

2016

# Behaviour for Learning Policy



**FUTURES**  
Community College

## Review Framework

The Policy should be reviewed every three years

	<b>Date</b>
This Policy was originally created in:	2009
This issue was revised and released in:	October 2015
It was ratified by the Governing Body on:	24 November 2014
It will be reviewed in:	November 2017

## **Contents**

	<b>Page number</b>
Principles	3
Responsibilities	3
Procedures	4
Prevention	4
Rewards Procedure	5
Active Intervention	6
Sanctions Procedure	6
Extreme Behaviour	7

## Principles

The Governing Body believes that in order to enable teaching and learning to take place, positive behaviour in all aspects of school life is necessary. It seeks to create an inclusive, caring, learning environment in the School by:

- Promoting positive behaviour and discipline.
- Promoting self-esteem, self-discipline, proper regard for authority and positive relationships based on mutual respect.
- Ensuring equality and fairness of treatment for all.
- Encouraging consistency of response to both positive and negative behaviour.
- Promoting early intervention by monitoring the performance of individuals and groups at risk, fully utilising all multi-agency support.
- Providing a safe environment free from disruption, violence, bullying and any form of harassment.
- Encouraging a positive relationship with parents and carers to develop a shared approach which involves them in the implementation of the School's Policy and associated procedures.
- Promoting a culture of praise and encouragement in which all students can flourish and achieve.

## Roles and Responsibilities

- The Governing Body will establish, in consultation with the Headteacher, staff and parents/carers, a Policy for the promotion of positive behaviour and keep it under review. It will ensure that this is communicated to students and parents/carers, is non-discriminatory and that the expectations are clear.
- Governors will support the School in maintaining high standards of positive behaviour of students and staff.
- The Headteacher will be responsible for the implementation and day-to-day management of the Policy and procedures.
- Staff, including teachers, support staff and volunteers, will be responsible for ensuring that the Policy and procedures are followed, and consistently and fairly applied. Mutual support amongst all staff in the implementation of the Policy is essential. All members of staff have a key role in advising the Headteacher on the effectiveness of the Policy and procedures. They also have a responsibility, with the support of the Headteacher, for creating a high quality learning environment, teaching positive behaviour for learning and implementing the agreed Policy and procedures consistently.

- The Governing Body, Headteacher and staff will ensure there is no differential application of the Policy and procedures on any grounds, particularly ethnic or national origin, culture, religion, gender, disability or sexuality. They will also ensure that the concerns of students are listened to and addressed appropriately.
- Parents/carers will be expected, encouraged and supported to take responsibility for the behaviour of the child both inside and outside the School. The School will encourage parents/carers to work in partnership to establish and maintain high standards of positive behaviour.
- Students are expected to take responsibility for their own behaviour and will be made fully aware of expectations and procedures. Students will also be encouraged to take responsibility for their social and learning environment, making it both safe and enjoyable by reporting all undesirable behaviour.
- The Governing Body and Headteacher will ensure that appropriate high quality training on all aspects of behaviour management is provided to support the implementation of the Policy.

## Procedures

The procedures arising from this Policy will make it clear to students how acceptable standards of behaviour can be achieved and will have a clear rationale which is made explicit to staff, students and parents/carers. The procedures will be monitored by the Headteacher and other senior staff to ensure they are consistently and fairly applied. The procedures will also promote the idea of personal responsibility, in that every member of the School has a responsibility towards the whole community.

## Prevention

### This will entail:

- Our rewards procedure which aims to encourage, motivate and recognise the positive behaviour of our students.
- Staff making expectations/procedures explicit to students, apply them consistently and re-enforce them at regular intervals.
- Where problems first appear, early intervention taking place through a planned and co-ordinated route.
- Staff employing a full range of behaviour management strategies in the classroom including:
  - A welcoming positive greeting – staff waiting at the door
  - Emphasising positive responses and achievements
  - Seating/grouping plan
  - Variety of teaching and learning styles
  - Differentiated work appropriate for each student
  - Following agreed routines, especially at the beginning and end of lessons
  - Encouraging self-assessment/evaluation/review
  - Ending lessons on a positive note
  - Orderly entry to and dismissal from the classrooms and other learning areas

- Recognising that parents/carers need to be involved, informed and welcomed in partnership to ensure and consolidate positive behaviour.
- Establishing a partnership with students and involving them in taking responsibility for and developing their own learning. Student views on matters of organisation and response should be harnessed as part of the consultative process.
- The Governors, who should be perceived by students, parents/carers and staff, as actively supportive in promoting high standards of behaviour via regular Governors' Disciplinary Panels.
- Using multi-agency teams to support students, especially those identified as being at risk of disaffection despite the above strategies.
- Having effective communication between staff and mentors to support, evaluate and record student progress.
- Considering alternative or additional provision.
- Using target setting as the basis for improving behaviour as well as extending learning.

