

## BEHAVIOUR FOR LEARNING POLICY

<b>Date to be Reviewed by Governing Body</b>	May 2021
<b>Audience</b>	<b>All Staff &amp; Governors</b>
<b>Named person responsible for monitoring</b>	Deputy Headteacher
<b>Agreed by Curriculum Committee</b>	May 2018

**Guidance:** Behaviour and discipline in schools: January 2016  
Exclusion from maintained schools, Academies and pupil referral units in England: June 2012. <https://www.gov.uk/government/publications/school-exclusion>

**The Equality Act 2010 and schools:** May 2014.  
<https://www.gov.uk/government/publications/equality-act-2010-advice-for-schools>

**Linked Policies:** Anti-Bullying, Safeguarding, Teaching and Learning, Search and Confiscation, Drugs, E-Safety, Use of Reasonable Force, Uniform, SEND

### 1 Policy Statement

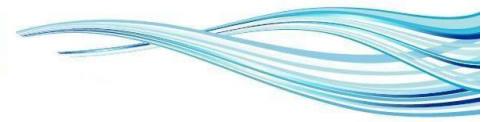
1.1 Sir William Ramsay School's behaviour policy is dedicated to achieving the aims of the school. Its principles are based on a clear commitment to high standards, the recognition of the equal worth and success of every learner and the celebration of diversity. It actively creates a sense of belonging by promoting respect for the dignity of others and oneself in a safe and enjoyable environment.

### 2 Policy Scope

2.1 This policy applies to all members of the school community.

2.2 This policy applies at the following times and circumstance:

- All activities within school hours
- School organised trips and activities
- Home school transport (buses/taxi)
- Representing the school at events
- Organised meetings with external agencies
- When wearing the school uniform



## 3 Key Principles

3.1 Sir William Ramsay School Behaviour for Learning Policy is based on the following key principles:

- The quality of learning, teaching and behaviour are inseparable issues, and the responsibility of all staff
- Poor behaviour cannot be tolerated as it is a denial of the right of students to learn and teachers to teach
- The school has clear, firm and intelligent strategies in place to help students manage their behaviour
- These strategies need to be implemented consistently
- Respect has to be given in order to be received. Parents and carers, students and teachers all need to cooperate in a culture of mutual regard
- The support of parents is essential for the maintenance of good behaviour.

3.2 We are committed to the modelling and teaching of good behaviour and recognise that all interactions within the school provide the opportunity to model it. We aim to support staff in teaching approaches which promote positive behaviour and attendance.

## 4 Protocols

### 4.1 Roles and Responsibilities

#### a) Governors:

- agree the school's ethos, purpose and values on which the policy is based
- review, amend and approve the Behaviour for Learning Policy through the Curriculum Committee.
- model good behaviour to other members of the community

#### b) Staff:

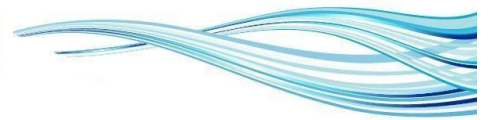
- Have been consulted about the principles and values on which the policy is based
- are expected to uphold the policy and its principles consistently and fairly
- model good behaviour to other members of the community

#### c) Students:

- have had a role in constructing the school's rewards and sanctions
- are expected to uphold the policy and its principles
- model good behaviour to other members of the community

#### d) Parents/Carers

- work in partnership with the school to maintain high standards of behaviour both inside the school and within its community
- model good behaviour to other members of the community.



## 4.2 Setting high standards of behaviour

Sir William Ramsay School has a Home School Agreement which is based on rules designed to set high standards of behaviour which will be consistently applied by members of staff.

