

Behaviour for Learning Policy

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Rosebery School

Excellence. Endeavour. Opportunity.

Behaviour for Learning Policy

Aims of the policy

The purpose of this policy is to enable the school to maintain an environment conducive to learning and to safeguard the rights of all students to be educated. The aims of this policy are to:

- Create a positive climate for learning in every classroom;
- promote self-discipline and respect for others;
- promote good behaviour for learning;
- promote high self-esteem;
- ensure fairness of treatment for all;
- provide a safe environment free from disruption, bullying, violence, discrimination and any forms of harassment and where good relationships are established;
- to encourage a positive partnership with parents/carers; and
- To promote consistency in rewarding behaviour and challenging poor behaviour.

Schools have a statutory power to regulate the behaviour of students when they away from school premises and are not supervised by school staff. This policy will therefore apply at all times when students are the responsibility of school staff and also when they are not on the school site and are under the responsibility of others and are acting in such a way as to bring the school into disrepute eg. travelling to and from school, on educational visits, on work experience.

Context

This policy is written in response to the Education and Inspection Act (2006) and with reference to the Equality Act (2010).

The following DfE guidance will be used in conjunction with this policy:

Positive restraint – advice for headteachers, staff and governors/School Strategy Board members:

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/355362/use_of_reasonable_force.pdf

Screening, searching and confiscation - advice for Headteachers, staff and governors/SSB

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/674416/Searching_screening_and_confiscation.pdf

Behaviour and discipline in schools – guide for Headteachers and teachers

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/488034/Behaviour_and_Discipline_in_Schools - A guide for headteachers and School Staff.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/488034/Behaviour_and_Discipline_in_Schools_-_A_guide_for_headteachers_and_School_Staff.pdf)

Behaviour and discipline in schools – guidance for governing bodies/SSB

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/463484/Behaviour_and_discipline_in_schools_guidance_for_governing_bodies.pdf

School Ethos: The Rosebery Way

We can achieve much when we share a set of common values. Our values appeal directly to students' own sense of rights and justice, therefore we are likely to achieve positive behaviour for learning by emphasising values above rules. A positive ethos generates an atmosphere of mutual respect in which students are conditioned to behave appropriately.

Our values are encapsulated in the Rosebery Way:

1. All members of our community are shown the level of respect and kindness that we would expect for a member of our family.
2. High expectations are never set by creating a fear of failure; they are set by demonstrating belief in each other's ability to achieve.
3. Members of our community who do not meet our expectations are supported to help them to do so.
4. We never ask anyone to do anything that we would not be prepared to do ourselves.
5. We act with integrity by doing the right thing whether or not anyone is watching.

Key principles of behaviour management:

- behaviour is learned; it can be unlearned and relearned;
- students who feel valued and whose success is recognised are more likely to behave appropriately;
- sanctions contain behaviour, rewards and restorative approaches change behaviour;
- good behaviour for learning has to be worked for; it does not simply happen;
- standards of behaviour, work and respect depend on the consistent example which must be set by all staff; we all have a shared responsibility to manage and improve student behaviour;
- no student's behaviour should be allowed to persistently damage other students' opportunities for learning
- effective communication of problems, incidents and action taken is crucial in resolving behaviour issues; and
- all staff have the right to receive support in managing individual students or whole classes as required.

Role and responsibilities

The Governing Body/School Strategy Board:

- Governors/SSB members are responsible for ensuring that this policy and related procedures are implemented.

The Headteacher:

- the Headteacher, in conjunction with the Leadership Team is accountable for the implementation of the policy;
- along with the governing body/SSB, the Headteacher and staff must ensure that there is no differential application of the policy and procedures on any grounds, particularly ethnic origin, culture, gender, special educational needs or disability or sexuality;
- the Headteacher and staff must ensure that students are listened to and concerns are appropriately addressed;
- the Headteacher has the power to delegate the use of positive handling where it is required; and
- the Headteacher and Leadership Team must ensure that appropriate training is given to all staff to manage behaviour positively and assertively.

Staff:

- all staff, including teachers, associate staff and volunteers, are responsible for ensuring that the policy and associated procedures are followed and are consistently and fairly applied;
- staff have a responsibility to ensure all rewards and sanctions they give are personally communicated to the student and that they are recorded centrally to facilitate intervention, monitoring and tracking;

- as stated in the Teacher Standards, staff responsibility, with the support of the Headteacher, to create a high quality learning environment; and
- staff have a statutory power to impose sanctions on behalf of the school.

Parents/Carers:

- parents and carers have a responsibility for the behaviour of their children both in and out of school; and
- they are encouraged to work in partnership with the school to assist the school in maintaining high standards of behaviour and have the opportunity to raise with the school any issues arising from the operation of this policy.