### Rewards: Procedure

- Staff will regularly inform each other [e.g. by SIMS, email, phone messages] of positive behaviour of individuals or groups.
- Staff will regularly inform parents of positive behaviour.
- Staff may give special privileges to those who behave consistently well and may give consideration to targeted students who have made a special effort to improve.
- Staff should record positive behaviour and achievement using the SIMS Behaviour Management Module.
- Students will be responsible for collecting their starfish and informing their Form Tutor of running totals.
- Form Tutors will be responsible for collating and verifying totals for individuals in their forms.
- Form Tutors will be responsible for informing Heads of Year with regard to attainment of awards.
- There will be regular Awards Assemblies where Certificates and prizes will be presented.
- An Achievement Awards Evening is held where students in years 7-11 are presented with subject and other special awards.

## Active Intervention

### This will entail:

- The consistent and positive application of the Behaviour for Learning Policy by all staff.
- An emphasis on self-discipline and the raising of awareness of what is expected by all members of the School community.
- A clear line of response whenever a behavioural issue emerges.
- Each stage of the stepped procedure relying upon professionalism, qualified judgements and common-sense from staff involved.
- An adapted curriculum to offer appropriate support and challenge.

## Sanctions: Procedure

### Unacceptable or inappropriate behaviour should be dealt with consistently.

- Staff will prepare lessons with pace and challenge which will engage students and minimise the possibility of behaviour likely to cause difficulties.
- Staff will use rewards/sanctions consistently to support appropriate behaviour in the classroom and to avoid confrontation with/between students.
- Staff will regularly inform each other of behaviour issues relating to individuals or groups.
- Staff will regularly inform parents of behaviour issues.
- Staff should record negative behaviour in SIMS and notify other staff appropriately using the stepped approach.
- If students are sent out of a lesson it should be as a last resort; if sent out temporarily, it should only be for a few minutes, maximum [i.e. no longer than 5 minutes]. The door should be open so that the student is being supervised by the teacher.
- Incidents which occur in lessons are the responsibility of the subject teacher in the first instance, and then followed up when necessary by the relevant Head of Department. The role of the Head of Year is to oversee the correct implementation of the School's Sanctions, ensuring the appropriate sanction is awarded to a student.
- Department is crucial in supporting the subject teacher.
- Incidents which occur outside of lessons should be dealt with by all members of staff and the corridors are everyone's responsibility.
- Serious incidents should be passed on to Heads of Department/ Heads of Year /Pastoral Managers/Senior Leadership Team as appropriate.

Inappropriate behaviour outside School premises when students are not in the charge or direct control of members of staff are subject to the same sanctions. This includes behaviour on activities arranged by the School, such as work experience placements, educational visits and sporting

events; behaviour on the way to and from school; and behaviour when wearing School uniform in a public place.

### **Extreme Behaviour**

If difficulties arise a student will be given a chance to consider their responses and the opportunity for restorative justice to take place. Some inappropriate behaviour will always be unacceptable and will incur a sanction. Such instance will always be notified to the parents. These unacceptable behaviours are:

- Violent behaviour or physically hurting others.
- Threats of violent behaviour.
- Direct or indirect bullying in or out of school [including spreading rumours, use of mobile phones, text messages, cyberbullying e.g. chat-rooms or other on-line/internet use].
- Discrimination of any kind [including cultural, ethnicity, racism, sexism, homophobia, SEN, LAC, disability].
- Deliberate offensive verbal abuse to staff or students.
- Vandalism
- Persistent defiance which includes disregard for School rules and/or procedures.
- Theft from staff, students or the School premises.
- The possession of drugs, alcohol, cigarettes, matches, lighters, fireworks, weapons or any other items likely to jeopardise the health and safety of the School community.
- Monitoring and evaluation.

The Headteacher in consultation with staff will undertake systematic monitoring and conduct regular reviews of the Positive Behaviour Policy and procedures. This is to ensure that the operation is effective, fair, consistent and in line with current legislation/guidance. The Deputy Headteacher will have delegated responsibility in this respect.

The Headteacher will keep the Governing Body informed of significant matters.