Whittington Green School

Dream Reach Achieve

Behaviour for Learning Policy

Policy Details	**Date**
Policy written	June 2020
Policy Updated	June 2022
Review cycle	Annually
Policy review date	Summer 2023

Rationale

Whittington Green School exists so that all members of its community can maximise their achievement in a safe, purposeful environment. We wish to provide an environment where there is mutual respect, support, encouragement, security and independence and where all members of the school share responsibility for developing this ethos successfully. This policy is in place to support and achieve this aim.

Good behaviour is fundamental to success in the classroom; success for both students and teachers. Good behaviour results from a well-planned and well delivered curriculum that stimulates students to learn, ask questions, debate, enquire and challenge themselves.

Behaviour for Learning is, as it suggests, behaviour that allows for and encourages learning to take place. Good behaviour needs to be taught, modelled and rewarded. Poor or unacceptable behaviour needs to be sanctioned. Behaviour for Learning needs to be taught, reinforced and reviewed. Above all positive relationships with students are the key to positive behaviour.

Key Principles

There is a shared responsibility within the School for the successful management of Behaviour for Learning. Students need to experience consistency in the application of Behaviour for Learning otherwise they will set their own standards in terms of ethos both inside and outside the classroom.

Introduction

Behaviour for Learning at Whittington Green forms part of the wider school commitment to outstanding learning and teaching in every classroom. The very purpose of this policy is to facilitate and enable effective learning.

Teachers are professional practitioners; it is recognised that their methods and approach will vary. The school embraces personalised and inspirational learning and teaching. The school does, however, place a great emphasis on the importance of consistency; it follows that consistency of approach in implementing the Behaviour for Learning Policy across the school is essential in order to ensure progression for all our students.

This policy should be used in conjunction with the 'Positive Support Programme' policy which exists to encourage and reward good behaviour.

Code of Conduct

The School Code of Conduct is there for the good of everyone. It applies to students, staff, governors and parents and is underpinned by the belief that if we work together we will set a high expectation and good example;

We expect everyone in the school to:

- Act with courtesy and consideration to others at all times both in and out of school
- Keep the school clean and tidy so that it is a welcoming place we can be proud of
- Move quietly and carefully around the school, particularly in corridors and stairways
- Try to respect and understand other peoples' point of view or beliefs
- Respect and care for their own, the school's and other peoples' property
- Avoid the use of any form of physical or verbal abuse

- Listen quietly when anyone is speaking to them
- Make it as easy as possible for everyone to learn and for the teachers to teach.

The aim of Whittington Green School is to promote and provide excellence in teaching, learning and opportunities through high expectations.

This is achieved in the following way:

The School will:

- Provide a safe, secure and supportive environment
- Promote high expectations of student achievement
- Provide a framework for good behaviour and discipline by promoting and expecting personal values such as respect and good manners.
- Deliver a relevant and engaging curriculum to meet individual student needs
- Create and maintain a stimulating learning environment
- Communicate effectively with parents about progress, attainment and achievement and respond promptly to any problems or concerns

Parents/Carers will:

- Support and co-operate with the school and its policies
- Work co-operatively and in partnership with the school so that their child benefits from their time at school
- Ensure full attendance and punctuality
- Ensure their child is dressed in full school uniform and is equipped for the day
- Attend Target Setting/Review days and parent evening appointments
- Support and reinforce our Behaviour Policy

<u>School Expectations for Appropriate Behaviour</u>

We have clear expectations of all members of the school, be they staff, students, parents or governors, in promoting positive behaviour.

Teachers and all other staff will expect:

- Students to be punctual, equipped and ready to learn.
- Students to show respect for themselves, each other and the school.
- Students to wear to correct uniform at all times.
- Students to complete all work to the best of their ability as well as sticking to deadlines.
- Students to follow instructions straightaway
- Students to strive to achieve the very best that they can.

