

Behaviour for Learning Policy

Responsible: DHT Inclusion

Scope: All staff and students

Statement of Intent / Policy

The purpose of our Behaviour for Learning Policy is to ensure that all members of our community have knowledge of the Behaviour for Learning system and Behaviour Code and follow it to bring about consistency of practice throughout the school. It also ensures that all students understand what constitutes acceptable and unacceptable behaviour and that every student understands their choices and the consequences of these decisions and further the rewards that help make the Policy effective.

Procedures

All teaching staff follow the **Behaviour for Learning** approach to teaching. In this way we can be reassured that consistent practice is achieved. The general principles of Behaviour for Learning are as follows;

- Behaviour for Learning provides a **clear and systematic approach** to managing the standards of behaviour expected of the students.
- Teaching staff strive to develop **positive relationships** with students.
- Teaching staff **expect excellent behaviour** in order to maintain high standards; (refer - **Behaviour Code**).
- Teaching staff are **consistent, approachable and proactive**.
- Teaching staff will **involve parents** regularly in student learning.
- Students are taught the **basic routines** in order to create a structured and orderly teaching environment and atmosphere.
- **Instructions are given clearly** and teaching staff ensure that all students understand them.
- **Positive reinforcement** is used to encourage learning and excellent behaviour. Praise, Rewards and where necessary Sanctions are used to motivate students.
- The **Behaviour Plan** is followed in all lessons.

Behaviour Code

Students will do their best to behave in a way which shows 'Respect for Learning'.

This means:

- attending each day and arriving on time for school and lessons
- bringing all their correct learning equipment every day
- listening to instructions and following them at the first time of asking
- doing their best and taking pride in all classwork and homework
- making it easy for everyone to learn and for the teacher to teach

Students will do their best to behave in a way which shows 'Respect for Self'.

This means:

- being honest with themselves and to others
- making good use of their time
- taking good care of themselves and their property

Students will do their best to behave in a way which shows 'Respect for Others'.

This means:

- being courteous, co-operative and friendly

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- showing consideration for other people's feelings and points of view
- making it easy for other people to achieve and being pleased when they do
- taking care of other people's property
- moving around the school safely and sensibly

Students will behave in a way which shows 'Respect for the School'.

This means:

- wearing all the school uniform correctly
- taking good care of property and the environment, in and around the school
- making sure they always give a good impression of the school
- playing an active part in helping to improve the school and the local community

Behaviour Plan

The **Behaviour Plan** displays the Rules, Rewards and Sanctions for each teaching area of the school which may be tailored to curriculum specific requirements. The Behaviour Plan is displayed in every teaching room and is followed by all teachers within a department to establish a consistent approach to motivating correct student behaviour.

In order to support the use of Behaviour for Learning techniques we have a 50 minutes detention system throughout Years 7 to 11. This system requires students who have not behaved to expected standards to attend a 50 minute detention in the school hall after the school day has finished at 2.45pm until 3.35pm. This sanction is only applied to those few students who have repeatedly failed to comply with the lower levels of our **Choices and Consequences** hierarchy.

Choices & Consequences

- 1) Initially staff address low level poor behaviour using the "Non-sanctioning" techniques to achieve desired behaviours.
 - i. Clear short message – "I need you to..."
 - ii. Stand or sit close to the student.
 - iii. Calm, firm tone of voice.
 - iv. Eye contact if appropriate.
 - v. Avoid comparisons.
 - vi. Avoid use of words such as "don't", "shouldn't" etc.
 - vii. Use re-direction techniques:
 1. The 'pause'.
 2. The 'look'.
 3. Clicking the fingers.
 4. Physical proximity/position in the room.
 5. Proximity praise.
 - viii. Move in / move out for a quiet 'pep' talk.
 - ix. Stay calm, assured.
 - x. Emphasise choice.
- 2) Next, staff will address the poor behaviour of the student via the "Behaviour Plan - Sanctions".
 - a. Consequences of Poor Behaviour - Sanctions
 - i. **1st formal warning** of the consequences of making a wrong choice.
 - ii. **2nd formal warning** for making the wrong choice. Students may be moved – repositioned or isolated in the classroom.
 - iii. **3rd formal warning** for making the wrong choice. Students will have their parents contacted by the end of the day.

