



## BEHAVIOUR FOR LEARNING POLICY

Last Review:	January 2017
Committee:	Curriculum
Date Ratified:	11 <sup>th</sup> July 2017
Next Review:	July 2019

This Policy was drawn up in accordance with the Education and Inspections Act 2006, the Equality Act 2010, The School Behaviour (Determination and Publicising of Measures in Academies) Regulations 2012; DfES Behaviour and Discipline in schools advice document 2014 and DfES Screening, searching and confiscation February 2014.

### Rationale

Sir William Romney's School aims to develop student's self-discipline and resilience, a passion for learning, enquiring and creative minds and an appreciation of British values and responsible citizenship, such that they will be prepared to take responsible places in adult life. The School provides equality of opportunity for all students, irrespective of age, gender, sexual orientation, gender reassignment, race, religion or disability.

### Our Aims are:

- The achievement of the highest standards of work
- The achievement of the highest standards of behaviour
- The promotion of a wide range of extra-curricular activities
- The achievement of the highest standards of support and guidance

### Our Core Values

- Aspiration
- Confidence
- Collaboration
- Independence
- Resilience

### Behaviour for Learning Principles:

The School recognises that it has a duty to safeguard and promote the welfare of children as well as a pastoral responsibility to ensure students are protected from harm. All students are expected to behave in a positive manner both to themselves and others, showing consideration, courtesy and respect for students, teachers and members of the public. Some young people need to learn how to behave: our job as teachers is to support them to make the right choices. The School upholds the values of the rule of law, freedom of speech and respect and tolerance for those of different faiths or beliefs. Where a student's **behaviour raises concerns that he/she is likely to suffer significant harm, the School's Safeguarding and Child Protection policy** will be followed. In the case of continual disruptive behaviour and where it is felt that a child's educational needs are not being met, a multi-agency assessment will be considered. The School does not condone bullying and will take appropriate action in order to promote supportive behaviour and discourage bullying (please see **Anti-Bullying Policy**). Students should conduct themselves at all times and in all places in a way that reflects well on themselves and the School, including on the school buses and elsewhere; whilst in uniform.

### Our Behaviour for Learning Expectations

- To arrive promptly to school and to each lesson
- To complete all work on time and to the best of their ability
- To be properly equipped for lessons
- To be polite in speech and actions
- To be dressed correctly in school uniform
- To look after the school environment including the classrooms
- To ask questions at the right time; **to further their and others' understanding**
- To be quiet when the teacher is talking and to listen to others when they are talking
- To follow reasonable instructions given by staff and prefects promptly and without argument

- To work hard in lessons and to avoid distracting others
- To work with teachers and to respond to advice given to improve

### Rewards & sanctions

1. Praise the students meeting expectations
2. Use a range of behaviour management techniques to deal with issues (See Appendix 1)
3. Instigate the Consequences Pathway (Appendix 2/3) when required, supporting students to make the right choices.
4. Recognise positive response with praise
5. Award house points for good work in lessons/contributions to school
6. Sanctions are given as per appendix 4

Staff are expected to use the language of 'consequence' when students are not meeting expectations. This provides a reminder by asserting a direct instruction, linked to the behaviour code. Behaviour is a choice: students will always be reminded of what they should be doing and supported to make the right choice, even when a consequence has been issued.

If behaviour is having a negative effect on the teaching and learning of others, students can expect a negative consequence to take place which may include removal from the classroom so that others may continue learning. Any classroom removals will result in an additional consequence such as a detention or time in the focus room. All staff will follow the consequences pathway; consistency is essential for effective behaviour for learning.

Teachers recognise and praise good work, effort and behaviour through verbal praise, contacting parents or awarding house points. House points can be awarded for positive actions and attitudes e.g. commitment to work, extra effort. Other rewards include stickers and postcards home. House **points can be 'spent'** in the school house point shop which is located in the library, items available for purchase include stationary, revision guides, meal vouchers and footballs.

