



BEHAVIOUR FOR LEARNING POLICY

Related Documents:

Anti-Bullying Policy

Equalities Policies

National Documents:

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POLICY REVISION HISTORY

This document is a Statutory Official School Policy of Caerleon Comprehensive School. This Policy was formally adopted by Caerleon Comprehensive School on 17th February 2011.

Signatories: _____ (*Headteacher*) _____ (*Chair of Governors*)

PRINT: _____

Date	Revision	Type	Author	Approved by
07/04/2011	A	Revision	NEI	Policy Committee 24/3/2011
11/12/2014	B	Review	ASG	Policy Committee 20/11/2014

Annotation Key for this Document

- NEI Mr N Ingham, Assistant Headteacher, retired
- ASG Mr A Gardner, Deputy Headteacher

POLICY DETAIL

1 Objectives

The objectives of the Behaviour for Learning policy are to ensure Caerleon Comprehensive School:

- is a safe and supportive environment;
- has members of the school community who are respectful, kind and courteous;
- has consistently high standards of positive behaviour in and out of the classroom;
- recognises achievements which are rewarded and celebrated;
- has clear procedures that are followed where behaviour falls short of accepted standards;
- has sanctions that are applied fairly and consistently according to the individual needs of students;
- meets statutory requirements in relation to behaviour and exclusions.

2 Rationale

Positive behaviour is an essential foundation for a creative and effective teaching and learning environment in which all members of the school community can thrive and feel respected, safe and secure. We recognise that positive behaviour for learning has to be learned and that all staff have a responsibility for this.

We believe that in order to develop positive behaviour and self-management skills the emphasis should be on students making the right choices and taking personal responsibility. A student understanding that there are benefits for positive behaviour with consequences for poor conduct or disrupting the learning of others is part of that responsibility.

As a school we endeavour to provide the support structures necessary to develop students academically, socially and emotionally to reach their full potential. We will work hard to develop the three sets of relationships which contribute to a positive culture of learning behaviour:

- **Relationship with self:** a student who does not feel confident as a learner will be less likely to engage in the challenge of learning and may be more inclined to present unwanted behaviours.
- **Relationship with others:** behaviour by students is triggered as much by their interactions with others (students, teachers or other adults in the school/settings) as it is by factors internal to the child.
- **Relationship with the curriculum:** student behaviour and the curriculum they are learning are inextricably linked.

This policy will provide a fair, consistent and constructive framework for rewarding students, challenging negative behaviour, ensuring good attendance and clarifying the roles and responsibilities of all members of staff.

This policy should be read alongside the Teaching and Learning Policy, Marking and Feedback Policy and Anti-Bullying Policy which together help to define many aspects of the ethos of Caerleon Comprehensive School.

3 Parent, Student and Teacher Voice

We understand the importance of listening to students, parents and teachers to ensure that issues are identified before they become problems and good practice can be reinforced. To provide all stakeholders with a voice we have:

- Student Council: representatives from each year group meet to discuss issues arising.
- Student Voicebox: allows students to raise any issues to be discussed at student council meetings.
- Parent Forums: representatives of parents of students from a variety of year groups meet to discuss issues arising.
- Parent Governors: a team of elected people who work closely with the Headteacher to make key decisions vital to the successful running of the school.
- Headteacher Surgery: by appointment in which parents can discuss issues with the Headteacher.
- Behaviour for Learning Working Party: representatives from the staff body who contribute to the writing and amending of the Behaviour for Learning Policy.

4 General School Principles

All students are expected to follow the Behaviour for Learning Principles in order to allow an orderly, respectful and positive environment to be established. Students will be challenged if they do not follow these principles. It is the responsibility of all staff to ensure the principles are respected.

1. Arrive at school and for all lessons on time.
2. Appropriate and respectful language must be used at all time.
3. Listen to staff and follow their instructions.
4. Wear the school uniform correctly and proudly.
5. Bring the right equipment for learning.
6. Respect students, staff and visitors.
7. Behave appropriately in corridors and line up quietly outside classrooms before a lesson unless instructed otherwise.
8. Respect all school resources and equipment throughout the school.
9. Respect the environment and place litter in the bins provided.
10. Do not bring illegal or harmful substances or objects into school.