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iv. **THEN** - Students will be removed from the lesson by a member of the Leadership Group.

b. *Severe misbehaviour: (Swearing at Staff; Fighting; Significant disruption to learning; etc.)*

i. *Students will be immediately removed from the lesson by a Leadership Group member to be isolated in the Back on Track facility and have the appropriate sanctions applied.*

3) Setting Detentions

i. Students may be given a detention - issued by the teacher + a note in the student's diary/contact Parents - (Detention - given at break, lunchtime or after school – 20 min).

ii. Students may be referred to the Head of Department.

iii. *Defiance of the Head of Department = Severe misbehaviour – refer 2bi above.*

4) Ensure that 3i and 3ii above has been implemented.

5) Failure to attend Teacher Detention – 1st instance. Teacher resets the detention for after school (extended period – 40 minutes), discusses with student and contacts parents.

6) Failure to attend Teacher Detention – 2nd instance. Refer to HOD via Record of Incident Form. HOD detention set, discusses with student and contacts parents.

7) Failure to attend HOD detention – 1st instance. HOD set a 50 minute detention, discusses with student, gives student Detention Slip and contacts parents. Record of Incident form completed that has recorded the process (Points 3, 4, 5 and 6) and attached 50 minute detention stub. Form and stub delivered to Admin Department for recording on SIMS.

8) Failure to attend 50 minute detention – 1st instance. Detention doubled by HOY, discusses with student and parents contacted by HOY (Explanation to parent given regarding consequences of further failure to attend – Point 9).

9) Failure to attend 50 minute detention – 2nd instance. "Fixed Term Exclusion" – 1 day. Detentions still require to be attended. HOY to reset detentions, discuss with student and parent contacted to arrange a reintegration meeting – Refer to Point 8 above.

Note: *Any student that has had to be removed from 2 lessons during the same day will be Fixed Term Excluded for 1 day. All Fixed Term Exclusions will be followed by a reintegration meeting. Students will not be permitted back into the school community until the reintegration meeting has occurred.*

Implementation of Consequences

When implementing sanctions staff will:

- **Be consistent**
- **Be calm & explain what the procedure is**
- **After correcting the student's behaviour, be positive as soon as is possible**

Rewards

The Rewards system is crucial in motivating students & helps to ensure student achievement is recognised & celebrated. The formal system of Merits & Aces places emphasis on the positive aspects of student performance. There is a two tier system in use, Merits for the Lower school & Aces for the Upper School.

Reasons for awarding Merits / ACEs (Achievement, Commitment, Effort)

- Completion of excellent work relative to the ability of the student
- For service to the school (e.g. participation in Open Evening) or the wider community (e.g. Fund raising activity)
- Improved attendance
- 100% attendance

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All staff will award Merits / ACEs where appropriate by making a note in the student's Homework Diary on the correct page.

Tutors should keep track of the number of Merits their tutees have collected & Merit / ACE Certificates, Pins and Badges are presented to students in our Recognition of Achievement assembly at the end of each half term according to the number of Merits / ACEs that they have earned.

Other rewards;

- Most Improved Student Award
- Termly Grade Effort Awards
- Positive Contribution Award
- Jack Petchey Awards
- 100% Attendance Awards

These awards are issued on a half-termly basis and a tangible reward is provided.

Reference

Incidents in lessons will be dealt with by the **subject teacher** or referred to the **Head of Department** following the Choices and Consequences Hierarchy.

Incidents at break, lunchtime, before or after school will be referred to the **Head of Year**. **HOYs** will also deal with issues of truancy, fighting, abuse of another student (verbal, physical, racial or sexual) smoking or drug abuse, damage to property, repeatedly failing to attend a detention in consultation with the **Deputy Headteacher - Inclusion**.