For the purposes of this policy, consistency is taken to mean that:

- a) Any behaviour that does not reflect the schools values and ethos will be challenged.
- b) The schools behaviour code (behaviour ladder – Appendix 2) is displayed in all teaching areas and is meant to ensure a consistent response linking appropriate sanctions to specific behaviour types. Based on the behaviour ladder, staff will create a logical and dependable behaviour framework which is clearly understood and operates on the basis of certainty of consequence rather than severity.
- c) Individual circumstances will always be taken into consideration when deciding on consequences and sanctions.
- d) Mobile phones and electronic devices can be carried by students but should not be seen or heard during the school day, including break and lunchtime. Sixth Form students can use these devices in their designated area. In some circumstances, staff may allow students to use these devices to support learning.
- e) The carrying of any object deemed to be a weapon (including knives and blades) in school will result in a permanent exclusion from the school. This is regardless of intent to use the weapon. If a student accidentally or unknowingly brings in such an object they must hand it in immediately to a member of staff without showing it to other students.

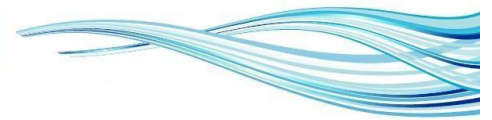
## 4.3 Rewards

The school recognises that the celebration of achievement and rewards are a significant factor in motivating students to aspire to higher levels of good behaviour.

Positive behaviour and regular attendance is rewarded and celebrated across all aspects of school life. The school aims to establish a positive climate through the use of praise, acknowledgement and formal rewards. The schools achievement and reward system (Achievement ladder – Appendix 3) is displayed in every teaching area and clearly links possible rewards with types of achievement.

All members of staff are expected to offer praise and encouragement to students for good behaviour, as an integral part of their classroom management. More formal praise may be through written comments when marking and assessing students' work or on subject reports throughout the year. When using rewards the following points should be considered:

- ensure they are fully earned by students
- they are valued by students
- be seen to award them appropriately and fairly
- they recognise effort, contribution, achievement, citizenship and improvement



- they apply to whole classes as well as individuals
- ensure praise is specific and personalised.

#### 4.4 Attitude to Learning (ATL)

The school operates an Attitude to Learning system (Appendix 4) to gather data on every student in every subject. Each half term, teaching staff grade each student from 1 (exceptional) to 4 (Unacceptable) with the expectation that most students should have a grade of 2 (good). Students graded with an ATL of 3 (inconsistent) are also allocated a letter (O – organisation, B – behaviour, E – effort, H – homework) which indicates the main reason for the inconsistency.

This data is then used by HoY/HoD/SLT to monitor and target intervention for specific students where their ATL is falling below the expected level (2 – good).

ATL averages for subgroups and core subject areas are reported to the governors termly.

#### 4.5 Sanctions

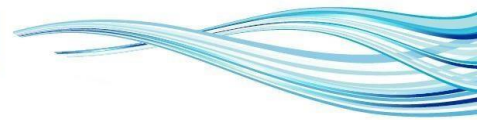
Effective sanctions are designed to promote good behaviour. Initial sanctions are best applied by the member of staff concerned, with the aim of addressing the breakdown in behaviour and preventing further poor behaviour or escalation. Sanctions are more likely to promote positive behaviour and regular attendance if they are applied consistently and students see them as fair. When using sanctions, the following points should be considered:

- make it clear that you are condemning the behaviour not the person
- give students a clear choice of appropriate behaviour or consequences
- avoid early escalation to severe sanctions, reserving them for the most serious or persistent misbehaviour
- avoid whole group sanctions that punish the innocent as well as the guilty
- take account of individual circumstances
- encourage students to reflect on the effects of misbehaviour on others in the school community, as part of everyday teaching
- The school behaviour ladder should be applied consistently (Appendix 2).

#### 4.6 The Power to Discipline; what this means

Clause 91 of the Education and Inspections Act 2006 includes a statutory power for teachers and certain other school staff to discipline pupils.

The Act gives this power to all teachers at the school and to other paid members of staff who are in lawful control or charge of pupils (except if the Headteacher has determined that the member of staff is not permitted to impose the penalty on the pupil in question). The Headteacher may extend the power to any other adult who has lawful control or charge of pupils – such as a parent volunteering to supervise a football match or help on a school trip for example. The Headteacher may exercise these powers in relation to an individual



student or staff member, a group of students of a particular description, all students, or a group of staff of a particular description.

