



Behaviour For Learning Policy

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1. Aims

This policy aims to:

- Provide a consistent approach to behaviour management.
- Define what we consider to be unacceptable behaviour, including bullying.
- Outline how pupils are expected to behave.
- Summarise the roles and responsibilities of different people in the school community with regards to behaviour management.
- Outline our system of rewards and sanctions.

2. Legislation and statutory requirements

This policy is based on advice from the Department for Education (DfE) on:

- Behaviour and discipline in schools.
- Searching, screening and confiscation at school.
- The Equality Act 2010.
- Use of reasonable force in schools.
- Supporting pupils with medical conditions at school.

It is also based on the special educational needs and disability (SEND) code of practice.

In addition, this policy is based on DfE guidance explaining that academies should publish their behaviour policy and anti-bullying strategy online.

This policy complies with our funding agreement and articles of association.

3. Definitions

Misbehaviour is defined as:

- Shouting out during lessons.
- Not listening during teacher-led explanations.
- Off-task behaviour.
- Deliberate disruptive behaviour (e.g. messing around).
- Disruption in corridors between lessons, and at break and lunchtimes.
- Non-completion of classwork or homework.
- Poor attitude.
- Wilful refusal to wear the correct uniform.

Serious misbehaviour is defined as:

- Repeated breaches of the school rules.
- Any form of bullying.
- Sexual assault, which is any unwanted sexual behaviour that causes humiliation, pain, fear or intimidation.
- Vandalism.
- Theft.
- Fighting.
- Smoking.
- Racist, sexist, homophobic or discriminatory behaviour.
- Possession of any prohibited items. These are:
 - Knives or weapons.
 - Alcohol.
 - Illegal drugs.
 - Stolen items.
 - Tobacco and cigarette papers.
 - Fireworks.
 - Pornographic images.
 - Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil).

4. Bullying

Bullying is defined as the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power.

Bullying is, therefore:

- Deliberately hurtful.
- Repeated, often over a period of time.
- Difficult to defend against.

Bullying can include:

Type of bullying	Definition
Emotional	Being unfriendly, excluding, tormenting.
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence.
Racial	Racial taunts, graffiti, gestures.
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching.
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing.
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites.

Details of our school's approach to preventing and addressing bullying are set out in our anti-bullying strategy.

5. Roles and responsibilities

5.1 The governing board

The governing board is responsible for monitoring this behaviour policy's effectiveness and holding the Headteacher to account for its implementation.

5.2 The Headteacher

The Headteacher is responsible for reviewing and approving this behaviour policy.

The Headteacher will ensure that the school environment encourages positive behaviour and that staff deal effectively with poor behaviour, and will monitor how staff implement this policy to ensure rewards and sanctions are applied consistently.

5.3 Staff

Staff are responsible for:

- Implementing the behaviour policy consistently.
- Modelling positive behaviour.
- Providing a personalised approach to the specific behavioural needs of particular pupils.
- Recording behaviour incidents (see appendix 3 for a behaviour log).

The senior leadership team will support staff in responding to behaviour incidents.

5.4 Parents

Parents are expected to:

- Support their child in adhering to the pupil code of conduct.
- Inform the school of any changes in circumstances that may affect their child's behaviour.
- Discuss any behavioural concerns with the class teacher promptly.

6. Pupil code of conduct

The student code of conduct articulates the values and behaviours that we wish to foster in all of our students.

Pupils are expected to:

- Exercise self-discipline both in and out of the classroom; they should treat everyone with courtesy and consideration; they should never distract other students from their work, disrupt a lesson or use inappropriate language.
- Students should exercise self-discipline when travelling to and from school, in social areas (or on public transport) which is seen as important for everyone's safety; they must promptly make their way to/from school and refrain from behaving in a way that brings the school into disrepute, including when outside school.
- Students should always walk in a sensible way (keeping to the left when in corridors) along the corridors and up the stairs because running and pushing is dangerous.
- Bridgnorth Endowed School has a "hands off" policy. Students should avoid all forms of unnecessary physical contact.
- Litter should be placed in the bins provided and students should make every effort to keep the school environment clean and tidy at all times.
- Chewing gum or eating in lesson time is strictly forbidden in the school.
- Students will not wilfully damage / vandalise school property (e.g. graffiti) or use any of the school's equipment inappropriately (e.g. ICT).
- Mobile phones should never be seen, used nor heard on the school premises.

