Behaviour for Learning the Founders Way

School ethos

The School values diversity and inclusivity. The establishment of positive relationships and regard for all members of the School and wider community lies at the heart of the learning environment. We are committed to high standards for every learner with the development of learning skills and personal qualities across the whole curriculum. We believe that learning should be an enjoyable and challenging experience and acknowledge the importance of a safe environment for learning. We believe that Positive Behaviour Management encourages and promotes self-esteem, personal and social responsibility and improves relationships. It is the responsibility of all within the learning community to demonstrate and provide positive role models and to promote a policy which is fair and consistent.

1. **Aims**

   1.1. To encourage success at all levels in all activities.

   1.2. To provide a disciplined, caring environment that aims to develop awareness of each student's own moral, personal and spiritual capacity and sensitivity for the values and beliefs of others.

2. **Objectives**

   2.1. To promote learning
   2.2. To promote good behaviour and discipline.
   2.3. To promote self-esteem, responsibility, self-discipline, regard for authority and positive relationships.
   2.4. To ensure fair treatment for all with due regard for individuality and circumstance.
   2.5. To promote early intervention.
   2.6. To provide a safe environment, free from disruption, violence, bullying and harassment.
   2.7. To encourage positive relationships with parents and guardians in order to develop a shared approach in implementing the School's policy and procedures.

3. **Roles and Responsibilities**

   3.1. The Senior Leadership Team (SLT) will establish and regularly review the Behaviour for Learning policy, in consultation with the staff, students and parents
   3.2. The SLT, Heads of House and team leaders are responsible for securing the implementation and day-to day management of the policy and procedures.

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3.3. The SLT will ensure that support is provided for staff when faced with challenging behaviour.

3.4. All staff are responsible for ensuring that the policy and procedures are consistently and fairly applied.

3.5. All staff have a key role in advising the senior leadership team on the effectiveness of the policy and procedures and their development.

3.6. All staff have responsibility for creating a high quality learning environment.

3.7. All staff have responsibility for teaching and modelling good behaviour.

3.8. Students will be expected to take responsibility for their own behaviour. They will be made fully aware of the policy and procedures. They have a responsibility to ensure that incidents of disruption, violence, bullying and harassment are reported.

3.9. Parents will be expected to work in partnership with the school to ensure that students follow the Behaviour for Learning Policy and system. They will be made fully aware of the policy and procedures. In addition, they must sign the School Home Agreement upon their child's entry into the School.

4. Procedures

4.1. The procedures for implementing the Behaviour for Learning Policy are developed in consultation with staff and students and reviewed by both at the end of term1. They will be consistently and fairly applied so that every member of the community understands his or her responsibilities.

5. Rewards

5.1. Students will be encouraged to develop Behaviour for Learning. Positive Behaviour Management strategies accompanied by rewards will be used to motivate students and recognise and value good behaviour. See Appendix 1.

6. Consequences

6.1. Consequences are required to respond to inappropriate behaviour.

6.2. The range of consequences is clearly defined in the procedures.

6.3. Procedures make a clear distinction between minor and major offences.

7. Training

7.1. The Professional Development Coordinator will ensure that high quality training on all aspects of Behaviour for Learning will be provided to support the implementation of the policy.

8. Involvement of External Agencies

8.1. The School will establish positive working relationships with external agencies. It seeks appropriate support from them to ensure that the needs of individual students are met.

9. Links to Other Policies

9.1. The Behaviour for Learning policy links with the Teaching and Learning policy, SEND Policy, Safeguarding Policy and the Anti Bullying Policy.

10. Review

10.1 The Principal, in consultation with all staff will undertake systematic   monitoring within the quality assurance procedures.

10.2 The evaluation and outcome of any reviews of the policy will be communicated to all relevant parties

11. Communication of Policy

11.1 The School communicates the policy to all students and parents through the Behaviour for Learning Code, School Website, School Prospectus, School Home Agreements, discussion, newsletters and updates.

11.2 All staff will be consulted regularly about the policy and its implementation.

11.3 The policy is communicated to all staff via staff meetings and training. It is also available via the shared area of the GLG. All staff are responsible for ensuring that they are familiar with all policies and procedures.

BEHAVIOUR FOR LEARNING

1. **Acceptable Behaviour**

   Acceptable behaviour is defined by the School as that which promotes learning through courtesy, co-operation and consideration. It includes all members of the School in terms of their relationships with students, school staff, visitors and members of the Local Community.