## 5 Support

In order to pre-empt the escalation of behaviour problems, the school offers the following support.

### 5.1 Support for students:

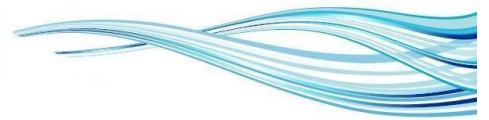
- Pastoral/Tutor/HoY/SLT report or target card
- Subject report cards
- HoD/PM/HoY/tutor discussion of emerging behaviour issues
- Extra-curricular support groups
- Contact with parents
- In class learning support
- 'Green Card' withdrawal from lessons
- Support in the 'Zone'
- Referral to SENDCo.
- Establishment of Pastoral Support Programme
- School councillor support
- Withdrawal for short term behaviour programme
- Establishment of an alternative curriculum or reduced timetable.
- Referral to the local PRU for outreach or placement
- Referral to other agencies - FRS, EPs, GPs, CAMH

### 5.2 Support for staff:

- Induction for all new staff.
- 10% reduction in teaching load for NQTs
- Sharing of good practice via lesson observations and department meetings
- The referral structure; support from HoY, HoDs, PMs, SLT and outside agencies.
- Classroom management coaching for individual teachers
- Whole school training
- Opportunities for Continued Professional Development
- Identification of training needs through annual performance management
- Whole school policies (SEN, Teaching and Learning, anti-bullying, attendance)

### 5.3 Support for Parents/Carers:

- Home School agreement to clarify expectations
- Written communications – reports, contact books, letters
- Year 6 induction evening
- Parents' consultation evenings
- Face to face meetings with staff
- Advice given for strategies to use.



- Referrals are made to relevant outside agencies
- Reintegration meetings after exclusions
- Translators used when required

## 6 Resources

The following resources are used to support the management of behaviour in the school:

- Reduced teaching loads for HoY, HoDs and SLT
- HoY and PM assigned to each year group (7-11)
- Dedicated Pastoral Department with specialist non-teaching Pastoral Managers
- 'Zone' used to support vulnerable students
- Internal isolation facility
- Administrative support
- Budget for rewards system
- School counsellor
- Training budget

## 7 Consultation for behaviour for learning policy

The following groups have been/are consulted on this policy document:

- Staff: through normal line management, training/INSET
- Students views on rewards and sanctions sought
- The School Council consulted on the classroom rules and the Code of Conduct
- Parents questionnaire issued
- Governors feedback on policy document

## 8 Monitoring and Evaluation

Sims and ATL data is used by the SLT, HoY and pastoral staff to monitor patterns and trends of behaviour within year groups focusing on individuals and tutor groups. A report on students who are causing concern and actions taken is produced half termly for the Headteacher and Deputy Headteacher. Governors are given a termly report on behaviour incidents, including exclusions.

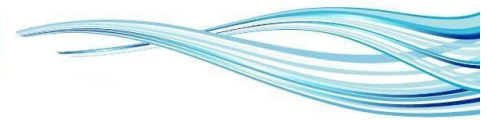
Sims and ATL data is used by Deputy Headteacher to monitor distribution of sanctions by gender, ethnicity and SEN. Patterns and trends at a whole school level will be identified focusing on:

- Exclusions
- Zone placements
- internal exclusions
- types of incident



- member of staff issuing

Impact and consistency is evaluated by the Deputy Headteacher and Inclusion Manager.