7. BES Learning Habits

Learning Habit 1: Attend.

Students who wish to succeed attend school. Students are expected to attend school every day of the school year. Anything less than 96% is not good enough and we would expect this only to be the case for students with serious medical issues.

If students are ill then parents and carers must contact the school on the morning of each day of absence. Any planned absence should be requested using the school's leave of absence form and passed to the Attendance Officer. Any holiday request during term time will be refused. We trust that parents and carers will only request leave of absence in exceptional circumstances.

We expect students to arrive at the school by 8.40am each day so that they are ready for the day's learning. Repeated failure to be on time for the start of the school day will result in after-school detention.

Learning Habit 2: Be on time.

Students are expected to be on time to every lesson during the school day. Students are given five minutes to move between lessons, so should walk with purpose to ensure that they always arrive on time. Repeated failure to arrive at lessons on time will result in after-school detention and possibly internal exclusion.

Learning Habit 3: Correct uniform.

Students who wish to succeed wear the correct uniform. It is important that our students take pride in themselves and in our school. It is important that students contribute to our school's common routines. It is important all members of our school are treated fairly. If students consistently and wilfully breach any one part of our strict uniform code then they will either be given some temporary uniform to wear, sent home to change, or will be isolated until their uniform is correct. We will do this to ensure that all our students take pride in their appearance and to make sure that our students are treated fairly. It is unfair if some students keep to our dress code and some don't. Further detail around specific uniform expectations can be found in the uniform policy.

Learning Habit 4: Correct equipment

Students who wish to succeed always bring the right equipment to school, for the right lessons, each day. We wish to develop our students' organisational skills for success in future life.

For any important role in life, we need the right equipment and students need to make sure they provide it. We will have stationary on sale at reception each morning so that students can solve issues around lost equipment before lessons begin.

Students are expected to bring the following to school:

- 2 Black pens
- Calculator
- PE Kit (on the days they have PE)
- Pencil
- Protractor
- A sensible school bag (not a fashion item)
- Ruler
- Compass
- Reading book
- Rubber
- Planner

Learning Habit 5: On-task behaviour

Students who wish to succeed are always on-task in every lesson and behave in a purposeful manner outside of lessons. Sometimes, it will be hard work for students to remain on task but we remind them that they learn best when they are concentrating. It also means that other students can learn without disruption and allows the teacher to teach what has been planned.

Learning Habit 6: Deadlines

Students who wish to be successful complete homework on time; completing work outside of lessons is very important to consolidate and master learning. It also helps students to develop their organisational skills and it shows that they are hard-working. Deadlines have to be met with work that is done to the best of their ability.

Learning Habit 7: No Answering Back

We know that students who wish to succeed do not answer back and trust that teachers' instructions are to help them be successful. We know it is important that students learn self-discipline. If an adult tells a student to do something, we expect it done straight away. We expect students to trust staff and never question an adult's decision anywhere in the school. If students fail to demonstrate this learning habit they may then cross the 'red line' resulting in fixed-term internal or external exclusion.

If a student feels unfairly treated they must still follow the instruction first time, every time. Later, in their own time, students may approach the adult to discuss the situation. Students are expected to ask politely and respectfully. If a student feels uncomfortable approaching the member of staff then they should speak to their Form Tutor, Head of House or to a member of the Senior Leadership Team.

8. Rewards

We want our students to be motivated by the intrinsic value of achievement; however, we are committed to acknowledging students for developing good learning habits.

