

# The Market Weighton School

## Behaviour for Learning Policy

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## **Behaviour for Learning Policy**

This policy must be read in conjunction with the school inclusion and anti-bullying policies. This policy operates with due regard for the Equality Act (2010)

### **Aims**

- To support the school in achieving its four core aims for students (see below)
- To provide a safe, secure and supportive learning environment for all members of our school community

*Our school aims for students are to:*

- *Have the skills and confidence to thrive in a changing world*
- *Have the independence and resilience to take charge of their own learning and lives*
- *Become active and responsible as local and global citizens*
- *Have unlimited aspirations*

### **Principles**

- Students learn best in an orderly learning environment
- All students are capable of high standards of behaviour
- Behaviour management is most effective when carried out consistently across the school
- Rewards are important in promoting positive behaviour
- Effective behaviour management seeks to avoid aggressive confrontation
- Adults have a responsibility to model positive and appropriate behaviours

### **Standards**

High standards of behaviour are expected from all students. It is important that students are able to demonstrate on a daily basis that they

- Have self-control
- Are polite (including use of language)
- Respect the values and opinions of others
- Can resolve conflict calmly

This is reflected in our attitudes to learning grades. Students receive feedback about the extent to which they:

- *Complete work (to a high personal standard)*
- *Avoid distractions*
- *Participate fully*
- *Are polite*
- *Work well with others*

## **Student Conduct**

The expectations and rules are based upon staff and student feedback. Representatives of the Student Council worked together to highlight what good behaviour for learning looks like and these are fully reflected below

### **Expectations**

All students are expected to

- Behave with respect for yourself, others and our school
- Be in the right place at the right time
- Be correctly dressed and equipped
- Follow instructions from staff
- Complete tasks to a high personal standard

### **Behaviour Rules**

- Attend all lessons – on time
- No offensive language or swearing
- Listen in silence when any individual is talking to the class
- Do not distract others
- Don't interfere with other people or their property
- Switch off electrical devices during lessons, including mobile phones (unless told otherwise)
- No eating or chewing in class
- Wear full school uniform

### **Additionally**

- Walk inside the building
- Stay in bounds
- Stay on site (unless you live in Market Weighton and have a lunch pass)
- Eat/ drink only in the canteen, social areas or outside
- No littering
- No smoking
- No energy drinks or drinks with high sugar content

## Corridor Behaviour

Good behaviour in corridors is essential and creates a calm, orderly school. At TMWS we:

- *Wear correct uniform at all times*
- *Walk rather than run*
- *Keep to the left*
- *Wait rather than push*
- *Open / hold doors open for others*
- *Eat only in the canteen, social areas or outside*
- *Use the bins provided*
- *Maintain a respect for others: no swearing, shouting or name calling*
- ***Do not use mobile phones between lessons or after movement bells***

## Canteen Behaviour

Good behaviour in the canteen is essential and creates a calm, orderly school. At TMWS in the canteen we:

- *Wait in the queue rather than push in*
- *Sit in a seat at a table*
- *Put our chairs back under the tables*
- *Do not remove open food from the canteen*
- *Take our used plates and cutlery to the hatch*
- *Use the bins provided*
- *Wear correct uniform at all times*
- *Walk rather than run*
- *Maintain a respect for others: no swearing, shouting or name calling*
- ***Phones can be used quietly and respectfully – No music or recording/taking photos.***

## Social Area Behaviour

Good behaviour in the social area is essential and creates a calm, orderly school. At TMWS in the social areas we:

- *Sit down to eat food*
- *Use the bins provided for litter*
- *Wear correct uniform at all times*
- *Maintain a respect for others: no swearing, shouting or name calling*

***Phones can be used quietly and respectfully at Break/Lunchtime – No music or recording/taking photos.***

## Mobile Phones

- **Mobile Phones should not be out/used in lessons – UNLESS INSTRUCTED BY STAFF!**
- **Phones must not be used between lessons (1 and 2, 4 and 5) or after a movement bell (8.40, 11.20 and 1.05).**
- **Phones out/used in lessons or on the corridor will be confiscated. Phones will be returned at the end of the day if pupils comply first time.**
- **If pupil doesn't comply - phone will be handed in to the Office.**
- **Parents must collect the phone or it will only be returned at the end of the half-term.**
- **A consistent approach is essential.**