## Appendix 1: Behaviours for which the school may exclude students

### Physical assault against a student

Includes:

- Fighting (incl. play fighting)
- Violent behaviour
- Wounding
- Obstruction and jostling

### Verbal abuse/threatening behaviour against student

Includes:

- Threatened violence
- Aggressive behaviour
- Swearing
- Homophobic abuse and harassment
- Verbal intimidation
- Carrying an offensive weapon

### Bullying

Includes:

- Verbal bullying
- Physical bullying
- Homophobic bullying
- Racist bullying

### Sexual misconduct

Includes:

- Sexual abuse
- Sexual assault
- Sexual harassment
- Lewd behaviour
- Sexual bullying
- Sexual graffiti

### Damage

Includes:

- Damage to school or personal property
- Vandalism
- Arson
- Graffiti

### Persistent disruptive behaviour

Includes:

- Challenging behaviour
- Disobedience
- Persistent Violation of school rules

### Physical assault against adult

Includes:

- Violent behaviour
- Wounding
- Obstruction and jostling

### Verbal abuse/threatening behaviour against adult

Includes:

- Threatened violence
- Aggressive behaviour
- Swearing
- Homophobic abuse and harassment
- Verbal intimidation
- Carrying an offensive weapon

### Racist abuse

Includes:

- Racist taunting and harassment
- Derogatory racist statements
- Swearing that can be attributed to racist characteristics
- Racist graffiti

### Drug and alcohol related

Includes:

- Possession of illegal drugs
- Inappropriate use of prescribed drugs
- Drug dealing
- Smoking
- Alcohol abuse
- Substance abuse

### Theft

Includes:

- Stealing school property
- Stealing personal property
- Stealing on a school outing
- Selling and dealing in stolen property

### Other

Includes:

- incidents which are not covered by the categories above
- Bringing the school and/or the Community into disrepute



## Appendix 2: Behaviour Ladder

### EXTREME BEHAVIOUR

Issuing Staff	Behaviour Type	Possible Action
<p>SLT Inclusion Manager <u>SENDCo</u> Pastoral Managers</p>	<p>Verbal or Physical Assault Extreme or Persistent Defiance Extreme or Persistent Disruptive Behaviour Abuse Directed at those with Protected Characteristics Bullying/Intimidation/Fighting Use or Possession of Illegal Substances or Weapons Dangerous Behaviour and Destruction of Property Extreme Behaviour which does not Reflect the Values and Ethos of the School</p>	<p>Permanent Exclusion Fixed Term Exclusion Internal Isolation Zone Placement SLT Detention Pastoral Support Programme Parental/Carer Meeting</p>

### IN CLASS BEHAVIOUR

Issuing Staff	Behaviour Type	Possible Action
<p>Class Teacher Cover Teacher Head of Year Head of Department/Faculty Tutor LSA</p>	<p>Defiance or Refusal to Follow Instructions Disruption or Rudeness Incomplete or Missing Work/Homework Uniform or Equipment Violation Truancy or Lateness to Lessons Other Behaviour which does not Reflect the Values and Ethos of the School</p>	<p>Removal from Lesson After School Detention Break or Lunch Detention Subject/<u>HoY</u>/Tutor Report Contact Parents/Carer</p>

## OUT OF CLASS BEHAVIOUR

Issuing Staff	Behaviour Type	Possible Action
<p>All Staff</p>	<p>Rudeness and Inappropriate Language Littering Dangerous and Unsafe Behaviour Vandalism Uniform Violation Other Behaviour which does not Reflect the Values and Ethos of the School</p>	<p>Challenge Behaviour Refer if Extreme Behaviour</p>

## Appendix 3: Achievement Ladder

### OUT OF CLASS ACHIEVEMENTS

Issuing Staff	Achievement	Possible Reward
<p style="text-align: center;">All Staff</p>	<p style="text-align: center;">Excellent Contribution to the School 100% Attendance Community Service/Community Spirit Personal Progress Star of the Week Good deeds to others Sporting achievement/participation Other Achievement</p>	<p style="text-align: center;">Letter/Postcard Home  Certificates  Vouchers  Lunch with the Headteacher  Trips/Visits</p>

