NETHER STOWE SCHOOL

BEHAVIOUR FOR LEARNING POLICY

Date: September 2018

Approved by the Governing Body: May 2018

To be reviewed: July 2020

Version Control	V5
Date	Outcome
March 2015	Amended
Sept 2016	Minor amend to Appendix 3
October 2017	Amendments to Appendix 7
Sept 2018	Reviewed & Amended

Philosophy

At Nether Stowe School we want to maintain a safe, inclusive, co-operative and successful school where all students and staff can learn and teach in a positive and supportive environment. We want to build and maintain positive relationships between all members of the school community. High standards of behaviour are an essential part of what is expected of all students.

The philosophy of the school is a balance between fundamental rights and responsibilities, these foster a sense of community, whilst recognising and respecting diversity and promoting equality.

The School's Behaviour for Learning Policy seeks to develop in students an acceptance of responsibility for their own behaviour. The school endeavours to remove barriers to learning and to support individuals in developing their full potential.

1. Aims and Key Principles

This policy aims to:

- Provide a **consistent approach** to behaviour management - *Where behaviour is inappropriate it is the behaviour that is unacceptable, not the student.*

- **Define** what we consider to be unacceptable behaviour, including bullying

- Outline **how pupils are expected to behave -** *Students are responsible for their own behaviour.*

- Summarise the **roles and responsibilities** of different people in the school community with regards to behaviour management - *Students have the right to learn and teachers have the right to teach.*

- Outline our system of **rewards and sanctions -** *Our aim is for every child to be able to make the best use of the opportunities offered by the school*

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 (2014)

3. Definitions

Misbehaviour is defined as:

- Disruption in lessons, in corridors between lessons, and at break and lunchtimes

- Non-completion of classwork or homework

- Poor attitude

- Incorrect uniform

The Headteacher may consider a serious breach of the behaviour policy to be any of the following, which could lead to fixed term or permanent exclusion; however, it is not possible to foresee all eventualities and this list should not be deemed exhaustive:

- Repeated breaches of the school rules

- Serious actual or threatened violence against another student or a member of staff

- Any form of bullying - Racist, sexist, homophobic or discriminatory behaviour

- Sexual abuse or inappropriate sexualised behaviour

- Being in possession of, under the influence of, or supplying an illegal drug or alcohol

- Being in possession of 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)

- Absolute refusal to conform to reasonable requests by staff.

4. Roles and responsibilities

4.1 The governing board
- To ensure that the school's Behaviour for Learning Policies promote positive behaviour
- To support the SLT in monitoring student attendance and exclusions, with special reference to key groups

4.2 The headteacher

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.

4.3 AHT Pastoral:

- To ensure that systems for managing and monitoring behaviour and attendance work effectively and efficiently and monitoring their consistent implementation
- To ensure that good practice is both developed and shared
- To ensure that CPD develops the needs of individual staff and supports school priorities
- To ensure that appropriate systems are in place to facilitate work with outside agencies
- To ensure that the school communicates effectively with parents and carers to promote positive behavior for learning
- To ensure that there is an emergency 'call out' facility for behaviour which becomes a barrier to learning during lesson time.
- To provide clear leadership and support for the school's Behaviour for Learning Policy
- To prepare regular Behavior for Learning update reports to the Governing Body

4.4 DoLs and Middle Leaders:

- To ensure that a climate of reward and praise is upheld within the department and that this is recorded and monitored
- To monitor behaviour and learning outcomes, ensuring that students achieve their full potential
- To support the needs of individuals by implementing additional strategies including the use of outside agencies

- To support staff in managing student behaviour

4.5 Staff

All staff have a responsibility to:

- model positive behaviour by example: courtesy, politeness, punctuality, respect, conflict resolution and avoidance are implicitly taught on a daily basis.
- make clear our expectations of good behaviour
- provide positive recognition of good behaviour
- liaise and communicate with parents

Teaching and learning

Students will be motivated to learn with the support of teachers and a curriculum that inspires them. Staff will get to know students well and plan lessons which will be a pitched at an appropriate level to stretch and challenge, whilst meeting the needs of individuals.

There are also aspects of behaviour that are taught through explicit curriculum areas for example PHSE, RE, PE. For some, students structured programmes such as anger management, social skills etc. will be appropriate. Within general classroom practice, there are understood and 'preferred practices' which are designed to teach positive behaviour.