## **Staff Responsibilities**

### **Teachers**

- To deploy this policy consistently throughout the school
- To carry out duties in line with the teacher standards
- To follow strategies outlined by student support team

Teachers Standards set out the following expectations:

#### (1) Set high expectations which inspire, motivate and challenge pupils

- *establish a safe and stimulating environment for pupils, rooted in mutual respect*
- *demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils.*

#### (2) Promote good progress and outcomes by pupils

- *encourage pupils to take a responsible and conscientious attitude to their own work and study*

#### (3) Manage behaviour effectively to ensure a good and safe learning environment

- *have clear rules and routines for behaviour in classrooms, and take responsibility for promoting good and courteous behaviour both in classrooms and around the school, in accordance with the school's behaviour policy*
- *have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly*
- *manage classes effectively, using approaches which are appropriate to pupils' needs in order to involve and motivate them*
- *maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary*

### **Support Staff**

- To model good behaviour in all areas of the school community
- To actively reward good behaviour
- To engage in positive communication with students to encourage positive relationships
- To report any behaviour incidents to the appropriate member of staff
- Work alongside teachers to create a positive school environment

### **Form Tutor**

- To oversee the behaviour and the progress of students in their form
- To make use of appropriate data (attitude to learning/ detentions) which then informs conversations with members of their form, to promote early intervention and encourage good behaviour
- To use the reporting system to inform all stakeholders of a student's behaviour(s)
- To meet with Heads of Year on a weekly basis

- To track and monitor their forms groups behaviour via the SIMS's system
- To ensure productive use of all form sessions
- To monitor that students have the equipment to learn by checking planners, equipment etc.
- To ensure that students are ready and prepared to learn by establishing an orderly daily routine
- To refer any behaviour issues to Heads of Year and/or Subject Leaders where appropriate
- To build good relationships between staff, students and parents and maintain contact with home

### **Heads of Year/ SENCO**

- To oversee day-to-day running of the Behaviour for Learning policy
- To collate behaviour incident information and act upon the data analysis
- To be responsible for promoting rewards and implementing sanctions within the school community
- Maintain positive relationships with parents/carers
- Implement, monitor and review IBP, PSP
- To run after school detentions
- Attend weekly student support team briefing and intervention group meetings
- Communicate with staff through a weekly bulletin
- To promote restorative practice where appropriate
- To liaise with outside multi-agencies, attending meetings as appropriate
- To run reintegration meetings and ensure all contracts are completed
- To organise a transition programme which promotes positive behaviour and identifies potential behavioural issues

### **Assistant Head Teachers/Director/Lead Teachers**

- To be responsible for overseeing behaviour issues within their areas, ensuring that their team follow the school policy
- To feed back to the Senior Leadership Team (SLT) regarding behaviour and the management of behaviour issues
- To have the overview of their department regarding the engagement and embedding of the restorative process

### **Assistant Headteacher (Behaviour, Inclusion and Welfare)**

- To line manage the Student Support Team
- To oversee support and behavioural intervention plans
- To instruct the Student Support Service Officer (SSSO) regarding the Isolation Unit

### **Senior Leadership Team**

- To be responsible for the implementation and review of the Behaviour for Learning policy
- Determine internal, fixed term and permanent exclusions (Headteacher)
- To promote an ethos of high expectations, positive behaviour management and inclusivity

## **Rewards**

A school ethos of encouragement is central to the promotion of positive behaviour. Rewards are an important aspect of this and should be emphasised over consequences to establish that the expectation is that vast majority students do what is required in most lessons. Please see the list below and the Reward Ladder below for our staged approach to rewards.

- Non-verbal praise eg, thumbs up
- Verbal praise R1
- Written comment in book or planner
- E-Praise points R2
- Postcard home
- Phone call home R3
- Attendance certificates
- Behaviour certificates
- Student of the half term
- Letters of praise

## **E-Praise Points**

In every lesson where a student completes all the work to the standard expected by the teacher they should be awarded 1 E-Praise point. More points can be given for outstanding contributions in lessons and exceptional work.

Points are recorded electronically using the web based E-Praise software allowing parents and students easy access. Points can be cashed in for small items of stationary or given to the house charities. As points accumulate students receive differing levels of award as a printed certificate. The top ten students are praised each week in assemblies as are the best tutor groups and house groups. House point totals are displayed around the school on the TV screens.

Student voice will shape how we develop the rewards available through e-praise over the year.