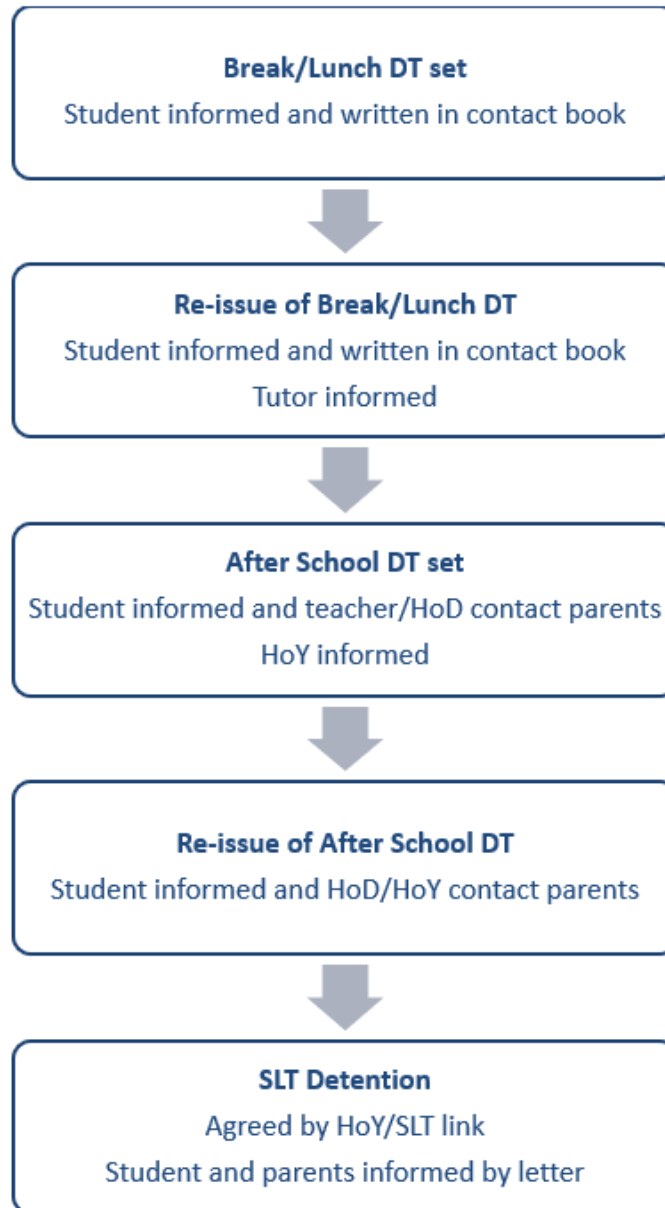
### IN CLASS ACHIEVEMENTS

Issuing Staff	Achievement	Possible Reward
<p style="text-align: center;">Class Teacher Cover Teacher Head of Year Head of Department/Faculty Tutor LSA</p>	<p style="text-align: center;">Excellent Effort Excellent Achievement/Attainment Excellent Progress Tutor Uniform/Equipment Check Consistent Personal Best in Lessons Consistent Positive Behaviour Presentation of work/project Student of the Lesson Other Achievement</p>	<p style="text-align: center;">Letter/Postcard Home  Certificates  Vouchers  Lunch with the Headteacher  Trips/Visits</p>

