

Support and training available to help staff manage challenging student behaviour

- In house training from Deputy Head and Assistant Head
- Behaviours for Learning Mentor
- Peer Observations
- Peer mentoring
- External training as appropriate

Support available to parents who wish to learn more about improving behaviour

- Parent support evening organised by the school
- Parental support from meetings with the tutor, teacher, Head of Subject, Heads of School, Assistant Head or Deputy Head.

5. Relationship to other Policies

- The Attendance Policy
- The Equal Opportunities Policy
- The Anti-Bullying Policy
- The AEN Policy
- The Teaching and Learning Policy

6. Monitoring, Review and Evaluation

The monitoring, reviewing and implementation of this policy will be the responsibility of the Deputy Head in consultation with the SLT and the Governor's Student and Personnel Committee. This Policy should be evaluated and reviewed annually.

The bodies consulted and to be consulted in the development and future revision of this document

- DCSF
- LA

Monitoring the implementation of the Policy

Monitoring and implementing this policy will be the responsibility of the Deputy Head (with responsibility for student achievement and welfare). This policy will be reviewed by the Governing Body annually.

The purpose of reviewing the effectiveness of the implementation and development of this policy are:

- To ensure that all parents are aware of this behaviour for learning policy
- To ensure that all school staff are aware of the workings of the policy
- To ensure that all students are aware of the behaviour requirements
- To monitor the standards of behaviour in the school and to aim for increased improvements

Areas for future consideration

- To consider any relevant new legislation
- To look at best practice and consider new strategies

Appendix 1 – Guidelines for effective classroom management

Appendix 2 – Code of Behaviour

Appendix 3 – Disciplinary Stages/Code

Appendix 4 – Detentions

Adopted by Full Governing Body on: June 2009

Review Date: June 2011