5 General Classroom Principles

Every classroom will clearly display the following principles in order to allow a consistent approach to Behaviour for Learning. It is the class teacher's responsibility to ensure they are being followed.

1. Students will not interfere with the teaching and learning of others.
2. Students and staff will respect personal space, rights and property of others.
3. Students are responsible for their own learning.
4. Eating or chewing is not allowed. Students are encouraged to drink water but should seek permission in labs, IT suites and workshops first.
5. Mobile phones must not be used during lessons unless a teacher gives permission.

Should these rules not be followed then consequences will be applied – see “Managing Classroom Behaviour Protocol”.

6 Managing Classroom Behaviour Protocol

The following stages outline the procedures that should be followed if a student does not adhere to the classroom rules.

Level	SIMS Code	Consequence	What the student needs to do	What the teacher needs to do
Level 1	B1	Verbal Warning	Listen to the teacher. Make the right choice to avoid further consequences.	Reinforce expectations. Use appropriate language. Remind the student of previous positive behaviour.
Level 2	B2	Moved seats	Move to the designated seat at the first instruction. Behave appropriately for the rest of the lesson.	Explain why the student has been moved. Inform them that it is in their best interest and for the benefit of other students’ progress.
Level 3	B3	Relocation into a different classroom	Move to the designated classroom at the first instruction. Behave appropriately for the rest of the lesson. Return to the original classroom at the end of the lesson to discuss behaviour with teacher.	Ensure student takes their work to the designated classroom and is given instructions on what to do. Speak to student on their return at the end of the lesson and explain expectations for next lesson.
Level 4	B4	Removal by on call staff	Wait to be collected by on call staff and leave when instructed.	Call reception (0) and request on call support.

All behaviour codes must be recorded by the classroom teacher in SIMS with HOY copied in for Levels 3 and 4. Only one code should be recorded per incident.

7 The role of the Form Tutor in supporting the Behaviour for Learning Policy

The Form Tutor is seen as an integral part of the behaviour system within the school. The Form Tutor has a duty to –

- **Check students’ uniform and challenge them if inappropriate items are being worn.** Any uniform issues should be recorded on SIMS. If a student continues to wear an inappropriate item following a warning then a school lunchtime detention may be awarded by the Form Tutor, along with an email to

the home address. If a student is wearing a non-school uniform item for a genuine reason then they are expected to have a **written note** from a parent/carer explaining when this will be rectified. The Form Tutor will sign the note and monitor the situation, allowing a reasonable amount of time until the correct uniform is obtained.

- **Monitor their form's behaviour and achievement points on SIMS.** Form Tutors should have their SIMS Homepage set up so that monitoring of behaviour and achievement points are easily accessible. Points should be reviewed on a weekly basis (preferably on a designated day) by the Form Tutor and achievements recognised and celebrated within the form. Students accruing behaviour points should also be monitored by the Form Tutor who should actively encourage more acceptable behaviour from the student.
- **Monitor their form's attendance and lateness levels.** Form Tutors should have their SIMS Homepage set up so that monitoring of attendance levels is easily accessible. Form Tutors should actively encourage and remind students of the importance of good school attendance. Attendance should be reviewed on a regular basis by the Form Tutor and good attendance celebrated within the form. Whilst taking the register during morning registration Form Tutors should monitor lesson attendance of the current week and query any absences with students.

8 The role of the Classroom teacher in supporting the Behaviour for Learning Policy

It is the classroom teacher's responsibility to create a positive learning environment which facilitates high levels of teaching and learning. Sanctions may be given by a classroom teacher and should be appropriate and proportionate to the transgression.

Examples of appropriate sanctions given by a classroom teacher are –

- Discussion with student
- Breaktime detention – 15 mins
- Lunchtime detention – 30 mins
- Discussion with HOY
- Discussion with parents/carers

If a detention is awarded by a classroom teacher then it is the teacher's responsibility to ensure the student is supervised appropriately during the detention. Where a lunchtime detention is given the student must be given time to have their lunch. If a student leaves the classroom without consent the teacher must report via Main Reception ("0") and the on-call duty staff member will follow-up.

