

## BEHAVIOUR FOR LEARNING POLICY

<b>Date to be reviewed by Governing Body</b>	July 2021
<b>Named person responsible for monitoring</b>	Deputy Headteacher, Support and Intervention
<b>Date agreed by Curriculum Committee</b>	July 2020

### Legislation and statutory requirements:

This policy is based on the following DfE 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>

Mental health and behaviour in schools: November 2018

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/755135/Mental health and behaviour in schools .pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/755135/Mental_health_and_behaviour_in_schools_.pdf)

Other guidance:

The Equality Act 2010 and schools: May 2014.

<https://www.gov.uk/government/publications/equality-act-2010-advice-for-schools>

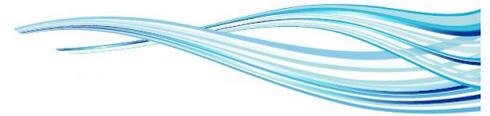
The National Police Chiefs Council: When to call the Police; guidance for schools and colleges: 2020

<https://www.npcc.police.uk/documents/Children%20and%20Young%20people/When%20to%20call%20the%20police%20guidance%20for%20schools%20and%20colleges.pdf>

### 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.



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

## 1. Policy Statement

- 1.1 Sir William Ramsay School's behaviour policy is 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.
- 1.2 This policy applies to all members of the school community.
- 1.3 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

## 2. Aims

This policy aims to:

- Provide a consistent approach to behaviour management
- Provide consistent expectations regarding student behaviour
- Define what we consider to be unacceptable behaviour, including bullying
- Summarise the roles and responsibilities of different people in the school community with regards to behaviour management
- Outline our system of rewards and sanctions

## 3. Definitions

A successful behaviour for learning policy requires the commitment and consistency of practice of all staff to ensure that learners know the standards expected of them.

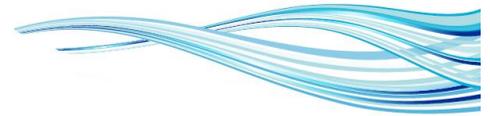
All members of the school are expected to help maintain an atmosphere conducive to learning, with courtesy and mutual respect as core expectations. Learners should be treated fairly and consistently.

### **Behaviour for Learning is defined as:**

- The relationship between learning, learning behaviour and the learner
- A positive relationship between self, others and the curriculum

### **Misbehaviour is defined as:**

- Disruption in lessons, in corridors between lessons, in unstructured time at break and lunchtime and when travelling to and from school.
- Non-completion of classwork or homework



- Poor attitude to learning
- Incorrect uniform
- Behaviours which are contrary to our school values

**Serious misbehaviour is defined as (Appendix 6):**

- Repeated breaches of the school rules and the behaviour procedures document
- Physical assault against a student
- Physical assault against an adult
- Verbal abuse/threatening behaviour against a student
- Verbal abuse/threatening behaviour against an adult
- Bullying including cyberbullying
- Abuse including peer on peer abuse
- Sexual misconduct including upskirting
- Drug and alcohol related
- Damage
- Persistent disruptive behaviour
- Theft
- Possession of any prohibited items. These are (not an exhaustive list):
  - Knives or weapons (any implement or device that can be used with intent to inflict damage or harm)
  - Alcohol
  - Illegal drugs
  - Stolen items
  - Tobacco, cigarette papers and e-cigarettes
  - Fireworks
  - Pornographic images
  - Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to threaten or cause personal injury to, or damage to the property of, any person (including the student)

Further information on prohibited items and associated sanctions can be found in Appendices 6 and 7.

## **4. Bullying**

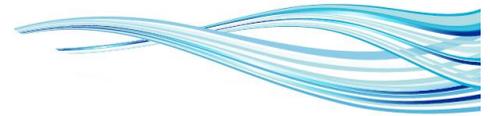
The team of SWR Anti-Bullying Ambassadors (10 students from Years 7-10) have defined bullying as:

*The continuous and intentional harassment towards another individual or group, either physically, verbally or indirectly.*

Details of our school's approach to preventing and addressing bullying are set out in our [anti-bullying policy](#).

### **4.1 Discrimination**

As a school we welcome our duties under the Equality Act 2010. The general duties are to:



- Eliminate discrimination
- Advance equality of opportunity
- Foster good relations

Details of our school's approach to preventing and addressing discrimination are set out in our [equality policy](#).