Certain issues should be referred directly to the **Deputy Headteacher** namely Drug issues, defiance of **HOY** or **HOD**, abuse of a teacher (verbal, physical, racial or sexual) or a threat of actual physical violence to a member of staff.

Any incident that defies the Behaviour Code, requires a student to be removed from a lesson or is deemed of a serious nature will result in a **Record of Incident** being completed by the relevant member of staff. There is a proforma for this and the teacher will complete the form and email the student's tutor, Head of Year and in certain cases the Deputy Headteacher. The teacher will also email the relevant Head of Department and should forward a copy of the form to the administrative staff who will put the Record of Incident on the student's file.

Bullying

Definition: "Bullying is the deliberate & repeated attempt to humiliate, threaten, frighten or hurt someone"

No member of the Queensmead community should have to put up with bullying. Each member of our community has the right to feel, and be, safe while at school. This is important for the student's well-being and also because children who feel safe learn more easily. Bullying in schools is against the law which means that victims of bullying and harassment can seek redress using various aspects of legislation.

Queensmead School will treat all incidents of bullying seriously and in a consistent way. We intend to educate bullies so that they stop bullying. We will definitely sanction bullies if we need to in order to stop them from bullying, but in many situations we will be able to stop the bullying through education. Where appropriate, we will work with students who have been bullied to help them develop the self-esteem and the skills to discourage others from bullying them.

Special Educational Needs

Queensmead School recognises that some students have Special Educational Needs in terms of behaviour and that they will be identified and Individual Education Plans formulated for them. This information will be shared with staff and the parents of the student so that a consistent approach can be applied.

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Physical Intervention

The use of physical intervention will, wherever possible, be avoided. However, it will be used to manage a student's behaviour if it is necessary to prevent a student committing an offence, injuring themselves or others, or damaging property, and to maintain good order and discipline in the classroom. When physical intervention is used it will be undertaken in such a way that makes every effort to maintain the safety and dignity of all concerned.

Searching and Confiscation

Queensmead School retains the statutory power to search students or their possessions, under the direction and/or authority of the Head teacher, without consent, where a student is suspected of being in possession of prohibited items such as: pornography, fireworks, cigarettes/tobacco, knives or weapons, alcohol, illegal drugs and stolen items. Illegal items will always be given to the police.

Items such as mobile phones and/or digital music players found to be in school will be confiscated by staff and sanctions issued according to the following scale:

1st Instance

20 minute detention
Device returned after the detention is served



2nd Instance

50 minute detention set for the next day
Device kept overnight and returned when detention is served



Any further Instance

50 minute detention set for the next day
Parent/Carer will be asked to collect the device after the detention is served.

Allegations made against staff

Allegations made against staff will be taken seriously, Queensmead School will ensure that we deal with allegations quickly in a fair and consistent way that provides effective protection for the child and supports the person who is the subject of the allegation. Every effort will be made to maintain confidentiality and guard against unwanted publicity while an allegation is being investigated. Suspension will not be used as an automatic response when an allegation has been reported. Allegations will initially be discussed with the LADO (Local Authority Designated Officer). The purpose of the initial discussion is for the LADO, and the school, to consider the nature, content and context of the allegation and agree a course of action.

Behaviour outside of the school

Queensmead School teachers have a statutory power to discipline students for misbehaving outside of the school premises. Section 89(5) of the Education and Inspections Act 2006 gives Principals a specific statutory power to regulate students' behaviour in these circumstances "to such extent as is reasonable". Queensmead School will respond to all non-criminal bad behaviour and bullying which occurs anywhere off the school premises and which is witnessed by a staff member or reported to the school, as if it were committed within the school and our normal sanctions system will apply. Any criminal behaviour which occurs anywhere off the school premises and which is witnessed by a staff member or reported to the school will be referred to the Metropolitan Police and our full support given to any investigation that may be initiated.

Multi-agency Assessment

A multi-agency assessment will be considered for students who display continuous disruptive behaviour. When it is identified that the student has had an Individual Behaviour Plan (IBP) and requires the further support of a Pastoral Support Plan (PSP) this assessment will take place.

GOVERNORS: October 2011