In addition to this, students will be recognised and celebrated through additional rewards, which will be triggered when a student receives the appropriate level of points.

## **Half-Termly Celebration Assemblies**

During the last week of every half-term the Head of Year will lead a Celebration Assembly. There will be certificates and a £5 prize draw in each year group for:

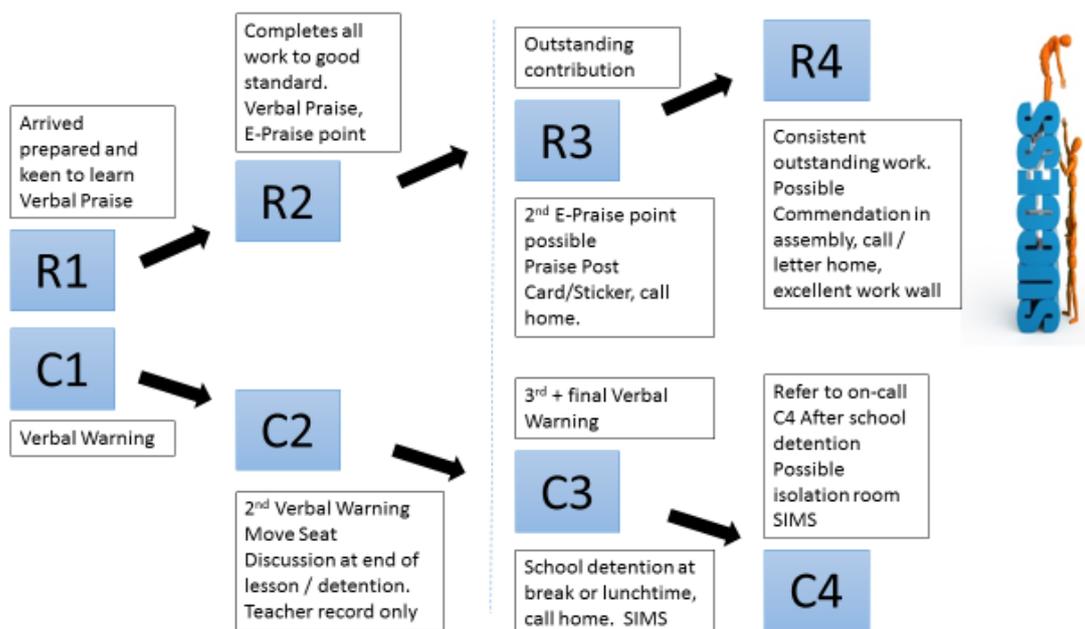
- All students with 100% attendance
- All students who have zero detention tallies and who have not been referred to their Head of Year on behaviour grounds

A certificate will be awarded to the "Student of the Half-Term" in all subjects as well as certificates of recognition from Form Tutors, the Head of Year, the Headteacher Award.

## Annual Celebration Evening

During the last week of the summer term there will be a celebration evening to reward all pupils nominated for either their Achievement or Effort in all Subject areas. The Headteacher will also award “Student of the Year” in each year group and other prizes for significant contributions to school life.

## Rewards and Consequences Ladder



## Consequences

There are clear and appropriate consequences for misbehaviour. It is important that these are applied consistently. Staff will be expected to explain calmly to students when standards are below expectations. It is important that students know that they have a sanction and why.

Where possible students will be given a chance to consider negative behaviours and

- make the right choices regarding their behaviour
- show they can keep to the school rules
- make suitable reparation.

Within lessons the following sanctions apply. In general it is a stepped response from C1 to C3. There are certain actions, however, which lead to an automatic C3. On rare occasions a student may be on-called (given a C4) as their presence in the classroom is either a risk to others or a serious impediment to learning.

Level	Consequence (C)	Action
C1	Verbal Warning	Student clearly named

		reminded about expectations as appropriate Initials on board (if possible)
C2	This is a second verbal warning which is actioned as per C1 + the teacher will put into place a consequence	Speak with student at end of lesson Complete work in own time Teacher set detention Phone-call home Teachers own record made
C3	Lunchtime detention (the following day)	Teacher informs student that they have a C3. This is logged on SIMS by the teacher
C4	After school detention (the next available Wednesday)  On-call  On rare occasions students will be removed from the learning environment	Please note that C4 does not follow automatically from C3  Student spoken with and agreement reached to complete the lesson appropriately after restorative conversation OR the student will be removed from the lesson (on-call) to the head of department/nominated teacher or head of year depending on severity of incident.
Headteacher detention	Failure to attend a C4 detention will result in an additional after school detention	Parents contacted: detention arranged for Friday after school or other day by agreement with parents