9 The role of the Department in supporting the Behaviour for Learning Policy

It is the classroom teacher's responsibility to manage behaviour within their own classroom and it is the Head of Department's responsibility (or appropriate member of the department in their absence) to support the member of staff with their behaviour management skills. This could be, for example, through discussion, collaborative lesson planning or lesson observation. The staff member then has a duty to take this advice on board and implement the strategies discussed. It is the classroom teacher's responsibility to record all incidents

on SIMS in the correct way and copy in the HOD and HOY accordingly. Guidance on how to do this is available on the T Drive ("Using SIMS to Access and Record Student Information").

10 Relocation within a Department

To support the Behaviour for Learning Policy it is requested that within each department a relocation timetable is made available to all members of the department so that the relocation of students is made as efficient as possible. It is recommended that if a student is relocated they are placed into a class containing a different year group. The student must be given appropriate work to complete. Small departments should collaborate to support each other when options are limited. If a student is relocated then this should be recorded on SIMS with the HOD and HOY copied in. At the end of the lesson the student should be sent back to their original classroom for a discussion with their teacher. Following this the student will be directed to attend the following lesson.

11 Department Detentions

To further support the Behaviour for Learning policy departments have the option to hold a department detention. If a department detention takes place after school then parents must be given 24 hours' notice and suitable arrangements made for the student to be collected from school.

12 Staff Duties

All staff have a statutory breaktime duty slot which forms an essential part of the school's aim to ensure the highest standards of behaviour are achieved. It is the staff member's responsibility to ensure they are at the designated duty area on time, remain for the duration of the duty and carry out any specific responsibilities of that duty (e.g. to ensure corridors are cleared or support with the exiting of students from the canteen). If a member of staff knows they will be absent for their duty then they should inform the duty supervisor who will cover the area.

13 On Call Staff and School Detentions

If a situation arises where the Managing Classroom Behaviour Protocol is followed and a student's behaviour is such that it is not appropriate for them to remain in the classroom then the on-call staff member (usually a HOY/SLT) will be contacted to remove the student from the lesson.

The staff member will discuss the issue with the student and decide upon the appropriate action. This may be allowing some reflection time in the Isolation Room for the duration of the lesson or by accessing support through the appropriate member of the Pastoral Team (e.g. HOY or Learning Coach). The course of action must clearly be explained to the student.

14 Whole School Detentions

The school operates two whole school detentions: lunchtime (1.30pm – 2.00pm daily) and afterschool (3.05 – 4.05pm on a Monday, Wednesday and Friday).

1. Lunchtime Detentions

As a guide, lunchtime detentions are for students who have been –

- Regularly late to school (3 times or more in a week)
- Wearing non-regulation or inappropriate uniform following a warning from the Form Tutor
- Displaying inappropriate behaviour at break or lunch.
- Failure to attend a lunchtime detention will result in an afterschool detention being awarded.

Classroom teachers and Form Tutors may arrange lunchtime detentions. Details of transgressions must be recorded on SIMS with the HOY copied in.

2. Afterschool Detentions

As a guide, afterschool detentions are for students who have –

- Not made an improvement following a lunchtime detention
- Not complied with a department detention arrangement
- Committed an offence which is deemed by the HOY to be more serious than warranting a lunchtime detention
- Failure to attend an afterschool detention will result in a day working in the Internal Isolation room.

Afterschool detentions are arranged through consultation with the HOY.

15 Using SIMS Behaviour and Achievement Points to support Home Communication

All staff must ensure they are able to use SIMS appropriately in order to be able to award both Behaviour and Achievement points (see “Using SIMS to Access and Record Student Information” on T Drive). Points will be analysed weekly by the HOY who will use them to decide whether a home communication email is to be sent home

16 Behaviour Support through Intervention

The school recognises that poor behaviour can manifest itself through a student experiencing a challenging emotional period and that sometimes support, guidance and strategies are a more productive way of managing behaviour. There are several avenues of support available which a student will be signposted to through the HOY. These include sessions with the Learning Coach or a referral into the Learning Support Base (LSB) where a specific intervention (e.g. Anger Management) can be delivered. Where a student has clear triggers that could result in challenging behaviour then a “Time Out” card may be issued.

The school also has access to a Youth Worker and the School Based Counselling Service.

17 Managing Further Unacceptable Behaviour

Should unacceptable behaviour continue to be exhibited by a student then the school can utilise the following procedures:

Home communication – the HOY will keep parents/carers informed of the situation via email or phone conversation. It is not uncommon for poor behaviour to be related to external circumstances and therefore

keeping the HOY informed of any appropriate information may help the school to manage behaviour more subtly than by following the usual methods.

