Behaviour For Learning Policy

CATEGORY:	Policy
CLASSIFICATION:	Strategic
PURPOSE	Policy to determine Behaviour at Bridgnorth Endowed School
Controlled Document Number:	**20**
Version Number:	**2**
Controlled Document Lead:	B Worth
Adopted by governors on:	20th March 2019
Amendment by governors on:	
Review Date:	20th March 2020
Distribution: • **Essential Reading for:** • **Information for:**	 All staff & governors Parents & other stakeholders

Contents

Part one: Principle and aims

Principles

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 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 their decisions.

We believe that anyone who is successful must develop self-discipline and be given autonomy to make the right choices. We want our students to understand their role in developing a common purpose across our community and beyond.

Our 'BES Learning Habits' provide a framework to ensure our key drivers (mastery and autonomy) and core values (hard work, trust and fairness) are embedded within our daily practice and routines.

Aims

- To have the highest expectations of student behaviour in order to maximise their opportunity to achieve.
- To ensure all students develop the good learning habits that they need to be successful in school and life.
- To realise and celebrate the potential of all students through promoting independence and self-discipline.
- To create an environment in which students are enabled to become mature, self-disciplined, industrious and able to accept responsibility for their own actions.
- To form an active partnership with families to encourage excellent behaviour and to establish improved patterns of behaviour where there are difficulties.

Key drivers

Mastery

We work hard to get better at the things that matter.

Autonomy

We believe that we have the capability to manage our own behaviour and direct our own lives.

Core values

Hard work

We never give up. We remain positive so that we have the strength to persevere with even the hardest work. We do what it takes for as long as it takes.

Trust

We are honest. We do what we say we'll do and do not make excuses. We are loyal and have the courage to do the right thing.

Fairness

We play by the rules. We are respectful, polite and courteous at all times. We don't take advantage of others and helping a member of our school is helping ourselves.

BES Learning Habits

All members of staff are expected to actively promote and model the 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 <u>96%</u> 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. Failure to be on time for the start of the school day will result in a lunchtime detention on the day the lateness occurs. Students who arrive late to school are expected to sign in at the late office (in the Old Hall).

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. Failure to be on time to lessons will result in a lunchtime detention on the day the lateness occurs (except Tutor Period and Period 5, with the detention set for the following day). A lunchtime detention will be given for every instance of lateness. Repeated lateness will result in an 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 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 given a lunchtime detention or 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
- Pencil
- Ruler
- Rubber

- Calculator
- Protractor
- Compass
- Planner

- PE Kit (on the days they have PE)
- A sensible school bag (not a fashion item)
- Reading book

Equipment will be checked regularly during tutor time. Students who do not have the correct equipment will be given a negative behaviour point. Repeated failure to have the correct equipment will result in a lunchtime detention.

Learning Habit 5: On-task Behaviour

Listening is not a passive activity. No matter how engaging a lesson is, if students are not alert, sitting up, and actively listening, it is not effective learning. We use the acronym SLANT to describe the way in which students should behave whilst actively listening. SLANT is effective because it identifies the five key behaviours that will allow students to be successful and absorb the most information. The acronym is:

- Sit up;
- Listen;
- Answer questions;
- Never interrupt;
- Track the speaker.

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. Students who repeatedly fail to meet a deadline will be issued with a lunchtime or after-school detention.

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 isolation or 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.

Part two: 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 can award one BES Point per student per lesson.

Reasons for awarding BES Points include;
- Remaining on-task;

- Completion of excellent work relative to the ability of the student;

- Making excellent progress relative to the ability of the student;

- Achieving a test or assessment result in line with the target grade.

All staff should award BES Points where appropriate by inputting on the Class Charts system. Reward letters will be emailed to parents when students reach 150, 300, 450, 600, 750 and 900 BES Achievement Points.

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.