Students:

- students are encouraged and expected to take responsibility for their own behaviour and are made fully aware of the policy and procedures and expectations; and
- students have a responsibility to report any incidents of disruption, violence, bullying and harassment.

Procedures

We have structured our procedures to ensure that they support the delivery of great teaching and the fulfilment of our mission to provide Excellence, Endeavour and Opportunity to each child.

High expectations are set for all students, outlining what is expected of them in every lesson, every day. Staff are provided with clear guidance about what is required to secure the highest standard of teaching and learning, leading to excellent behaviour for learning. These work alongside more general strategies outlined here:

- have an aesthetically pleasing and functional classroom, take pride in our classroom environment;
- arrive at lessons on time;
- meet and greet all students personally as they enter the room;
- exude calm and enthusiasm, demonstrating a passion for our subject;
- devise a seating plan;
- develop routines for the start and end of each lesson;
- look for opportunities to engage with students outside the classroom, when on duty, or on school trips, take an interest in their lives, as well as interacting with students throughout the lesson;
- tactically ignore some attention-seeking behaviour;
- give direction with expectation 'Just pick up that litter for me would you? Thanks.'; and
- avoid anything personal – address the behaviour and not the student.

Rewards and recognition

Praise should be central to the way we operate in class. Rewards should be given as frequently as possible, initially by giving specific verbal praise in and out of lessons.

We have a number of ways to reward students:

Achievement Points (APs)

Staff should record achievement points on PARS for good work and good behaviour. Staff can award up to 3 APs for any single reward. The awarding of achievement points is for students who meet the schools expectations and consistently behave as they should within the school environment. Staff should ensure APs are given consistently and frequently. Parents can monitor the number of APs their child receives through Insight.

Contacting parents/carers

A quick phone call home to praise a student is a very effective way of rewarding a student, and in encouraging a long term change in behaviour for more troubled students.

Showing work to a middle or senior leader

Staff are encouraged to invite colleagues to look at excellent work/ presentations as appropriate

Displaying of work

Ensuring our classrooms reflect the excellent work of our students is a positive way to praise and reward.

Achievement Assemblies

At the end of each half term APs will lead to individual and tutor group recognition in our Achievement Assemblies, for Year Groups.

Tutor Group Celebration

Tutor groups who achieve the most APs each half term are rewarded with a celebratory event.

Headteacher Commendations

Staff can award HT Commendations for exceptional effort, behaviour, achievement or attainment. Staff should email the HT with the name, tutor group and reason for the commendation. The Headteacher meets with all students rewarded in this way each Friday morning and their names and nominator appears in Rosebery News weekly.

Report Commendations

Students who achieve good judgements for their Attitude to Learning on their termly reports will receive a Report Commendation or praise from their Head of Year.

Stages in managing behaviour

All staff have a responsibility to follow the **'warn, move, remove'** process for managing behaviour.

Behaviour points will be given for behavioural transgression and these should be recorded on PARS. However, it must be made clear to the student that the point has been given, and the behaviour that has resulted in that action.

It is vital that we remember that the awarding of behaviour points will not change the behaviour of the students. The restorative actions of staff through individual conversations with students and discussion with parents/carers are always the most effective way of changing behaviour.

Lesson Support

If staff require assistance with a student or class, or wish to remove a student, the Leadership Team and Heads of Year are available. The 'emergency alert' button should be pressed on PARS.

Staged approach to behaviour management

Verbal Warning

These behavioural transgressions **only require intervention from the class teacher or tutor** who will record the offence and action taken on PARS. They each carry one point. Maximum **1 point**. These might include:

- attitude to learning ;
- attitude to others ;
- punctuality and attendance ;
- failure to complete classwork;
- failure to complete homework;
- failure to bring equipment;
- uniform infringement; and
- planner not signed.

Follow up action: 15 minute detention at lunch/break, conversation with a student, department or year report if cumulative, phone call home at the discretion of the teacher or tutor.

Asked to move seats

This should be selected **if a student has had to be moved from their usual seat** because they have not responded to a warning about their behaviour. This should be recorded by the class teacher on PARS along with the action taken. This carries **two points**.

Follow up action: 15 minute detention at lunch/break. Student sits in a different place next lesson, conversation with student, phone call home at the discretion of the teacher or tutor.

Lesson Removal

This should be selected when a student is **removed** from a lesson, or who has removed themselves without permission from a lesson. The class teacher should select this option on PARS and add brief detail of the reasons for the removal. This will carry **five behaviour points**.

Follow up action: Student is not allowed back into the next lesson until a restorative meeting has been held with the teacher, the student and another colleague. One hour departmental detention given.

Year 8 – 11 students will receive an internal Head of Year exclusion following a removal, for the rest of the day, this will also include an extended day to 4pm. In this instance the Head of Year will contact parents/carers directly.