## Appendix 4: Attitude to Learning Grid

	<b>1 Exceptional Attitude</b> (Typically 5 – 10% of students)	<b>2 Good Attitude</b> (Typically 60 – 70% of students)	<b>3 Inconsistent Attitude</b> (Typically 10 – 20% of students)	<b>4 Unacceptable Attitude</b> (Typically <5% of students)
<b>ATL</b>	A highly motivated and self-disciplined student who always completes work to his/her best ability; and is...	A committed student, who is determined to achieve and who completes work to a standard that reflects his/her ability; and is...	A student who is sometimes unprepared, who generally acts with politeness and consideration, but can behave inappropriately causing the disruption of learning; and is...	A student whose attitude to learning is not yet at the expected level for a student at Sir William Ramsay School; and is...
<b>Organisation</b>	always on time, ready and willing to learn with the correct equipment; always taking pride in the way they present their work	punctual, ready and willing to learn with the correct equipment; presenting their work to a consistently high standard	sometimes late and may need support to settle, often lacks the correct equipment; presenting work that does not meet the minimum level of expectation  (3O)	persistently late for lessons without the correct equipment; presenting their work to a substandard level
<b>Behaviour</b>	always polite and respectful to staff and peers; following school rules without exception; a positive example and role model to others	polite and respectful to staff and peers; consistently following school rules	not consistently polite and respectful to staff and peers and needs reminders of how to respond appropriately  (3B)	often disruptive with inappropriate actions that affect the learning of others; persistently breaking school rules and not following instructions
<b>Effort</b>	highly motivated and self-disciplined who always completes work to their best ability; exceeding expected effort and contributes to learning in a positive way	committed and determined to achieve; always on task and working with a high level of effort, completing work to a good standard	occasionally lacking in motivation to achieve their best; sometimes off task leading to a lack of effort in their classwork  (3E)	failing to make appropriate effort or engagement; completing tasks poorly and well below what is acceptable
<b>Homework</b>	consistently completing their homework to the very best of their ability and often showing aspirations to move beyond their target grade.	consistently completing homework on time and to the best of their ability	sometimes not completing homework to the expected level or submitting it beyond deadlines, or not at all  (3H)	persistently not completing homework on time or it is well below their expected level of ability

## Appendix 5: Detention Procedures



## Appendix 6: Home School Agreement

*At Sir William Ramsay School we require the school, all students and parents/carers to sign up to the Home School Agreement.*

### **As a student I will:**

- Attend school regularly (minimum 95%) and arrive at registration on time
- Bring all the equipment I need every day
- Wear the correct full school uniform and be smart in appearance.
- Do all my class work and homework to the best of my ability
- Be polite, respectful and care for others and their property
- Keep the school free from litter and graffiti
- Work hard to achieve the targets set by my teachers
- Help other students by allowing every teacher to teach and every learner to learn.
- Behave well on the journey to and from school
- Follow the Behaviour for Learning policy and behave well in and out of lessons.
- Care for my planner and record all homework details.
- Pass all letters, newsletters and reports to parents/carers on the day they are issued.
- Talk with parents/carers and teachers about any concerns in school
- Take every opportunity to be an outstanding ambassador for the school

### **STUDENT Please sign**

**Signature:** \_\_\_\_\_

**Date:** \_\_\_\_\_

### **As a parent/carer I/We will:**

- Take an active interest in all aspects of my child's school life
- Ensure that my child attends school regularly, on time and is properly equipped for learning.
- Ensure my child wears the full school uniform.
- Communicate to school all relevant information which may affect my child's work or behaviour.
- Notify the school if, for any reason, my child cannot attend.
- Notify the school if my child's health or medical condition or my contact details change.
- Encourage my child to follow the school's Behaviour for learning policy and support any associated actions taken by the school.
- Support the school's policy on homework and encourage my child to make the required effort.
- Attend all Parent/carer Consultation evenings.

### **PARENT/CARER Please sign:**

**Signature:** \_\_\_\_\_

**Date:** \_\_\_\_\_

**Sir William Ramsay School will aim to:**

- Achieve high standards of work and behaviour through building good relationships and developing a sense of responsibility
- Provide a safe and stimulating environment for your child
- Care for your child's safety and welfare
- Ensure that your child fulfils his/her potential as a valued member of the school community
- Provide a balanced curriculum which meets the needs of your child
- Keep you informed about general school matters and about your child's progress
- Offer opportunities for you to become involved in the daily life of the school
- Ensure that all students observe the school's behaviour for learning and anti-bullying policies.

**On behalf of the school:**

**Signature:** \_\_\_\_\_

**Date:** \_\_\_\_\_

## **Appendix 7: Abbreviations Used**

ATL	Attitude to Learning	EP	Educational Psychologist
HoY	Head of Year	CAMH	Child and Adolescent Mental Health
HoD	Head of Department	NQT	Newly Qualified Teacher
SLT	Senior Leadership Team	PM	Pastoral Manger
SENDCo	Special Educational Needs Coordinator	SIMs	Database system used in school
FRS	First Response (Social Care)		