2. **Unacceptable Behaviour**

   Unacceptable behaviour includes:
   - Disruption to learning, including that of other students
   - Abuse -verbal and/or physical
   - Threatening language or behaviour
   - Intimidation
   - Bullying and/or harassment -including prejudiced based insults

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3. Behaviour for Learning Code -GROW

G

GROWTH MINDSET

We do our best

We participate

We are all learners

R

RESPECT

We speak and act respectfully

We care for property and the environment

We care for the people in our school

We respect personal space

O

ORGANISATION

We are prepared

We set goals

We are focused

W

WELLBEING

We move safely

We are in the right place at the right time

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We are welcoming and inclusive

We keep hands and feet to ourselves

The GROW posters will be displayed in every classroom and throughout different areas in the school.

4. Consistency

A consistent approach by all staff to the management of behaviour is essential. All staff are expected to follow the Behaviour for Learning Policy and Procedures.

5. Rewards and Consequences

- The School will promote good and improved behaviour by students through a system of recognition and rewards.
- Appropriate and fair consequences are used in response to repeated or serious disruption to learning.
- When a reward is given, it should not be removed as a consequence for subsequent misbehaviour.
- Similarly, a consequence should not be withdrawn once given.
- Recognition and reward may include:
  Positive Strategies
    - Giving praise and positive feedback, verbal and written
    - Rewards will include house points and 'I am a GEM!' notes home leading to prize draws on a weekly basis as well as the announcement of the House of the Week, Half term, Term and Year.
    - Subject, effort and improvement awards at awards evening
    - Positive letters to parents/guardians from tutors, lead teachers and SLT

The School will implement a range of strategies to promote Behaviour for Learning, taking into account individual circumstances where necessary
    - An appropriate and differentiated curriculum
    - Meeting and greeting students on time for all lessons
    - Well planned and taught lessons linked to student data
    - Use of restorative language
    - Quiet word with student
    - Verbal warnings -linked to RAISE (but avoiding shouting)
    - Use of seating plans
    - Referral to class teacher or form tutor

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- Community Service for breaches to lack of respect for the school environment
- Letters to parents/guardians
- Meetings with parents/guardians

- There is a clear referral route for staff if pupils do not respond to consequences. The referral route is:

  - Class teacher/Form Tutor/Behaviour support personnel
  - Team Leader
  - Head of House
  - Head of FS
  - Head of Primary
  - Head of Middle
  - Vice Principal
  - Principal

6. In-class Behaviour Management

The following section is designed to provide colleagues with procedural assistance and guidance with regard to Behaviour for Learning strategies. The focus remains on ensuring that a language of positive regard is used across the school. Similarly, the importance and implementation of rewards is key whilst the adoption of a restorative approach to resolving issues between students remains a major strategy in ensuring a calm, safe and secure school environment. The use of the 'on-call' system is designed for use in extreme cases only, in order to promote the empowerment of all staff.

- The School has adopted a Behaviour for Learning system for class behavior based on assertive disipline
- Neither consequences nor rewards should be withdrawn once issued.

Consequences should only be given once normal classroom management strategies have been carried out.
This does NOT include shouting at children

- ***Staff should adhere to the protocol flowchart for managing behaviour. See Appendix 2***

Consistency is vital. If a student does not follow the agreed Code of Conduct and disrupts learning they should be issued **a consequence**. *This means that they have made the wrong choice.* The reason must be given and behaviour linked back to the GROW code using the below phrase –note C1 cannot be issued until two verbal warning have been given
You are free to choose but you are not free of the consequences of your choice.'

The following phrase should be used:

'Students name' I am warning you that if you continue to behave by 'not following instructions (or other breech of GROW) then I will have to give you consequence (insert C1 etc) I'm sure you don't want this consequence and will make the right choice.

If they make the right choice praise them for doing so –always give take up time to do the right thing before you react.

When a consequence has to be given the following phrase should be use.

'Students name, unfortunately you have not made the right choice. I have given you the chance to follow my instruction you have chosen not to do so. I have no choice but to move you onto the consequence (C1,C2, C3) Please take time to think about the consequence of the behaviour you are choosing to show and make sure you make the correct choices in the future.'

Where appropriate students should be given positive reinforcement as soon as possible after the issuing of a consequence to help support the student in making positive choices.

For serious incidents (fighting, verbal abuse etc) a C4 can be issued immediately –this will result in the student being removed from the classroom and parents contacted.

First verbal warning

Second verbal warning

C1-time out -5 mins

C2-10 minute reflection time usually at break

C3-30 min reflection time –can be after school providing parents have been given 24 hours notice.