Phone confiscated

This should be selected when a student takes out their phone during a lesson without permission or when a student uses their phone inappropriately. The class teacher should select this option and **it will carry 2 points**. The phone should be confiscated and brought down to HT/HT's PA.

Follow up action: Conversation with the student, an email will be sent informing their parent/carers. The student can collect the device at the end of the day from HT/HT's PA. The student must hand their phone in to HT's PA on arrival the following school day where it will be retained for the entire day, as a consequence of their behaviour. Failure to hand the phone in will lead to the student being picked up by LSD

Truancy

It is the responsibility of the teacher to ensure the Attendance Officer is aware of any student who has truanted the lesson – the lesson support process should be used for this.

Follow up action: Departmental detention given. Restorative meeting held with teacher, student and departmental colleague. Where necessary Head of Year exclusion or an internal exclusion.

Serious incident

These behaviours are those which are considered very serious and require further investigation from middle or senior leaders. It is likely that these offences will lead to an internal or fixed term exclusion.

Initially the behaviour incident is logged on PARS by the member of staff who has discovered the incident in the first instance. If it is during a lesson – call first for lesson support. This will then be sent to a member of the leadership team or Head of Year, who will begin the investigation. Once the investigation is complete the serious incident form (appendix 1) will be linked to the student's record and **10 points** will be added to the PARS record for a fixed term exclusion and **5 points** for an internal exclusion.

These behaviours might include:

- swearing at a member of staff;
- intimidation;
- bullying;
- smoking;
- vandalism;
- theft; and
- fighting.

Bullying, Homophobic and Racial behaviour

Follow same process as for all other serious incidents, an investigation form will be completed (Appendix 2).

Follow up action: Internal exclusion, external exclusion, restorative meeting – parents/carers must be invited in and the student will be on report for two weeks to the Head of Year.

Instances of bullying and its cause will be recorded on a separate register to ensure that the frequency and causes of bullying are carefully monitored by the Leadership Team, this can be found on the M: Drive, 2 Pastoral, 10 Bullying Documentation.

Behaviour at lunchtime

Students are permitted in their tutor rooms at lunchtime if it is raining or poor weather; tutors are encouraged to monitor their tutor group's use of this room and to set clear expectations about behaviour during this time. Students are not allowed to bring hot food into the buildings at break and lunchtime. Students are permitted to be in the main hall and canteen during lunchtime. There should be no eating in the corridors.

Behaviour outside of school

On their way to and from school students are expected to behave appropriately. Students representing the school on school trips are expected to behave impeccably. Anyone who brings the school into disrepute outside of school will be at risk of a serious incident investigation which could lead to an internal or fixed term exclusion.

Mobile phone and mobile devices

Mobile phones should be kept in bags or lockers between 8.30am and 3.00pm, unless a member of staff requests that it be brought to a lesson for a learning activity. At break and lunchtime students are allowed to look at their phones, but only in designated areas, which are the communal areas including the canteen, Main Hall and quad. Students should not make or receive phone calls at any time during the school day on their mobile phones. If a student needs to contact home, they should go to student support from where the call will be made. Phones should not be out in the corridors at break or between lessons. Headphones and listening to music are not allowed around the school site.

This policy should be read in combination with Acceptable Use of Mobile Devices Policy which explains that at Rosebery we run a traffic light system, and mobile phones and other mobile devices are only allowed to be used under the direction of the teacher. If a device is used by the student without such permission the phone will be confiscated.

Support for students who misbehave

Our pastoral and intervention team works hard to support students who find it difficult to manage their behaviour. Strategies include:

- reporting regularly to a form tutor, Head of Year or Assistant Headteacher;
- positive report;
- anger management;
- counselling; and
- assertive mentoring.

Sanctions

Rosebery School has the statutory power to impose sanctions and these must be reasonable and proportionate to the circumstances. The school will monitor the use of sanctions by age, ethnicity, SEND and Pupil Premium.

Detentions

School staff have the statutory power to place students in detention either at lunchtime or after school. The school day officially finishes at 3.15pm, therefore students can be kept with no notice till 3.15pm. 24 hours' notice should be given for detentions given outside school sessions, this will be notified to parents/carers through Insight.

Internal exclusion

On occasion, it will be necessary to remove a student from all of their lessons for the day. This may be due to a serious behaviour incident, or because of an accumulation of other behaviour incidents. The student will work independently, supervised by a member of our intervention team.

External exclusion

For serious misbehaviour, or persistent breaches of our behaviour policy where other strategies have been used and have not lead to significant change, a fixed term exclusion will be used. Only the Headteacher or Deputy Heads can exclude a student. In making the decision to exclude the Headteacher will:

- ensure that a thorough investigation has been carried out;
- consider all of the evidence available to support the allegations;
- allow and encourage the student to give their version of the event;
- consider the role of provocation; and
- keep a written record of the action taken, including any interviews with students concerned.