### Behaviour Interventions

#### Reports

A student can be 'on report' for a number of reasons as indicated below. The student presents the report to his/her class teacher at the start of the lesson and gets it signed each day by a member of staff and their parents.

#### **Behaviour Reports (amber, orange, red)**

Students whose behaviour is persistently poor will be placed on the Behaviour Register and be given a Stage 1, 2 or 3 report.

#### **Attendance Report (yellow)**

Students who have truanted will be placed on attendance report by their Learning Manager and parents will be contacted by their Learning Manager or by the Attendance Officer.

#### **Punctuality Report (white)**

Students who are repeatedly late will be placed on Punctuality Report. Teachers should indicate whether he/she arrived on time.

#### **Homework Report (pink)**

Students who repeatedly fail to complete homework satisfactorily across several subjects may be placed on homework report by their tutor. For each lesson a student will put a Y (if homework has been set) or an N (if it has not). The student should write details of the homework in their planner and this should be checked by the teacher when they sign the report at the end of the lesson to confirm that the details are correct. If homework has not been completed the teacher will place a cross in the relevant section.

#### **General Report (blue)**

Students whose attitude to learning or lack of achievement (not behaviour) presents a problem over a number of subject areas can be placed on General Report by their Learning Manager or tutor in order to monitor progress.

Students who return from exclusion may be placed on General Report by SLT or their Learning Manager for a period of one week following their re-admission to school and this will be monitored by their tutor.

#### **Uniform Report (green)**

Students who regularly ignore the uniform guidelines will be placed on Uniform Report by their Learning Manager and parents will be contacted.

#### **Subject Report**

In some instances if there is an issue in a particular curriculum area, Leaders of Learning will place a student on a subject report.

### Behaviour Support Plan (BSP)

Students who have failed Stage 2 report, and are in danger of failing Stage 3 report may be placed on a BSP, or at the discretion of the Learning Manager. This will be decided by Learning Managers and/or SLT. Parents will be involved in the BSP process (8 weeks) and clear targets for improvement will be set. Support will be provided for students to make changes to their behaviour. If a BSP fails, then a student will be put onto a PSP.

### Pastoral Support Plan (PSP)

Where a student is at risk of permanent exclusion then a PSP will be put in place. This is a 16 week intervention, designed to avoid exclusion and support the student to enable them to remain in school. Parents are an important part of this process and will be expected to support their child in meeting the agreed targets. A member of SLT will lead the PSP meetings and reviews.

### Exclusions and Alternative Provision

SWR may also place students with an alternative educational provider on a short term or long term basis, such as Stroud and Cotswolds Alternative Provision (SCAPS) or South Gloucestershire and Stroud College (SGS).

### Managed Move

In an attempt to avoid a permanent exclusion, the school works closely with neighbouring schools and may choose to implement a Managed Move. A Managed Move is a 16-week process, led by the LEA where a student is offered a supported, fresh start in a new school. This may not be an appropriate solution for some students.

### Behaviour around school

The same high standards of behaviour are expected from students around school. In particular, movement around the corridors and stairs should be conducted in an orderly and calm manner. Students must be polite to all staff, each other and any visitors to the school. Students who do not conform to expectations will be subject to agreed whole-school sanctions which is normally time in the Learning Managers room. (Appendix 4).

### Behaviour Outside of School (Including outside the school day)

The behaviour of students outside school on a school activity (for example on school trips, sports fixtures or work experience) is subject to the school's **behaviour policy** (including the correct wearing of uniform). Any students whose behaviour is deemed inappropriate whilst on a trip/educational visit will jeopardise future visits/trips (the length of which will be decided by the school) or risk being returned to home early (at the expense of their parents/carers). For behaviour outside school, but not on school business (e.g. outside the school gates) the school may apply its behaviour policy where there is a clear link between the behaviour and maintaining good behaviour or a positive impression of the school. When students are wearing uniform they are ambassadors for the school.