School Meeting – the HOY will invite parent/carer in to discuss the issue, or the parent/carer may request a school meeting.

Behaviour Report - the student is placed on behaviour report for a specified period of time (usually 5 school days) which they present to their teacher at the start of each lesson. The teacher will comment on a student's general behaviour or on any agreed targets. The report is taken home where parents/carers can review, comment and sign the report. It is the student's responsibility to bring the report back to school and collect a new one from the HOY. If the report card is not returned an extra day will be added until the agreed period of time is reached. At the end of the period of time the student and HOY will reflect on the impact of the report and discuss how improved behaviour is to be maintained.

Restricted Movement Plan – if a student presents with inappropriate behaviour at unstructured times (i.e. at break and lunch) then they may be placed on a Restricted Movement Plan in which they will be directed to attend a specified area in order to minimise interaction with certain other students. This area is determined by the HOY and is likely to be a designated space on the A Block corridor.

Restorative Justice – research shows that in some cases a restorative approach has a greater impact than a traditional sanction. In the restorative approach the victim is given an opportunity to express to the perpetrator how the incident made them feel. Both parties must consent to the meeting beforehand and the meeting is facilitated by a trained member of staff.

Behaviour Panel 1 Meeting – parents/carers and student will be invited into school for a formal meeting to discuss the issue. The HOY will chair the meeting and other parties involved in supporting the student (e.g. Learning Coach, LSB Manager) may be invited to attend. The purpose of the meeting is to agree common targets which will be written up as a Behaviour Contract. The contract is signed and distributed to all parties and a date set (usually after 4 school weeks) for a review meeting.

Behaviour Panel 2 Meeting – parents/carers and student will be invited into school for a formal meeting with a member of the Senior Leadership Team. At this meeting the options, should further inappropriate behaviour be displayed, are discussed.

Internal Isolation – students work in silence in the staffed Internal Isolation room. Mobile phones are handed in by the student at the start of the day and the students are given different break and lunch times to the normal timetable. Work is provided by staff according to the student's normal timetable. This system is used to allow students to reflect on their behaviour whilst keeping up with their normal work. The period of time a student spends in the Internal Isolation room is determined by the HOY through discussion with the AHT Wellbeing. If a student fails to adhere to the Internal Isolation rules then they may be awarded further days in isolation or be directed to attend isolation days at a different school.

Internal Isolation at a different school – this is arranged formally through the Managed Move Panel. CCS will request a different school to host a student in their Internal Isolation room. Parents/carers are informed of the agreement. The student must bring a packed lunch and work will be provided by CCS. Travel arrangements are agreed between the two schools to ensure the student is collected and returned to CCS.

Internal Isolation at the Bridge Achievement Centre (Pupil Referral Unit) - this is arranged formally through the Managed Move Panel as above.

6 week Bridge Achievement Centre Placement (BAC) – this is arranged formally through the Managed Move Panel. The student attends the BAC for 6 weeks instead of attending CCS. During this time the BAC provides education whilst carrying out assessments which are aimed to support the student in their reintegration back

to CCS at the end of the 6 week period. The student returns to CCS on the Wednesday of each week so that contact with CCS is maintained. Following reintegration a period of outreach work may be accessed by CCS in which the BAC worker supports the pupil at CCS on a weekly basis. A 6 week BAC placement must be consented to by the parent/carer.

Fixed-Term Exclusion – a formal Fixed-Term Exclusion (FTE) may be awarded by the Headteacher only. The parent/carer will be formally notified by phone call and a letter will be sent on the same day. The student will also be told they are being given a FTE. If the exclusion is longer than 15 days, local authorities have to make sure that full-time education from the 16th day, at another school, at a pupil referral unit or somewhere else is provided. A reintegration meeting will be arranged following the FTE period at which the student, parents/carers and AHT Wellbeing will discuss the expectations prior to reintegration. At this meeting certain stipulations may be put in place in order to facilitate the reintegration (for example accessing the LSB during certain lessons or a restricted-movement plan (e.g. restricted access at break and lunchtime in order to minimise the chance of any further issues.)

The schools exclusion arrangements are in line with the Welsh Government guidelines -