Parents/carers, GLF and the local authority will be informed of the exclusion within 24 hours. The Governing Body/SSB is informed termly of the number of exclusions.

Searching students

Where there is a suspicion that a student may have prohibited items in school, this information should be passed to the Head of Year or a member of the Leadership team.

- In the event of a search of a student's personal effects or locker, two members of staff will be present.
- The student's consent will be sought before any search takes place, but if there is a suspicion that knives, weapons, alcohol, illegal drugs or stolen items may be involved, the school has the right to search without the students' consent. (DfE, Searching, screening and confiscation, January 2018).
- The person conducting the search must not require that the student remove any clothing other than outer clothing (eg. hat, gloves, shoes, boots, coat, jumper and scarf).
- In the event that any prohibited items are found in the student's possession then the Police will be informed as will parents/carers. The school will then follow all guidance provided by the DfE.

The use of reasonable force

In the event that a member of staff makes the professional decision that reasonable force is required to control or restrain a student, this should be immediately reported to a member of the Leadership Team. The use of reasonable force (defined as using no more force than is needed) should not be necessary in the majority of situations where disruptive or challenging behaviour can be diffused using a range of behaviour management techniques.

Control may involve passive physical contact, for example standing between students, or active physical contact such as leading a student out of the classroom by the arm.

Restraint may be used when two students are fighting and will not separate. Reasonable force can be used to prevent students from hurting themselves or others, from damaging property or from causing serious disorder.

All incidents of restraint must be recorded through CPOMS and alerted to a member of the Leadership team.

Monitoring and Evaluation

The Rosebery Behaviour for Learning Policy will be reviewed annually.

Further information and guidance:

- Staff Handbook
- Teacher Standards
- School Prospectus
- Student Planner
- Equality Policy
- Anti-Bullying Policy
- SEND Policy
- Mobile Phone Policy
- DfE Guidance

Appendix 1 – Serious Incident slip

Serious Incident Report

Part 1: To be completed by member of staff who is dealing with the incident.

Date of Incident	
Who was directly involved?	
Names of students	TG
Who witnessed the incident?	
Names of students/staff	TG
Summary of incident	
Member of staff recording incident	
Member of staff investigating incident	
Related to bullying	
Racist incident	
Now email this form to AH/DH/HT as appropriate	

Part 2: To be completed by member of middle or senior leader investigating the incident

Summary of investigation

Recommendations of investigator as discussed with AH/DH/HT

Part 3: To be completed by investigator of the incident in relation to advice from AH/DH/HT

Agreed actions

	Agreed sanction with detail of member of staff responsible for carrying it out	Date sanction to be carried out
School Detention		
Community service		
Internal exclusion		
Fixed term exclusion		
Restorative justice		
Other		

Now email to inform them of the findings AH/DH/HT.

Part Four : To be completed by HOY/AH/DH or HT if Fixed Term Exclusion is necessary

Total number of days FTE	
SENCO consulted if statemented	
Designated teacher for CLA consulted if relevant	
Racist incident logged if relevant	
Parents informed of FTE by phone	
Informed to coordinate school work	
Date agreed for reintegration and with who	
Teacher who student will report to for a week after reintegration	
Letter sent home confirming FTE and arrangements for reintegration	

Part Five: Attach form to PARS as a linked document.

Date Incident Report attached as linked document to PARS	
Date Parents informed	
HOY completing form	
LT signature	

Appendix 2

Investigation following report of bullying

Name/TG of student reporting the bullying	
Name(s) /TG of alleged bully or bullies	
Name(s) of others involved or present	
Name of member of staff investigating bullying	
Date of incident which has lead to the investigation	
Names of students from whom statements have been collected	

Summary of investigation

Please delete as appropriate:

Investigation confirms that this IS an incident of bullying

Investigation confirms that this IS NOT an incident of bullying

If bullying confirmed, under which category will it be logged? Please tick and date when added to bullying log on SIMS

Verbal		Cyber		Homophobic	
Racist		Emotional		Physical	
Other (specify)					

Actions/sanctions to follow with

Action	Details/date/by whom
Restorative justice with HoY/other	
Verbal warning given	
Detention given	
Phone call(s) home	
Letter home	
Bullying contract issued	
Internal exclusion	

State any additional support offered to students involved in this incident:

Signed Date.....

NOW ADD THIS DOCUMENT AS A LINKED DOCUMENT TO THE RELEVANT STUDENTS' PARS RECORDS. IT SHOULD ALSO BE SAVED IN THE BULLYING LOG FOLDER ON THE M DRIVE: 2. Pastoral/Bullying documentation and recorded on the log book.