



# Idsall Behaviour for Learning Policy

## Sponsorship & Review

### **1 Sponsor**

Mrs L DeVille, Assistant Head

### **2 Written and Approved**

April 2016

### **3 Next Review Date**

April 2018



**Idsall School**

## **Behaviour for Learning Policy (April 2016)**

### **Context**

Positive behaviour and full attendance are essential components of an effective teaching and learning environment. A whole school behaviour system is the first fundamental in providing the platform for improving teaching and learning. This policy provides a whole-school supportive and consistent disciplinary framework within which all staff, pupils, parents and carers can contribute to the development and maintenance of an environment where learning will flourish.

*The feature that marked those schools with sustained improvement in attendance, behaviour and attainment was the consistency with which staff, having an agreed policy, applied it. Pupils benefit if they know that the consequences of misbehaviour are the same whenever or wherever it takes place, that attendance and punctuality are expected by all teachers, and that concentration, effort and high standards of presentation are required in all classes. In too many schools, however, pupils had learnt how to circumvent rules and to exploit differences in teachers' approaches ...*

(Paragraph 32 from Ofsted Report 'Behaviour and Attendance in Secondary Schools 2001')

This policy statement recognises that management systems by themselves do not provide all the answers to establishing high standards of behaviour. We are most likely to be successful when we reinforce management systems with high expectations of learning, which value individuals and celebrate their progress.

Similarly, while it is important that boundaries are made clear and sanctions are in place, the emphasis on establishing a whole school policy should be on praise, recognising positive behaviour and the development of self-discipline.

Idsall School is committed to the promotion of positive behaviour and in supporting pupils to develop their social, emotional and behavioural skills. The aims and values of the school underpin this commitment:

## **Aims and Values**

### *E Glandibus Quercus*

#### **“Great oaks from little acorns grow”**

**Our School comprises a community of students, staff, governors and parents. Our motto reflects our belief that we want everyone within our School to reach their full potential.**

**As a school we aim to:**

- Be a school where everybody feels safe and happy
- Be a school where students work hard to achieve their maximum potential
- Deliver high quality teaching and learning that is valued and enjoyed
- Monitor and assess progress regularly to improve performance and produce a positive culture of high achievement and celebration
- Offer students activities and opportunities that develop a sense of self - worth, healthy well - being, enjoyment and belonging

**As a school community we value:**

- Each other, ourselves and our differences
- Kindness, honesty and respect
- Hard work and determination to be the best we can be
- Independent learning, organisation and self - reliance
- Courtesy and good manners

**We will not accept:**

- Bullying in any form
- Behaviour that hinders the learning of others

## **Policy Objectives**

- To encourage positive behaviour and full attendance, with all pupils and adults working to agreed standards
- To set expectations that all pupils will be encouraged to learn the social, emotional and behavioural skills required for citizenship
- To maintain a school environment where pupils are encouraged to attend regularly and behave appropriately because they feel they are valued members of the school community, and that they are safe, secure and at ease.

## **Implementation**

The school's *Code of Behaviour* sets out our expectations for pupils' behaviour. This document is presented to pupils and their parents as *A Guide to Success at Idsall School*.

**Other policies that need to be taken into account are:**

*Anti-bullying and discrimination*

*Special education needs and disability*

*Health and safety*  
*E-safety*  
*Child Protection*  
*Safeguarding*

### **Implications for the School Curriculum and Organisation**

- All involved in the planning, delivery and evaluation of the curriculum should recognise that the quality of teaching and learning has a significant impact on pupil behaviour.
- Good behaviour can be taught. Expectations of learning behaviour should permeate the curriculum. High expectations in the classroom, consistently applied across the school, should establish good behaviour as the norm.
- Pupils also learn by example. We have a responsibility to model what we expect.
- Pupils respond better to praise and encouragement than punishment. Teaching styles and classroom management should reflect this.

The Individual Development (ID) curriculum and Year Group assemblies will be used to teach and promote the social, emotional and behavioural skills necessary for adulthood. All subject areas will provide opportunities to develop and teach these skills so that, through positive behaviour and full attendance, all pupils can learn and make progress.