C4 (for serious actions such as fighting, verbal abuse being a danger to others or themselves) –consequence – internal or external suspension

C5 SLT action only –consequence –internal or external suspension

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- Where more serious issues arise, further action must be taken by making a referral to the emergency 'on-call' staff. The emergency 'on-call' facility must only be used in extreme cases in order to prevent the disempowerment of colleagues. (C4)
- A pupil who receives a referral (C4) for serious behaviour will automatically sit out an isolation day with the behavior support staff once parents have been informed.

7. Out of Class Behaviour Management

- All unacceptable behaviour to and from lessons, at break times, on educational visits and events should be challenged by staff. Behaviour out of School is also a matter of concern and should also be challenged where the community is affected.
- Unacceptable behaviour out of lessons should be managed by using a range of strategies, including some of those listed in 5.6.

8. Students promote the learning environment around the school by:

- Talking quietly and respectfully
- Walking on the left hand side
- Wearing correct uniform
- Eating only in the cafeteria or designated areas

9. Early Intervention

Parents/guardians must be notified immediately if their child has been involved in incidents of misbehaviour. This will normally be by telephone. Where a parent/carer is not contactable in this way, staff will complete a 'referral form'. This must be checked by SLT before it is sent. Please inform the class teacher of any parental contact

10. Suspension

The School will ensure that the needs of the whole school are considered within any action taken. Only the Principal or, in his/her absence, the Vice Principal, can suspend a student.

Suspension will be considered in response to serious breach of the school's policy.

Prior to a decision to exclude, the Principal or VP will:

- Consider all the facts and evidence available in the context of equal opportunities issues and other relevant legislation and guidance
- Where possible, allow the accused student to give his/her version of events
- Check whether there are any mitigating circumstances (ie, provocation)
- Consult with others

A return to school meeting will be set up by the school following a fixed period suspension to establish a risk

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assessment, issue a post exclusion target card /report /contract and discuss further support mechanisms for the student.

- A PSP will be set for any student who has two separate fixed term exclusions over a two term period. This will include:
    - How the student's education can be continued
    - How problems may be addressed
    - What arrangements will best help with reintegration
    - SMART targets

11. Permanent Exclusion

Permanent exclusion should only be considered in:

- An exceptional circumstance where there has been a very serious breach of the school's Behaviour for Learning code.
- A situation where a student has continuously disrupted the learning environment of the School.

12. Training

- The School provides relevant information and training on Behaviour for Learning to all staff.
- The School will provide for training and development of all staff through induction training, INSET and specific/individual training.
- The School provides opportunities for staff to develop skills and knowledge in relation to:
    - Implementing the Behaviour for Learning policy
    - Logging/recording incidents
    - Break supervision
    - Classroom management
    - Educational visits
    - Legislation affecting behaviour management (see Physical Restraint Policy, Child Protection Policy).
    - Equal opportunities
    - Techniques for promoting Behaviour for Learning

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13. Student Involvement

- The School encourages students to take responsibility for their own behaviour.
- The School encourages students to take responsibility for developing a positive behaviour culture.
- The School provides opportunities for student's positive involvement in the life of the school including:
    - Student Voice
    - Prefect system
    - Peer mentoring
    - Peer mediation

14. Parent/Guardian Involvement

- The School ensures that parents/guardians are informed promptly of any concerns regarding their child.
- The School ensures that parents/guardians are informed of any rewards/awards regarding their child.
- Parents/guardians are expected to work in partnership with the School in ensuring that the Behaviour for learning Code, consequences and rewards procedures are supported.

15. Record Keeping

- The staff will record incidents promptly and accurately.
- All incidents are logged on Oasis followed by notification by e-mail to the appropriate person.

16. Monitoring/evaluation Procedures

- Behaviour incidents are monitored by the KS leaders to identify trends and frequency of occurrence. Feedback will be given to Subject Teachers or Tutors to act upon.
- Staff receive feedback on behaviour management issues and outcomes of referrals.
- Behaviour is monitored in terms of:
    - Teacher
    - Types of behaviour
    - Actual days/subjects/times/teachers
    - Actual places
    - Students involved
    - Profile / Sub Groups of students involved
    - Responses
    - Outcomes
- The effectiveness of the Behaviour for Learning policy is measured through:

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- Academic progress
- Improvement of individual behaviour,
- Isolation Rates
- Exclusion rates
- IEP and PSP targets

Produced By N. Cropley

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Appendix 1

Guidance:

