

BEHAVIOUR FOR LEARNING POLICY

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| Date to be Reviewed by Governing Body | October 2020 |
| Audience | All Staff & Governors |
| Named person responsible for monitoring | Deputy Headteacher |
| Agreed by Curriculum Committee | October 2019 |

Guidance: Behaviour and discipline in schools: January 2016

Exclusion from maintained schools, Academies and pupil referral units in England: September 2017. <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

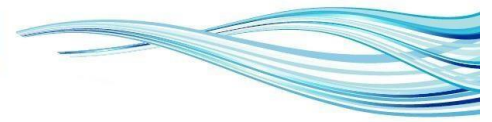
1.1 Sir William Ramsay School's behaviour policy is dedicated to achieving the aims of the school. Its principles are based on a clear commitment to high standards, the recognition of the equal worth and success of every learner and the celebration of diversity. It actively creates a sense of belonging 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:

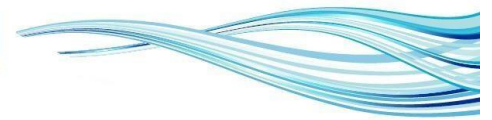
- Have been consulted about the principles and values on which the policy is based
- are expected to uphold the policy and its principles consistently and fairly
- model good behaviour to other members of the community

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 school's values and ethos will be challenged.
- b) The school's 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 may 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.
- f) The supply or dealing of any drugs in school may result in a permanent exclusion from school.
- g) The deliberate act of setting fire to property in school (arson) may result in a permanent exclusion from school.

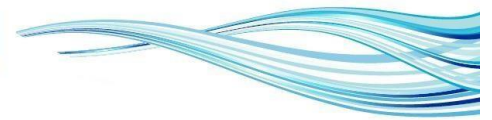
4.3 Rewards

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 school's 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.

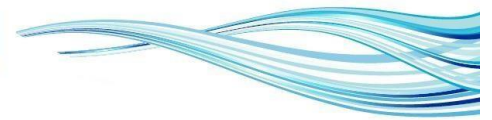
4.5 Sanctions

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)
- in appropriate cases, a written final warning may be issued, with an appropriate date for review given

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

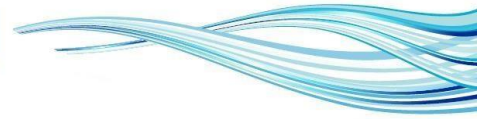
In order to pre-empt the escalation of behaviour problems, the school offers the following support.

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

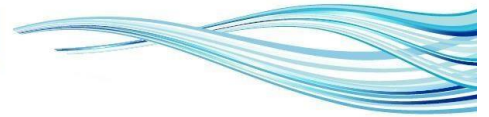
7 Consultation for behaviour for learning policy

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 SLT, Pastoral Manager Team Leader and Inclusion Manager.



Appendix 1: Behaviours for which the school may Fixed Term or Permanently 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 and supplying drugs (passing to others)*
- 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

* may lead to a permanent exclusion for a one-off incident

Appendix 2: Behaviour Ladder

C1

VERBAL SANCTIONS

| | |
|--|---|
| <ul style="list-style-type: none">▪ Mobiles Out in Class- 1st Warning▪ Headphones Out in Class- 1st Warning▪ Refusal to Follow Instructions - 1st Warning▪ Missing Equipment▪ Missing Subject Book▪ Missing/Unacceptable Classwork▪ Chewing Gum▪ Eating in Lesson▪ Littering | <p style="text-align: center;">ADDRESSED VERBALLY BY STAFF NOT LOGGED</p> |
| <p>Form tutors</p> <ul style="list-style-type: none">▪ Missing bag with books, equipment, homework▪ Uniform violation▪ Wearing Jewellery- (1st Warning then confiscation) | <p>Form tutors</p> <p style="text-align: center;">LOGGED ON SIMS & COMMUNICATED TO PARENT VIA GATEWAY BY FORM TUTOR DURING AM REG.</p> <p style="text-align: center;">CONFISCATION OF JEWELLERY PASS ON TO PM COLLECTION AT THE END OF THE WEEK</p> <p style="text-align: center;">REFERRAL TO HOY IF PERSISTENT ISSUE</p> |