Effective implementation of Behaviour for Learning (BFL) needs:

- a leadership team that is personally and professionally committed to BFL
- a willingness to prioritise BFL resource needs in terms of staff time and energy
- **all teachers** – including those who have good classroom management skills – using BFL procedures.

### **Roles and responsibilities**

**The promotion of positive behaviour is the responsibility of all members of the school community, including parents and carers.**

**The policy will not have an impact on the learning ethos of the school unless everyone applies it comprehensively and consistently.**

**Specific roles are as follows:**

#### **The governing body**

- defines the principles underlying the school's behaviour and attendance policy
- ensures that all aspects of the policy promote equality for all pupils and address individual need
- monitors and evaluates the implementation of the policy by receiving reports and data
- supports the practical strategies of the policy by holding disciplinary and attendance panels for pupils and their parents when there are serious concerns.

#### **The Headteacher and the Senior Team**

- frames a policy, which promotes positive behaviour and good attendance

- provides structures and training to support staff in ensuring the policy is consistently and fairly applied
- ensures that the policy promotes equality for all pupils and addresses individual need
- monitors sanctions and rewards to ensure that they are consistent and so that both progress and concern can be highlighted effectively
- supports the practical strategies of the policy by : dealing with serious referral issues, setting up and leading teams i.e. Student Support Team, providing communication systems with parents and outside agencies, providing appropriate class groupings and timetable arrangements, allocating appropriate resources to support the systems

### **Teachers and Teaching Assistants**

- ensure that the policy is consistently and fairly applied
- exercise classroom management that encourages positive behaviour
- prepare lessons that support all pupils in their learning so that vulnerable pupils do not feel excluded
- model in their own actions the expectations that the school has for pupils
- as Form Tutors or Subject Teachers act in the first instance in dealing with low level disruptive behaviour and in identifying early causes for concern
- through lesson content encourage the development of social, emotional and behavioural skills

### **Student support staff**

- provide support programmes for identified individuals and groups
- liaise with subject leaders on appropriate courses of action
- communicate with parents / carers re concerns and provide advice or support for families
- monitor individuals or groups to allow for early intervention and review of support provided
- evaluate support for individuals through reports to the Senior Team and Governors
- support staff involved in disciplinary, attendance or reward procedures by providing clerical and administrative assistance

### **Pupils**

- have a responsibility to report incidents of bullying or intimidation
- have a role in offering support to their peers
- can contribute to policy through the *Idsall House* system and ID lessons
- are expected to behave in line with school policy

### **Parents and carers**

- take responsibility for their child's behaviour and attendance
- support the school's aims, values & policy on positive behaviour management
- support the school in carrying out sanctions and celebrating success

- communicate with the school when issues arise

### **Discipline system**

A fair and consistent system of rewards and sanctions is applied to ensure that positive behaviour and discipline is maintained and an orderly atmosphere is achieved in which effective teaching and learning can take place.

This whole-school discipline policy covers all aspects of school life.

- BFL in the classroom
- BFL around school
- BFL towards the individual
- All punishments/consequences are given through a central school system. Staff cannot work outside BFL.

### **Praise and Rewards**

Pupils are encouraged to behave well and to play a full and active part in school life through a range of rewards, both informal (such as giving praise for appropriate behaviour or effort) and formal (such as awarding Vivos). In all classrooms there must be at least twice as much praise as there are sanctions.

Examples of informal and formal rewards which staff are encouraged to use for achievement, effort, positive behaviour and high standards of work, include:

- frequent general praise and recognition used in lessons
- recognising achievement in assemblies
- pupils' work displayed
- a letter sent home commending progress
- Vivo points
- Headteacher commendations

### **Sanctions**

Sanctions are designed to promote positive behaviour rather than to punish and as such should be seen as a deterrent rather than an end in themselves. Sanctions, therefore, have to:

- be fair in scale and in how they are administered
- take account of individual circumstances when necessary
- be consistently applied by all staff

In using sanctions, staff should:

- make it clear that they are condemning the behaviour not the person
- avoid early escalation to severe sanctions so that the most serious or persistent behaviour can be dealt with appropriately
- avoid group sanctions that punish the innocent as well as the guilty (i.e. whole class detentions.)
- make clear that a sanction has been applied and record it on the system

**An overview of how the sanctions system works is given in Appendix 1 and Appendix 2.**

As far as possible teachers deal with problems which occur in the classroom by employing a range of positive behaviour management strategies (**Appendix 3**), including verbal reprimands, moving the pupil to a different seat, by detaining the pupil at break or lunchtime or by applying the school demerit system. (**Appendix 2**).