All staff should intervene for the following reasons:
- Student keeps interrupting
- Student keeps getting out of seat
- Student is mocking/ mutters under breath, disrespectful
- Student keeps calling out
- Student will not sit down
- Student uses mobile phone in lesson
- Student persistently disrupts learning
- Student makes personal comments
- Student eats in class or other areas in the school
- Student chews gum in lesson
- Student rude to another student
- Student will not sit where he/she has been asked to sit

The following examples qualify as 'On Call' issues:
- Student assaults another student
- Student reveals imminent intention to assault or threaten another student
- Student uses any kind of abusive language directed at another student
- Student makes an allegation of theft that has occurred in the lesson
- Dangerous equipment goes missing in the lesson
- Student makes a disclosure that will require child protection referral
- Student has drugs or weapon in his/her possession
- Student selling/distributing drugs
- Student clearly suffering from an injury
- When reporting an 'on call' issue, the member of staff must:
  - Report incident
  - State the reason
  - Provide the full name and form of the student/s involved
  - Provide the room/location

  Ensure that a follow up written report is made.

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Report/Target Card System

- In order to foster a consistent approach to the monitoring and tracking of student behaviour, we will use a colour coded 'traffic light' target card system. The system is designed to be progressive in nature with students hopefully avoiding the escalation of moving upwards from 'Green' to 'Amber' to 'Red' card. Students who show clear improvements, for example on 'Amber' card and are successful at that level, can then work back to 'Green'.

- All target cards have the facility for targets to be annotated with the students being placed on report for either one, two or three weeks. Each card has a target coding; '**tick**' for target passed, '**x**' for target failed. The student has a clearly designated member of staff to report to at either the start or end of every day- the class teacher or the form tutor

- Initially, Tutors placing students on a 'Green' card should do so following information received from class teachers prior to setting the targets.

- Once a student has been placed onto a report card, this will then be added to the students computerised behaviour log. Parents/Guardians will be contacted by letter or phone when reports are issued. Students must take responsibility for any loss or damage.

- Appropriate Head of house will keep a running record of which students have been placed on to a report card.

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GFM Staged intervention

Teachers Summary
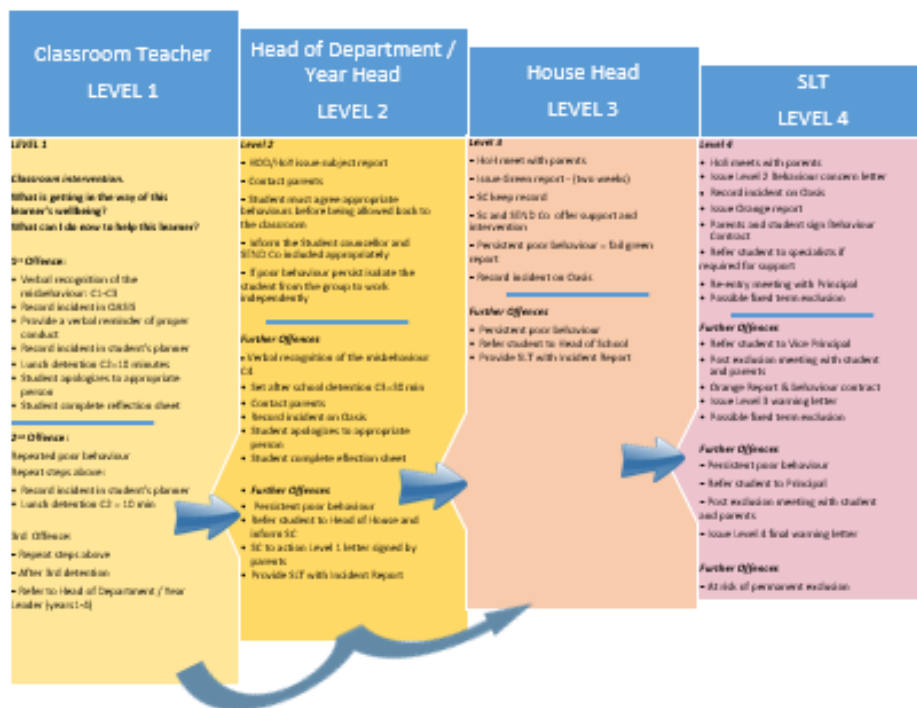
Please note referrals can be accelerated through the process in serious or dangerous cases or cases that may include a child protection issue.

At each stage of intervention, teachers should reflect on a series of questions that should shape how they respond to concerns:

- What is getting in the way of this learner's wellbeing?
- What can I do now to help this learner?
- Do I have all the information I need to help this learner?
- What can my Department / Team do to help this learner?
- What additional help, if any, may be needed from Heads of House or SLT?