C2

LOGGED ON SIMS & COMMUNICATED TO PARENT VIA GATEWAY

| | |
|--|---|
| <ul style="list-style-type: none"> ▪ Mobile Phone Out in Class - 2nd Warning | <p style="text-align: center;">CONFISCATION OF ITEM PASS ON To PM COLLECTION AT THE END OF THE DAY</p> |
| <ul style="list-style-type: none"> ▪ Headphones Out in Class - 2nd Warning | |
| <ul style="list-style-type: none"> ▪ Persistent issues with dress – uniform or wearing Jewellery | <p style="text-align: center;">CONFISCATION OF JEWELLERY PASS ON TO PM COLLECTION AT THE END OF THE WEEK</p> |
| <ul style="list-style-type: none"> ▪ Refusal to Follow Instructions - 2nd Warning ▪ Swearing/Inappropriate Language - Non-Direct ▪ No PE Kit ▪ No Ingredients | <p style="text-align: center;">LOGGED ON SIMS PARENTS AWARE VIA GATEWAY</p> |
| <ul style="list-style-type: none"> ▪ Persistent Lack of Equipment (including PE kit and ingredients) ▪ Persistent Lack of Classwork/Homework | <p style="text-align: center;">ISSUING MEMBER OF STAFF TO CONTACT HOME & SET DETENTION</p> |

C3

LOGGED ON SIMS & CONTACT HOME TO OUTLINE CONSEQUENCES/SANCTIONS

| | |
|---|--|
| <ul style="list-style-type: none"> ▪ Refusal to Follow Instructions – 3rd Warning ▪ Swearing/Inappropriate Language <ul style="list-style-type: none"> • Direct at Another Student ▪ Answering Back/Arguing with Teacher ▪ Risky/Unsafe Behaviour | <p style="text-align: center;">ISSUING MEMBER OF STAFF TO CONTACT HOME & SET DETENTION</p> <p style="text-align: center;">REFERRAL TO HOY IF PERSISTENT ISSUE</p> <p style="text-align: center;">INSTANT REMOVAL TO SHADOW TIMETABLE WHERE APPLICABLE</p> |
| <ul style="list-style-type: none"> ▪ Vandalism | <p style="text-align: center;">ISSUING MEMBER OF STAFF TO CONTACT HOME & SET COMMUNITY SERVICE</p> |

C4

LOGGED ON SIMS & ESCALATION - EXTREME – REFERRED TO PASTORAL LEADER/SLT

- Bullying/Intimidation/Fighting
- Verbal or Physical Assault
- Dangerous Behaviour & Destruction of Property
- Abused Directed at Those with Protected Characteristics
- Extreme or Persistent Defiance
- Extreme or persistent Disruptive Behaviour
- Use or Possession of Illegal Substances/Weapons
- Swearing Towards Staff
- Extreme Behaviour Which Does Not Reflect The Values & Ethos of The School