If a pupil persists in behaving in class in a way which is disrupting the work of others referral is made to the Subject Leader who will liaise if necessary with parents and/or Year Leaders.

A range of sanctions may be employed (**Appendix 1**), including:

- \* Communication with parents
- \* Litter Bug (lunchtime litter collection supervised by school prefects for Years 7-10)
- \* Lunchtime subject detention (often used when homework is not completed)
- \* After School Detention
- \* Withdrawal from lessons
- \* Exclusion from school

### **Support Systems for Pupils**

Some pupils will need extra support to manage their behaviour so they can avoid escalating problems and possible exclusion. The school will provide, in addition to the regular teaching of positive behaviour, rewards and sanctions, the following structures designed to ensure early identification of pupils at risk and their support.

#### **Guidance and support**

The school monitors pupils whose behaviour or attendance causes concern and organises appropriate support to meet their individual needs.

When a pupil's standard of work or behaviour is causing particular concern then one of a range of Monitoring Report books may be used to monitor daily progress more carefully by the staff and parents. These books provide opportunities for praise and support to be given, and where necessary sanctions applied.

If pupils' problems are identified as having a SEN aspect, referral to the school's SENCO will be made or referral to the school's Support for Learning base for short periods of additional support.

For any pupils whose behaviour is deteriorating rapidly a Pastoral Support Programme (PSP) (**Appendix 4**) may be introduced. This will normally involve a number of interventions, such as those listed in **Appendix 5**.

The school will act as part of a wider community of support. Some pupils will benefit from referral to an outside agency.

### **Support Systems for Staff**

Whilst it is the responsibility of all staff to deal with low levels of misbehaviour, there will be a need sometimes for support in managing more serious situations.

Inexperienced staff may also need support and advice. In order that all staff are able to implement this policy effectively the school will:

- provide guidance for staff on strategies they can employ to promote positive behaviour and respond to misbehaviour. (**See Appendix 3**).
- communicate clearly the way in which behaviour issues are referred and to whom
- identify the way in which more senior staff will support behaviour issues

- provide regular training particularly for staff either new to the school or the profession on positive teaching strategies
- use other professionals and consultants from outside the school to give advice and training
- employ a range of staff within the school to support the work of teachers in creating a positive learning environment

Staff may seek support and advice from a variety of sources within the school, e.g. from a trusted colleague or friend. This “low level” support is encouraged because sharing a problem is a sign of confidence, not an admission of failure. Support will also be available from Subject Leaders or Year Leaders depending on the nature of the difficulty. Advice and training can also be offered by the Head of Support/Inclusion who has particular expertise in strategies for promoting positive behaviour and preventing misbehaviour.

The forms of support that will be provided once a difficulty has been identified are varied and will be applied in a manner appropriate to the incident, as follows:

- advice from senior staff on how to apply the sanctions within this policy in a given situation
- support from senior staff in dealing with difficult situations by isolation, referral, withdrawal or the like when these are deemed temporary
- advice in deciding whether an incident is a straightforward case of misconduct or a symptom of more complicated underlying problems i.e. bullying, racial harassment, ADHD, SEN, etc and provide, through the Student Support Team, the process for further referral when required.
- lesson observation by senior staff or subject leaders to provide feedback on how classroom management can be improved on an individual basis.
- opportunities for staff to observe good practice in other lessons
- opportunities in weekly meetings to discuss issues and share ideas

### **Policy Review**

This policy has been developed in line with advice from the Local Education Authority. It will be reviewed following an annual audit and the regular monitoring and evaluation of behaviour and attendance.

### **Appendices**

- 1. Overview of Sanctions chart**
- 2. The demerit system**
- 3. Behaviour Toolkit**
- 4. Pastoral Support Programme (PSP)**
- 5. PSP interventions**