Students can expect:

- Teachers to be fair and consistent.
- Teachers to plan, prepare and deliver lessons that will enable students to succeed.
- Teachers to place you in a seating plan.
- Teachers to be on time, fully equipped and ready to help students learn.
- Teachers to praise students that are working well and to give consequences to those who may be disturbing the learning of themselves and others.
- Create a positive learning environment
- Effectively manage, monitor and record inappropriate behaviour
- Follow agreed common rules, routines and procedures
- Praise, reward and encourage all students

Parents are expected to:

- Recognise they are an integral part of the school community
- Support the aims and objectives of the school
- Support open lines of communication

Governors are expected to:

- Support the Headteacher and staff in maintaining the high standards outlined in this policy

<u>Strategies to Encourage Appropriate Behaviour</u>

Effective learning and teaching strategies are crucial to the promotion of positive behaviour.

Staff should:

Establish and insist on routines for:

- Entering the classroom
- Putting bags and coats away
- Getting out equipment
- Organising the room
- Seating arrangements (all classes should have a seating plan decided upon by the teacher)
- Taking the register
- Learning students names
- Listening to the teacher and other students
- Questioning and answering
- Giving out resources
- The management of ICT collection and return
- Arrive before the class in order to 'meet and greet' students
- Call students by their first name
- Ensure all students are able to participate fully in the lesson
- Emphasise the positive, including praise for good behaviour as well as good work
- Criticise the behaviour and not the person
- Build praise and reward into the lesson
- Establish and insist on routines for finishing the lessons on time and ensure an orderly exit
- Provide structure, well-resourced and differentiated lessons

- Communicate clear expectations
- Use non-verbal communication
- Use a variety of teaching and learning styles which engage the students and reflect the aims of the school Teaching and Learning Policy
- Redirect students to task and acknowledge those who are on task
- Identify behaviour you want with those who are demonstrating excellent "learning skills"
- By observing the following points, positive behaviour can be promoted:
- Never use sarcasm and threats of sanctions which are not subsequently carried out
- Avoid whole group punishments
- Don't start the lesson until the students are fully attentive
- Don't talk above background noise
- Don't finish the lesson in a rush ~ allow time for a structured finish

Behaviour Standards Outside Lessons

We are all responsible for maintaining orderly corridors and other communal areas outside our classrooms and around the school.

We all have a duty to be vigilant and challenge unacceptable and inappropriate behaviour around the school in order to maintain high standards and a positive learning ethos. No member of staff should ever avoid, or not deal with a situation that presents itself in their presence. It is our duty to ensure that order and safety are maintained at all times. Such behaviour should never be ignored;

Examples

- Any swearing or abusive language
- Over boisterous behaviour ~ including pushing, throwing water, play fighting, running etc.
- Homophobic, racist or other offensive taunting
- Bullying
- Fighting
- Physical assaults by one student on another

Praise and Reward

We aim to recognise, acknowledge and celebrate good behaviour, effort and achievement and we need to be able to do this with all students regardless of ability. Progress, improvement, team work, contribution to the school, sustained effort or helping others are all as valid as academic achievement.

Whenever a student makes a genuine effort to make a positive contribution this must be acknowledged and praised by staff as a matter of course. Students must expect their efforts to be recognised and we aim to develop a culture where students want to succeed and are proud of their success.

It is vital that this is an emphasis on praise rather than on sanctions.

The ultimate reward for good behaviour, effort and attendance will come from the opportunities that the student's success will bring them in the future; however, we recognise that students need recognition for their achievements in the shorter term.

Reward stamps should be put into student planners to recognise good or positive behaviour, along with any of the following:

- Verbal praise
- Comments in students exercise books and planners
- Student identified as having a #positiveimpact to learning
- Phone call/text home
- Referral to Curriculum Leader, Pastoral Leader or Senior Leadership Team for commendation

Sanctions

We acknowledge that it is everyone's responsibility to ensure that a positive learning environment is nurtured and although we insist on a strong emphasis on acknowledging and rewarding positive behaviours there will be some students who choose not to follow agreed expectations. Sanctions should be consistent, applied fairly and aimed at modifying individual inappropriate behaviour. We therefore do not subscribe to whole group punishment; rather actively seek to challenge individual modes of behaviour.