Descriptive verbal praise

Around the school and in lessons, staff use descriptive praise to signal to students that they are demonstrating good learning habits.

Attitude to learning

At the end of each assessment cycle, students who have demonstrated outstanding attitude to learning receive a letter from the headteacher acknowledging their achievement.

Progress and effort certificates

Three times each year, two students from each subject receive a certificate; one awarded for making the most progress and the other for consistently high level of effort. These certificates are presented to students during House assemblies.

BES Achievement Points

The Rewards system helps to ensure student achievement is recognised and celebrated. The formal system of BES Achievement Points places emphasis on the 'BES Learning Habits' and is designed to reward positive aspects of student performance.

All teachers must award two positive points per student per lesson if:

1. The student demonstrates good conduct by not being issued with any negative points, and
2. The student completes all of the tasks set during the lesson.

Attendance and punctuality

At the end of every half-term, students are rewarded for attendance and punctuality:

- Gold - 100% attendance and no late marks;
- Silver - above 97% attendance and no late marks;
- Bronze - above 97% attendance.

9. Sanctions

9.1 Consequences of poor behaviour in the classroom

We operate a warning system in order to promote a positive and disruption free learning environment. All children make mistakes, and if a student makes a mistake during a lesson our system allows students the opportunity to correct poor behaviour and make better decisions.

The warning system works as follows:

<u>First Formal warning of consequence of making a wrong choice</u>
a) Student will be encouraged to make the right choice. b) Teacher records warning using ClassCharts.
<u>Second formal warning for making a wrong choice</u>
a) Student will be encouraged to make the right choice. b) Teacher records warning using ClassCharts.
<u>Third formal warning for making a wrong choice</u>
a) Student will be removed from the lesson. b) Teacher records warning using ClassCharts. c) Student will work in supervised isolation. d) Student is issued an after school detention (2 hours).

9.2 Red line

The concept of the 'red line' has been devised to signal to students that a member of staff has a serious concern about a student's behaviour and to give students an opportunity to self-regulate before an incident escalates into something more serious.

A 'red line' may be given when:

- The student has not responded to an instruction from a member of staff; in this situation students should be asked whether or not they are going to cross the 'red line'.
- The student has seriously challenged the dignity of a member of staff or another student at which point the teacher issues a 'red line'.

When a member of staff determines that the 'red line' has been crossed a member of the Senior Leadership Team should be called upon to take the student out of the situation. The student will be placed in the isolation room whilst the incident is investigated. If the student has crossed the red line they will spend the rest of the day in the isolation room. Parents will be contacted. Students will not be allowed back into lessons until a parent has spoken to a member of the Senior Leadership Team. When back in school, students will spend one full day in isolation and there will be a restoration meeting with the member of staff who issued the 'red line'. Staff at Bridgnorth Endowed School will not hold grudges and students will be welcomed positively back into the learning environment following an isolation or exclusion.

9.3 Serious incident protocol

When a serious incident has occurred at the school, a full investigation will be undertaken. This will involve taking statements from students and staff where needed. Parents will always be informed when we are dealing with a serious incident. At times, we may need to isolate a student during an investigation. When we have completed our investigation parents will be asked to come into school to discuss the incident and possible ways of resolving the situation.

9.4 Detention

We are determined to offer all of our students a calm, pleasant and purposeful environment within which to learn. In order to achieve this we use detention as a sanction for misbehaviour.

All of our detentions are completed after school. We do not have lunchtime detentions as we feel it is important that students have time to eat, drink and go to the toilet.

Whilst the school does not require permission to detain your child, we will, out of courtesy, give parents 48 hours' notice.

If a student has difficulty in getting home from school after a detention they should refrain from receiving the detention in the first place. Failure to attend after-school hour detention will result in internal exclusion until the detention is completed.

Students may be given an after-school detention for:

- Misbehaviour during lessons.
- Misbehaviour during social times.
- Misbehaviour outside of school.
- Repeated lateness to school or repeated failure to arrive at lessons on time.
- Repeated failure to meet deadlines.