### Bullying

SWR is committed to working with students and parents to provide a learning environment that is secure and supportive so that all individuals can develop academically and socially free from fear of ridicule, harassment or physical threat. We aim to create an environment where all members of the school community feel safe, respected and valued. All children have an absolute right to be protected from others who may wish to harm, degrade or abuse them. Bullying of any kind is unacceptable at our school. Bullying may be verbal, physical or emotional (**Please see the Anti-Bullying Policy**).

### Uniform

Students are expected to wear their uniform with pride and can expect to be reprimanded by any member of staff for breaches of uniform; this includes improper wearing of uniform, such as shirt hanging out persistently, the wearing of jeans or not having their jumper with them. Teachers can place students into the Learning Managers room (H5) for a lunchtime detention for such infringements. Blatant disregard for the uniform policy (including unpermitted piercings and inappropriate hair colouring), refusal to wear loaned items or persistent issues concerning uniform may result in the student being placed into the focus room for the day or put on uniform report.

### Mobile phone and electronic devices

Mobile phones and other electronic devices can be brought into school and used during students' free time **out of the buildings**. Such devices may also be used in the classroom at the discretion of the teacher, and with their explicit permission. Inappropriate use of mobile phones, or sight of them without permission in the building will result in a warning to put it away. Failure to do so immediately will result in the phone being confiscated, repeated offences will result in it being handed into the office until the end of the day. The second (and subsequent) time the office have the phone handed to them will result in parents having to come and collect the phone at the end of the day. Continual failure to comply with school rules regarding mobile phones will result in a ban on the phone being in school for a lengthy period of time.



## BEHAVIOUR FOR LEARNING POLICY Appendix 1

### Teacher Strategies to Promote Positive Behaviour

Low level disruption in classrooms is best avoided/ minimised by **HIGH QUALITY TEACHING** that meets individual needs.

#### Pre-sanction interventions

Where staff intervention for behaviour is required, this is best done by avoiding immediate use of the Classroom Sanctions. The Classroom Sanctions can quickly escalate the problem; if the teacher **rapidly 'raises the stakes', many students will respond in a similar way. It is far better to employ a range of verbal and non-verbal cues to begin with, such as:**

- Non-verbal signals (e.g. 'the look')
- Move closer
- Say name
- Use humour
- Tell them what you want them to do (ie, clear and simple statement of behaviour)
- Catch pupil behaving appropriately and praise
- Praise appropriate behaviour of nearby pupil
- Distract onto task/away from inappropriate behaviour
- Re-explain and organise task for them
- Ask them to undertake a specific task for you
- Remind about relevant B4L skill
- Restate relevant skill
- Modify or change activity
- Informally move or change group setting

Once you have applied the Sanctions System, additional strategies to be used as required:

- Name – pause – clear instruction
- Give start up time
- **Keep the focus on the primary or original behaviour/issue (ie, don't be deflected onto secondary behaviour/issue)**
- Broken record technique (Different words but repeating same message)
- Use the **language of choice, remind of consequences (When you choose to....then...)**
- **Use 'I messages' ('I – your feeling – their behaviour – what they need to do instead')**

Examples of Assertive language:

- What should you be doing?
- I need you to...
- 'Thank you for...' rather than 'please can you...'
- 'James, the instruction is to...'
- State 'I want you to...'
- Refrain from asking 'why'

Staff are encouraged to ask students to reflect upon their actions to try to prevent issues from escalating and relationships deteriorating. During the LA detention, to ensure every lesson is a fresh start, staff should ask:

- What happened?
- Who has been affected by what you did?
- In what way have they been affected?
- What do you think needs to happen to make things right?
- How will your behaviour be different in the next lesson?