**SLT/PASTORAL LEADER TO SET 1
OR MORE OF THE FOLLOWING
SANCTIONS**

**PERMANENT EXCLUSION
FIXED TERM EXCLUSION
INTERNAL ISOLATION
PARENTAL/CARER MEETING**

Appendix 3: Achievement Ladder

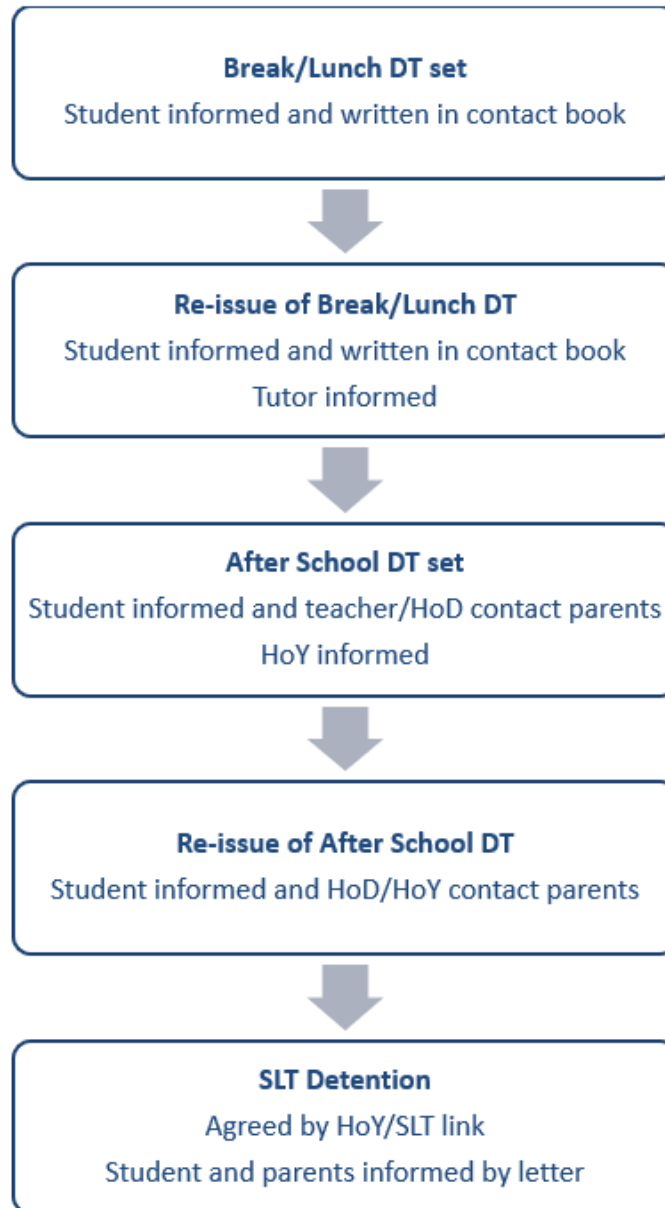
| Action | Reward | Further Reward |
|---|----------------------|---|
| Excellent classwork produced | Achievement point x1 | <p>Email home for repetition</p> <p>Issued a Ramsay Respect token</p> <p>Letter/postcard home, Certificates</p> <p>Vouchers, lunch with the headteacher</p> <p>Trips/visits</p> <p>Nomination for end of year subject awards</p> <p>Nomination for end of year special awards</p> |
| Excellent homework produced | Achievement point x1 | |
| Excellent contribution in lesson | Achievement point x1 | |
| Excellent effort with classwork | Achievement point x1 | |
| Excellent effort with homework | Achievement point x1 | |
| Student of the lesson | Achievement point x1 | |
| Pride in presentation for a piece of work | Achievement point x1 | |
| Challenge task attempted | Achievement point x1 | |
| Sporting achievement /participation | Achievement point x1 | |
| Consistent positive behaviour in lessons | Achievement point x2 | |
| Consistent pride in presentation | Achievement point x2 | |
| Consistent personal best in lessons | Achievement point x2 | |
| Helping your peers in lessons | Achievement point x2 | |
| Consistently correct uniform (Form Tutor once a week) | Achievement point x2 | |
| Consistently correct equipment (Form Tutor once a week) | Achievement point x2 | |

| | | |
|---|-----------------------------|--|
| Consistently attempts challenge tasks (half termly by subject teachers) | Achievement point x3 | |
| Community service/community spirit | Achievement point x3 | |
| Consistently going above and behave and achieve the very best you can | Achievement point x4 | |
| 100% attendance | Fortnightly through Draw | |
| Good deeds to others | Ramsay Respect token | |
| Star of the week (Form Tutor once a week) | Form Tutor postcard home | |
| Good progress (half termly by subject teachers) | Class teacher postcard home | |
| Outstanding progress (half termly by subject teachers) | Departmental postcard home | |

Appendix 4: Attitude to Learning Grid

| ATL | 1 Exceptional Attitude (Typically 5 – 10% of students) | 2 Good Attitude (Typically 60 – 70% of students) | 3 Inconsistent Attitude (Typically 10 – 20% of students) | 4 Unacceptable Attitude (Typically <5% of students) |
|--------------|--|---|---|---|
| Organisation | 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 |
| Behaviour | 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 |
| Effort | 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 |
| Homework | 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) | | |