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 students to be engaged

- Display the student code of conduct or their own classroom rules

- Develop a positive relationship with students, which may include:

  o Greeting students in the morning/at the start of lessons

  o Establishing clear routines

  o Communicating expectations of behaviour in ways other than verbally

  o Highlighting and promoting good behaviour

  o Concluding the day positively and starting the next day afresh

  o Having a plan for dealing with low-level disruption

  o Using positive reinforcement

4.6 Students

Students are expected to (in line with our agreed Rights & Responsibilities document):

- Behave in an orderly and self-controlled way

- Show respect to members of staff and each other

- In class, make it possible for all pupils to learn

- Move quietly around the school

- Treat the school buildings and school property with respect

- Wear the correct uniform at all times

- Accept sanctions when given
- Refrain from behaving in a way that brings the school into disrepute, including when outside school

4.6 Parent / Carer

- To ensure their child's regular attendance and punctuality
- To ensure their child brings the right equipment, dresses appropriately and completes homework
- To co-operate with the school to ensure that their child follows the school's positive Behaviour for Learning Policies
- To support the school in imposing sanctions, **including after school detentions – the school reserve its right to keep a child for up to 15 minutes without notice.** *(If there is a significant reason why your child is not able to complete after-school detention, this must be submitted in writing to the Headteacher……exceptions will only be granted in very rare circumstances and the expectation remains that detentions will be completed at an alternative time either during or before the school day.)*
- To inform the Form Tutor/ Pastoral Head/Head of College, of any circumstances which may affect their child's learning
- To maintain regular contact with the school through attendance at parent's evenings, notes in organisers, letters, emails and telephone calls as appropriate

5. Rewards and sanctions

Positive behaviour will be rewarded with:

- Praise

- Credits

- Letters or phone calls home to parents

- Special responsibilities/privileges

   ** To be read in conjunction with Rewards' Policy**

The school may use one or more of the following sanctions in response to unacceptable behaviour:

- A verbal reprimand

- Removal from lesson

- Expecting work to be completed at home, or at break or lunchtime

- Detention at break or lunchtime, or after school

- Referring the student to a senior member of staff

- Letters or phone calls home to parents

- Agreeing a behaviour contract (with student and parent)

- Putting a pupil 'on report'

- Internal exclusion– **students will be expected to complete the same work as they would in class**

- Second School Isolation

- Fixed Term exclusion

- Permanent exclusion

Behaviour Stages and Sanctions (refer also to summary table)

Lessons

Our ethos is that students need to be in lessons learning. There should be an expectation (from students and staff) that this will happen; support will be offered where necessary to facilitate this.

Level 1 - Verbal warning given

Level 2 – Class teacher sets detention (15 minutes at the end of the day)

Level 3 - Assistance required –Persistent defiance / persistent low-level disruption or one-off incident. Student removed as internal exclusion

Students who receive more than one classroom detention in a day will automatically have a 40-minute WSD, the following day

Removal from lesson:

- DoL 40 minute after school detention (next day)
- Failure to attend >>>>> 60-minute WSD
- Failure to attend >>>>>>> Internal Exclusion (*Slightly different break and lunch; lunch to be brought to students*)
- Subsequent failure to attend WSD >>>>>>>>> Fixed Term Exclusion (meeting with parent on return)
- **Type 1** Removal (persistent disruption of Teaching & Learning; refusal to work) >>>>>>>>return to next lesson
- **Type 2** Removal (Foul / abusive language; Health & Safety incident; defiance – refusing to follow instructions) >>>>>>> automatic rest of day in Internal Exclusion (**Serious Incident Form to be completed**)

There is an expectation that the class teacher and HoD / DoL will discuss student's removal and re-iterate expectations within the classroom

Appropriate work must be available for students to complete – time in internal exclusion should not prevent the student's learning from continuing

Lack of work / homework / equipment

- Class teacher detention (15 minutes, same day after school)

Incidents outside lessons

- Verbal abuse = internal exclusion
- Poor behaviour = WSD
- Repeat incidents of poor behaviour = Internal exclusion
- Truancy from lesson = WSD

Refusal to go to isolation (failure to follow the instruction of an adult) = SSI / FTE. There is still an expectation that the student will complete detentions and /or internal exclusion.

Late to school:

- Same day 20-minute detention at lunch (Pastoral and College Heads to supervise)
- Failure to attend = 60-minute WSD
- Failure to attend = I day Internal exclusion (+ completion of detention)
- Subsequent failure to attend WSD = SSI / FTE

Behaviour Stages (Behaviour Support Plan)

Pastoral Heads will instigate a Cause for Concern behaviour support plan meeting, as a result of any of the following:

- persistent lateness / attendance issues**;**
- persistent failure to meet expectations;
- multiple CTDs and / or WSDs
- one-off serious behaviour

Formal CBS – 4 weeks review

- Stage 1 College Head
- Stage 2 SPC / DS
- Stage 3 –AS + Governor
- Stage 4 – GLJ + Governor

BSP – signed, dates, tick boxes

Communication triggers – on table – phone calls

Formal communication about internal exclusion

Escalation through the stages may be deemed necessary if severe breaches of the school's policy have occurred.