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Appendix 2

Teacher Guidance

Step	Language	Teacher Action
<b>Step 1 Warning</b>	<b>'This is your warning for ...'</b>	<b>You may wish to record this warning on the board</b>
<b>Step 2 Detention N.B: cannot be 'worked off'</b>	<b>'You have now been given a penalty point for ... and a detention on ...'</b>	<b>Teacher issues a 20 minute detention and logs this as a Penalty Point via SIMS</b>
<b>Step 3 Relocation</b>	<b>'This relocation will result in you also having a 30 minute detention on...'</b>	<b>Call the LOL to relocate the student within the LA.  Teacher records this relocation via SIMS and issues a 30 minute detention  Teacher to contact parents by phone/email</b>



Sir William Romney's School

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Appendix 3

Classroom Poster

**Warning**

**Detention**

**Relocation** 



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Appendix 4

Whole School Sanctions

Behaviours	Negative Consequences	Staff Action
Inappropriate behaviour in corridors, minor unsafe behaviour etc.	Verbal reminder of expectations/ <b>LM's detention &amp; letter home (depending on level of behaviour)</b>	<b>Enter into LM's</b> book in the office or <b>escort to the LM's</b> room
Inappropriate behaviour in classrooms, minor unsafe behaviour etc.	Verbal reminder of expectations/ Teacher/LOL detention & letter home (depending on level of behaviour)	Issue detention
Mobile phones out in school buildings without permission	1 <sup>st</sup> time: request to put it away 2 <sup>nd</sup> time: removed until end of day 3 <sup>rd</sup> time: removed & parents collect 4 <sup>th</sup> time removed, parents collect & handed in to office each morning for 1 week.	Take to Office for collection
Electronic devices/headphones visible	1 <sup>st</sup> time: request to put it away 2 <sup>nd</sup> time: removed until end of day 3 <sup>rd</sup> time: removed & parents collect 4 <sup>th</sup> time removed, parents collect & handed in to office each morning for 1 week.	Take to Office for collection
Smoking on premises/ off site on way to & from school	1 <sup>st</sup> time: <b>LM's detention</b> & letter home 2 <sup>nd</sup> time: Focus room break and lunch, letter home 3 <sup>rd</sup> time: 3 days focus room break and lunch, letter home 4 <sup>th</sup> time: 1 day in the focus room Referral to MG for anti-smoking course	<b>Place in LM's</b> detention
Wearing incorrect uniform (including jewellery/hair),	<b>LM's detention</b> Persistent uniform infringements and brightly coloured hair may result in focus room time until it has been addressed	<b>Place in LM's</b> detention
Truantiing from lessons	Time in Focus (according to lessons missed and situation, usually served during break and lunch)	
Environmental issues such as littering, minor graffiti	<b>LM's room</b>	
Non-attendance at LA after school detention, 2 x late to registration Non- <b>attendance at LM's room</b> = 1 day break and lunch in focus, non-attendance = SLT detention.	SLT  <b>LM's detention</b>	
Breaches of the school IT policy	Detention → Permanent exclusion	Headteacher to determine level and length of exclusion
Bullying Non co-operation Racist/homophobic language/behaviour Fighting Swearing in the presence of staff Persistent defiance/rudeness Failure to attend SLT detention	Internal exclusion: 1 day Internal exclusion: 1 day  Internal exclusion: 1 day Internal exclusion: 1 day Internal exclusion: 1 day Internal exclusion: 1 day Internal exclusion: 1 day + detention	

Refusal to co-operate with senior staff Persistent bullying Physical assault Swearing at a member of staff Bringing drugs into school (not dealing) Bringing inappropriate things into school	Archway/KLB Exclusion/Fixed-term Exclusion	Headteacher to determine level and length of exclusion
Persistent bullying despite interventions Persistent refusal to co-operate with senior staff Persistent aggressive behaviour towards another student/s or an extreme act of violence Failure to meet PSP targets High number of FT exclusions Drug related issues Assaulting a member of staff Threatening behaviour involving a weapon	Managed Move/Permanent Exclusion	<b>Headteacher's</b> discretion