Where sanctions become necessary it is the responsibility of the classroom teacher to respond to that incident. However, there is a hierarchy of sanctions which can be applied and additional support sought from the whole school community. We believe that a cohesive, consistent and supportive response to inappropriate behaviour is the key to successful behaviour management. Any low level disruption should be recorded as a comment in the student planner and the 'Positive Support Programme' should be followed.

Sanctions and actions:

- Verbal warning
- Comment in planner and the student may be asked to move to a different part of the classroom.
- Second planner comment
- Removed to 'safehouse'.
- After school detentions as a sanction for being sent to 'safehouse'.
- Referral to Pastoral Team
- After School Detention – curriculum or whole school
- Referral to Student Support
- Isolation
- Fixed Term Exclusion
- Governor's Pre-Exclusions
- Governor's Permanent Exclusions

Administration of Sanctions and Actions

Discussion between the teacher and student regarding the inappropriate behaviour after the lesson so as to prevent further disruption to teaching and learning.

Short break/lunchtime detention Set targets for improvement. Inform Form Tutor and Pastoral Leader of repeated incidents

After School Detention: On the government website https://www.gov.uk/school-discipline-exclusions/discipline it states that:

'Schools don't have to give parents notice of after-school detentions or tell them why a detention has been given'

As a school we have decided not to follow this procedure and that we will in fact still continue to inform parents/carers if their child has an after school detention. Parents/carers should be informed by a phone call or by a text message if their child has been issued an after school detention. It should also be recorded on e-portal as well as in the student's planner.

Referral to Curriculum Leader

Discussion with the student leading to a variety of responses in accordance with the Curriculum area discipline policy:

- Curriculum Report
- Curriculum/After School detention
- Contact with parents/carers
- Internal seclusion within the curriculum area.

Referral to the Pastoral Team

The Pastoral Team will follow up with a variety of responses:

- Daily report to be monitored by parents/carers
- Contact home
- Counsel students
- Set targets for improvement and monitor
- Record outcomes for student file

Referral to Early Help: This is made by the Pastoral Team and the student is discussed at a monthly Extended Schools meeting attended by multi agencies. Further outcomes may include a referral to Behaviour Support, Connexions, Councillor, CAHMS or other external agencies.

Governors Pre-Exclusion Meetings: The Deputy Headteacher writes and present a detailed report, regarding a student's behaviour, to a panel of Governors and to the student's parents/carers.

Governors set targets for improvement and require the student and parent/carer to sign a behaviour contract. If improvement is not achieved then the student may be referred to a further Governors Exclusion meeting where more serious action may be taken.

Governors Permanent Exclusion: Permanent exclusion is the most serious sanction the school has and will rarely be used. The Governors and parents and the student are presented with a detailed report. The Governors then make the decision whether to uphold the Headteacher's decision to permanently exclude the student.