9.5 Internal exclusion

The school has an internal exclusion room which is situated in a separate building in a quiet part of the school. When internally excluded, students are expected to:

- Hand over their mobile phone, which will be securely stored until the end of the day.
- Refrain from shouting out, and put their hand up when they wish to speak to the Internal Exclusion Room Supervisor.
- Follow instructions immediately and without question.
- Complete all work provided to the best of their ability.

The Internal Exclusion Room Supervisor will monitor students during the day and will produce an activity report for each student. Students must follow the Internal Exclusion Room expectations in order to successfully complete the day. Failure to successfully complete the day will result in students repeating the entire day.

9.6 Off-site behaviour

In responding to misbehaviour outside of the school gates, we follow behaviour management guidance provided by the Department for Education (DfE). We will investigate incidences of non-criminal bad behaviour or bullying as witnessed by a staff member or reported to the school.

Any sanction applied to occurrences of bad behaviour outside of the school gates will always be proportionate and fair and may vary according to the age of the pupils, and may include restorative actions, detention, fixed term internal exclusion and/or fixed term external exclusion.

In line with this policy, we may discipline students for:

1. Misbehaviour when the student is:
 - a. Taking part in any school-organised or school-related activity or
 - b. Travelling to or from school or
 - c. Wearing school uniform or
 - d. In some other way identifiable as a student at the school
2. Or misbehaviour at any time, whether or not the conditions above apply, that:
 - a. Could have repercussions for the orderly running of the school or
 - b. Poses a threat to another student or member of the public or
 - c. Could adversely affect the reputation of the school.

9.7 Use of mobile phones

Any student who uses a mobile phone without permission or whose mobile phone goes off in school will have it confiscated by the member of staff. Confiscated mobile phones will be kept securely in the school reception. Mobile phones will not be returned until a parent or carer collects it from school reception.

10. Behaviour management

10.1 Classroom management

Teaching and support staff are responsible for setting the tone and context for positive behaviour within the classroom.

They will:

- Create and maintain a stimulating environment that encourages pupils to be engaged.
- Develop a positive relationship with pupils, which includes:
 - Greeting pupils in the morning/at the start of lessons.
 - Establishing clear routines.
 - Communicating expectations of behaviour in ways other than verbally.
 - Highlighting and promoting good behaviour.
 - Concluding the day positively and starting the next day afresh.
 - Having a plan for dealing with low-level disruption.
 - Using positive reinforcement.

10.2 Physical restraint

In some circumstances, staff may use reasonable force to restrain a pupil to prevent them:

- Causing disorder.
- Hurting themselves or others.
- Damaging property.

Incidents of physical restraint must:

- Always be used as a last resort.
- Be applied using the minimum amount of force and for the minimum amount of time possible.
- Be used in a way that maintains the safety and dignity of all concerned.
- Never be used as a form of punishment.
- Be recorded and reported to parents (see appendix 3 for a behaviour log).

10.3 Confiscation

Any prohibited items (listed in section 3) found in pupils' possession will be confiscated. These items will not be returned to pupils.

We will also confiscate any item which is harmful or detrimental to school discipline. These items will be returned to pupils after discussion with senior leaders and parents, if appropriate.

Searching and screening pupils is conducted in line with the DfE's latest guidance on searching, screening and confiscation.

9.4 Pupil support

The school recognises its legal duty under the Equality Act 2010 to prevent students with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour may be differentiated to cater to the needs of the pupil.

The school's special educational needs co-ordinator will evaluate a student who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.

When acute needs are identified in a student, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis.

11. Monitoring arrangements

This behaviour policy will be reviewed by the Headteacher and [full governing board/committee name] every [frequency]. At each review, the policy will be approved by the Headteacher.

12. Links with other policies

This behaviour policy is linked to the following policies:

- Anti-bullying policy.
- Exclusions policy.
- Safeguarding and Child Protection policy.