Part three: Sanctions

Sanctions hierarchy

Lunchtime detention	- Three instances of off-task behaviour during a lesson - Uniform issue - Equipment issue (Form Tutor) - Homework issue - Late to school / lesson - Chewing gum - Dropping litter in school - Inappropriate language over heard by a member of staff - Misuse of school equipment
After-school detention	- Four instances of off-task behaviour during a lesson - Failure to attend lunchtime detention - Truancy
Red line (Internal or External Exclusion)	- Four instances of off-task behaviour during a lesson (Twice in one day = One-day external exclusion). - Four instances of off-task behaviour during a lesson (Twice in one week = internal isolation). - Failure to attend an after-school detention - Refusal to follow the school dress code (defiance) - Refusal to follow staff instructions (defiance) - Use of any physical force in school - Damaging school property or another student's property - Inappropriate language directed at a member of staff - Fighting with another student - Bullying - Abusive language to another student - Smoking / vaping on school grounds - Assaulting a member of staff - Dangerous behaviour (including bringing illegal items into school) - Theft / handling stolen items
Other sanctions	The school may also use the following sanctions: - Limiting student access to school trips (including the school prom) - Removal of IT rights (e.g. email and internet access) - Confiscation of item/s - Correction conversations for up to 10 minutes after school without informing parents - Not allowing students to attend reward events

Consequences for poor behaviour in the classroom

Reprimand	• First instance of off-task behaviour (e.g. not listening, talking during silent work). Recorded on ClassCharts. • Second instance of off-task behaviour (e.g. not listening, talking during silent work). Student may be moved, repositioned or isolated in the classroom. Recorded on ClassCharts.
Lunchtime detention	• Third instance of off-task behaviour (e.g. not listening, talking during silent work). Recorded on ClassCharts. Lunchtime detention issued to student through ClassCharts.
After-school detention	• Fourth instance of off-task behaviour (e.g. not listening, talking during silent work). Recorded on ClassCharts. Student is removed from the lesson and spends the rest of the lesson in isolation. Two after-school detentions issued to student through ClassCharts.

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.

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.

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.

Students' conduct outside the school gates

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.

Part four: Support Systems

Whole school behaviour management support system

Stage	Strategy	Trigger	Practice	Who involved?
Stage one	Form Tutor report	• Accumulation of negative behaviour points. • Repeated instances of off-task behaviour.	• Student is placed on Form Tutor report. • Student is given clear targets. • Weekly review by Form Tutor[*].	Form Tutor Parent Student
Stage two	Head of House report	• Unsuccessful Form Tutor report. • Accumulation of negative behaviour points (defiance). • Repeated instances of off-task behaviour (defiance).	• Student is placed on Head of House report. • Student is given clear targets. • Two week review by Head of House[*].	Form Tutor Head of House Parent Student
Stage three	Individual Behaviour Plan (IBP)	• Unsuccessful Head of House report. • Accumulation of negative behaviour points (defiance). • Repeated instances of off-task behaviour (defiance).	• An IBP is created for the student. • Student is given clear and measurable targets. • Six week review[*].	Behaviour Support Officer SLT
Stage four	Pastoral support plan (PSP)	• Unsuccessful IBP. • Accumulation of negative behaviour points (defiance). • Repeated instances of off-task behaviour (defiance).	• A PSP is created for the student. • Student is given clear and measurable targets. • External agencies involved. • Twelve week review[*].	Behaviour Support Officer Safeguarding Officer SLT
Stage five	Permanent exclusion[**]	• Unsuccessful PSP. • Severe breech of school's rules.	• Refer to exclusions policy.	

[*]Review meetings will decide whether student (a) comes off report, (b) continues on current report or, (c) moves to the next stage of the support system.

[**]Permanent exclusion can be the result of repeated poor behaviour or a severe breech of the school's rules. Each incident is investigated on an individual basis. The headteacher will make the final decision regarding permanent exclusion.

MONITORING AND EVALUATION

Bridgnorth Endowed School reviews this policy annually and assesses its implementation and effectiveness. This policy is be promoted and implemented throughout the school. The school also analyses student questionnaires and uses this data to inform future practice and policy. This policy will be reviewed annually.