## 5. Roles and responsibilities

### Governors:

- agree the school's ethos, purpose and the values on which the policy is based
- review, amend and approve the Behaviour for Learning Policy through the Curriculum Committee
- monitor the implementation of the behaviour for learning policy and review its outcomes

### Senior Leadership Team:

- ensure that the school environment encourages positive behaviour and that staff deal effectively with inappropriate behaviour
- monitor how staff implement the behaviour for learning policy to ensure rewards and sanctions are applied consistently
- support staff in responding to behaviour incidents
- always act as a role model in their interactions with students, colleagues and parents/carers

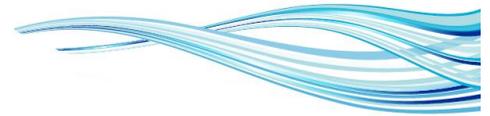
### Staff:

- provide a safe and stimulating environment for all learners
- teach students positive behaviours patiently and explicitly and will always act as a role model in their interactions with students, colleagues and parents/carers
- are responsible for upholding the behaviour for learning policy and implementing it fairly and consistently
- Adopting a personalised approach by taking into consideration any relevant individual circumstances when deciding on consequences/sanctions
- Recording rewards/sanctions on school system
- Establish clear expectations and consistent routines to promote positive behaviour both within and outside the classroom

A summary overview of staff responsibilities relating to behaviour can be found in Appendix 2.

### Students:

- Abide by home school agreement, specifically:
  - Attend school regularly and arrive on time
  - Bring the correct equipment every day
  - Wear the correct uniform
  - Be polite, respectful and care for others and their property



- Keep the school free of litter and graffiti
- Complete all classwork and homework to the best of their ability
- Work hard to achieve the targets set by teachers
- Care for my planner and record all homework details
- Help other students by allowing every teacher to teach and every learner to learn
- Pass all letters, newsletter and reports to parents/carers on the day they are issued
- Talk with parents/carers and teachers about any concerns in school
- Behave well on the journey to and from school
- Behave well in and out of lessons
- Take every opportunity to be an outstanding ambassador for the school

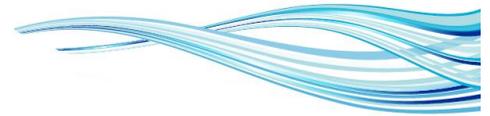
## Parents/Carers:

- Work in partnership with the school to maintain high standards of behaviour both inside the school and within its community.
- Abide by the home school agreement, specifically:
  - 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

## 6. Expectations

All members of our school community will understand that:

- the quality of learning, teaching and behaviour are inseparable issues and the responsibility of all members of the school community
- poor behaviours 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 will be implemented consistently
- 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
- that reasonable adjustments will be made for students with SEND needs



Our expectations are underpinned by our school values:

<i>All members of our school community will:</i>	
<p><b>Show Compassion and Respect:</b></p> <ul style="list-style-type: none"> <li>○ We treat everyone around us with respect and we are polite</li> <li>○ We understand that respect must be given in order to be received</li> <li>○ We show gratitude by thanking people and saying 'please' if we are requesting something</li> <li>○ We listen to others without interrupting and do not interrupt their learning</li> <li>○ We do as we are asked first time</li> <li>○ We look after equipment and property</li> </ul>	<p><b>Promote Diversity, Inclusivity and Community:</b></p> <ul style="list-style-type: none"> <li>○ We know others have worth and value, we are proactive in making sure no one is segregated, bullied or singled out in a negative way</li> <li>○ We do not accept bullying, racism, sexism, homophobia, disability discrimination or any other form of discrimination</li> <li>○ We wait our turn, being fair and inclusive of others around us</li> <li>○ We know how to respond appropriately to difficult situations or feedback, such as 'biting your tongue' when people annoy or upset you</li> </ul>
<p><b>Demonstrate Courage and Ambition:</b></p> <ul style="list-style-type: none"> <li>○ We want the best futures for ourselves and those around us, so will aim high and push ourselves to achieve</li> <li>○ We come to school ready to learn/teach</li> <li>○ We work with effort to the best of our ability</li> <li>○ We display courage in our willingness to speak out if we see something is wrong</li> </ul>	<p><b>Be Honest and Trustworthy:</b></p> <ul style="list-style-type: none"> <li>○ We work hard to build positive relationships with others based on a culture of mutual trust</li> <li>○ We are honest when talking about our feelings and when considering the impact of our actions</li> <li>○ We take responsibility for our actions and make amends where appropriate</li> <li>○ We work hard to avoid making the same mistakes repeatedly</li> </ul>

The core behaviour routines and expectations for within and outside the classroom are outlined in Appendix 5.