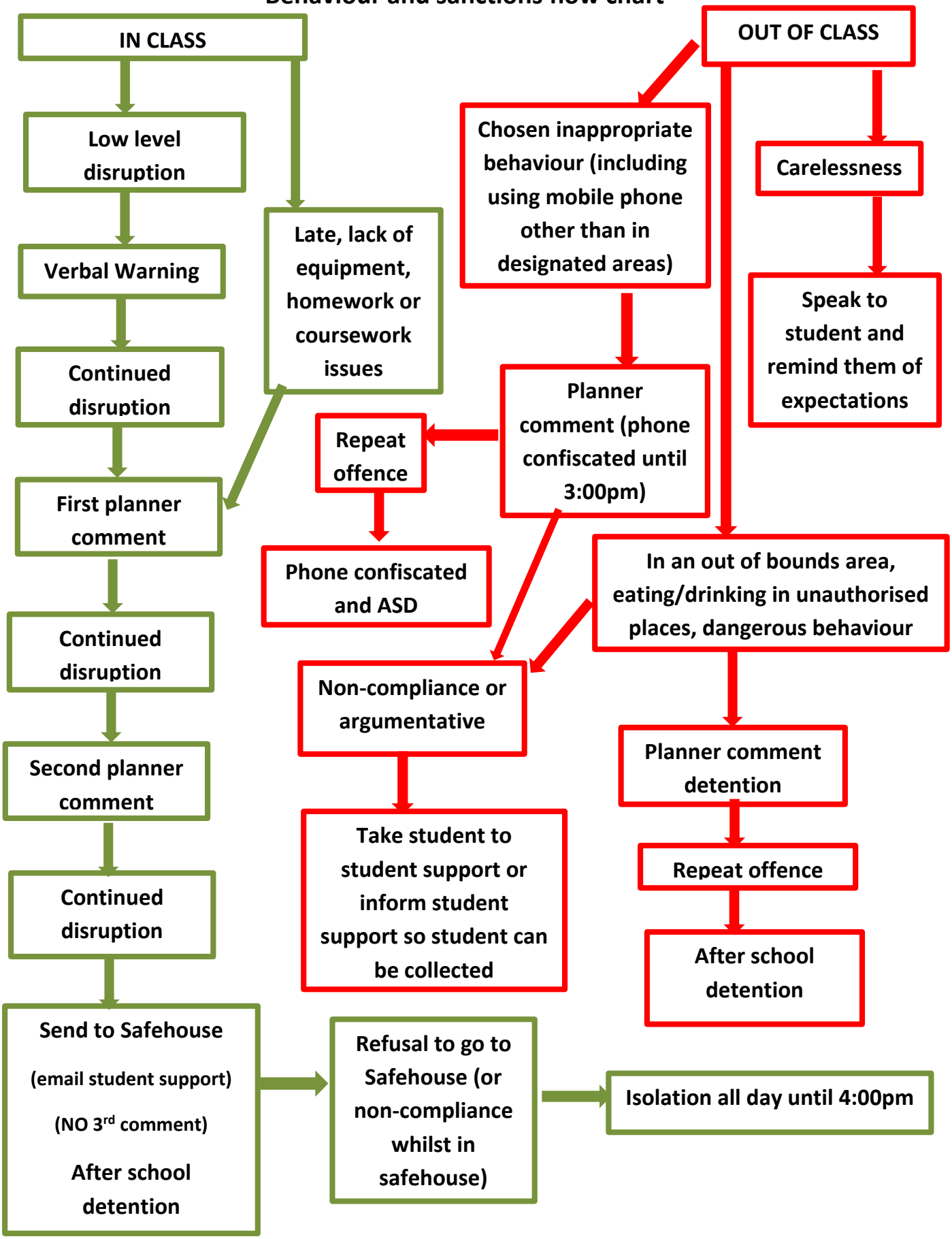
Behaviour Outside of the School Premises

Since the Education and Inspections Act 2006, Headteachers have the statutory power to regulate students' behaviour at times when they are not on the premises of the school to such extent as is reasonable. For example, we have the same expectations of behaviour for our students if they are on a school trip, are educated off site (e.g. Chesterfield College), at lunchtime and on the way to or from school and whenever they are wearing their uniform in a public place. This also extends to other activities that are directly linked to the school, for example abuse to a member of staff at a weekend, and other behaviour that brings the school into disrepute (e.g. derogatory comments on a social networking site). Where this happens they will be subject to the same sanctions outlined in this policy once the students are back on the school premises.

Reasonable Adjustments

Where a student has a recognised disability that will make the implementation of parts of this policy discriminatory, reasonable adjustments may be made. For example, an Individual Behaviour Plan may be drawn up that states agreed strategies for classroom teachers to use to help support the individual's learning. Reasonable adjustments may also be made where there is no recognisable disability but where it would be beneficial due to the circumstances at the time.

Staff Concerns

Where a member of staff feels that they require support with a particular student or group of students they should initially speak to their Curriculum Leader who should support all members of their team in issues of classroom management. This may involve peer observations within the curriculum area to share good practice, meeting with parents/carers of challenging students or temporarily removing a student who is not responding. There will be opportunities for all staff to receive training and INSET on an individual basis as part of CPD.

Behaviour and sanctions flow chart