## 7. Rewards and sanctions

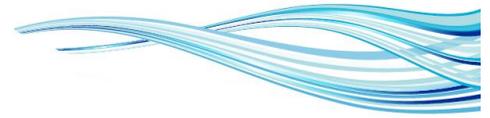
### 7.1 Rewards

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 are rewarded and celebrated across all aspects of school life. The school aims to establish a positive climate with praise, acknowledgement and formal rewards. The school's achievement and reward system (Appendix 6) 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

Rewards issued may include:

- Verbal praise – specific and meaningful from staff
- Achievement points through SIMS
- Postcards home from tutors, subject teachers and leaders in the school
- Values badges – to be awarded once a week by SLT to a student who embodies the values of the school, is a strong role model and has excelled in one of them
- End of term prize draws (for attendance and achievement points)
- The annual Awards Evening for Excellence

## 7.2 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:

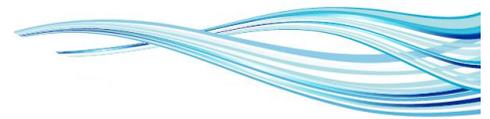
- make it clear that you are condemning the behaviour not the person
- give students a clear choice of appropriate behaviour or consequences
- avoid early escalation to severe sanctions, reserving them for the most serious or persistent misbehaviour
- avoid whole group sanctions that punish the innocent 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
- consequences for negative behaviour should be applied consistently
- in appropriate cases, a written final warning may be issued, with an appropriate date for review given

There are clear processes for sanctions and dealing with behaviour issues (Appendix 6).

## 7.3 Serious breaches of the Behaviour for Learning Policy

Serious breaches of the school's expectation of behaviour, or where allowing a student to remain in school would seriously harm the education or welfare of the student or others in the school, can lead to an internal or external exclusion. External exclusion is for a fixed term but may, for very serious breaches, be permanent.

## 7.4 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.

## 8. Support

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

### 8.1 Support for Students:

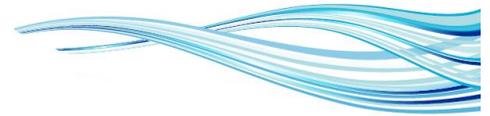
- Student Support Officer/Tutor/HOY/SLT report or target card
- Subject report cards
- HOY/SSO/HOD/Tutor discussion of emerging behaviour issues
- Extra-curricular support groups
- Contact with parents
- In class learning support
- Referral to SENDCo
- Establishment of Personal Support Programme (PSP) (Appendix 8)
- School councillor support
- Withdrawal for short term behaviour programme
- Establishment of an alternative curriculum or reduced timetable
- Safeguarding Team support
- Referral to the local PRU for outreach or placement
- Referral to other agencies - FRS, EPs, GPs, CAMHS, Mental Health services other than CAMHS

### 8.2 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 HOYs, HODs, SSOs, SLT and outside agencies
- Classroom management coaching for individual teachers
- Whole school training
- Opportunities for Continued Professional Development (CPD)
- Identification of training needs through annual performance management
- Whole school policies (SEN, Teaching and Learning, anti-bullying, attendance)

### 8.3 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

## 9. Resources

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

- Reduced teaching loads for HOYs, HODs and SLT
- HOY to assigned to each year group (7-11)
- SSO for Years 7, 8 & 9, 10 & 11
- Internal isolation facility
- Student Mentor for students on a PSP who require extra support
- Administrative support
- Budget for rewards system
- School counsellor
- Training budget

## 10. Consultation, Monitoring and Evaluation

This policy will be reviewed by the Governing Body annually. The following groups have been/are consulted on this policy document:

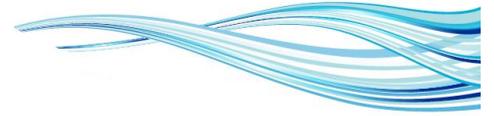
- Staff: through normal line management, training/INSET
- Students views on rewards and sanctions sought
- Governors feedback on policy document
- Parents/carers questionnaire issued

Sims and ATL data is used by the SLT, HOYs and support team 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 Headteachers. Governors are given a termly report on behaviour incidents, including exclusions.

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

- Exclusions
- Internal Exclusions
- Types of Incidents
- Member of Staff Issuing



Impact and consistency are evaluated by the Support and Intervention Team.