## Detentions

Failure to attend a 20 minute C3 detention will result in a C4 detention. Failure to attend a C4 detention will result in an additional (Headteacher) detention

### C4 On call

In exceptional circumstances a student may be removed from a lesson

- Behaviour which places the student or somebody else at risk
- Verbal abuse or intimidation of a member of staff
- Persistent disruptive behaviour which makes teaching and learning impossible at that time (having exhausted other strategies)
- Student is emotionally distressed

Depending on the severity of the incident a Head of Year may decide to isolate a students for an extended period/the rest of the day.

## **Outside lessons**

One infringement results in a 20 minute C3 lunchtime detention.

## **Leaving the school site**

Students who leave the school site without permission will be given a C4 (after school detention of one hour). Any student leaving the school site must sign out at reception and sign back in on their return, this includes those leaving at lunchtime.

## **Smoking**

Smoking and e-cigarettes are not permitted either on the school premises or in the vicinity of the school. Students found smoking will be put into isolation and parents will be contacted. Repetition will lead to progressively harsher sanctions. Confiscated items (tobacco/ cigarettes/ lighters, for example) will be destroyed or handed to the police. Confiscated smoking related products will not be handed back to either students or parents.

## **Conduct outside the school**

Students who misbehave outside of the school gates whilst readily identifiable as members of the school will be subject to this behaviour policy and sanctioned appropriately, given the available evidence. Students whose misbehaviour could adversely affect the orderly running of the school or the school's reputation may be sanctioned regardless of where the misbehaviour occurred.

## **E-safety**

Students using social media, etc, to abuse others will be sanctioned appropriately within this behaviour policy

## **Classroom support**

It is important for teachers and other adults to ensure consistency in sanctioning. Within lessons it is expected that other adults should refer sanctionable behaviours to the teacher. The teacher can then issue sanctions accordingly. If the teacher delegates responsibility then it must be made clear to students.

## Sanctionable behaviours summary

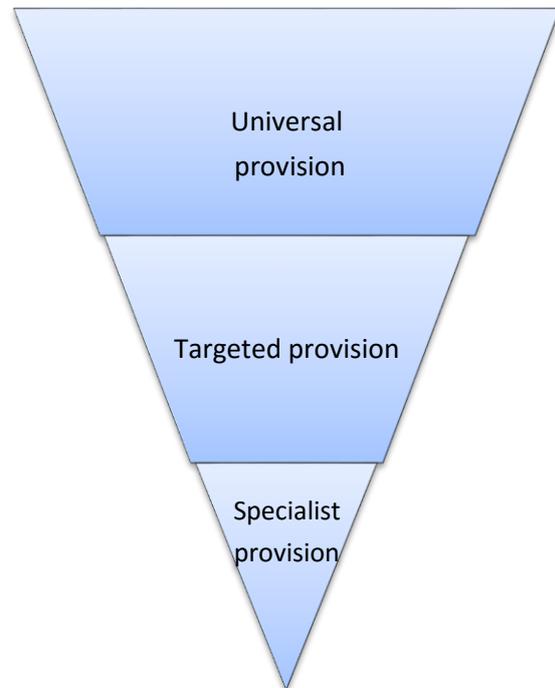
A student failing to meet these core expectations of behaviour would be subject to the following sanctions

Expectations	C1→C2→C3	Instant C3	Instant C4
Lateness AM Reg and P3, P4		✓	
Significant lateness for period 1/2/5		✓	
Deliberately flaunting uniform rules in class	✓		
Speaking when an individual is talking to the class	✓		
Interfering with other people or their property	✓		
Not obeying a clearly expressed and reasonable instruction by a member of staff	✓ + Repeat request		
Eating outside of the designated area (canteen social areas)/ Littering		✓	
Off task	✓		
Disrupting the learning of others	✓		
Running inside the building		✓	
Going out of bounds		✓	
Going off site			✓
Behaviour which places self/ others at risk			C4 + on call
Smoking			Isolation
Verbal abuse or intimidation of a member of staff			C4* + HoY referral
Abusive language in class / corridors		C3	
Homophobic/ racist language		C3* + HoY referral	

\* May lead to further sanctions/ actions

## Intervention

Where possible intervention within the school will run along the lines of universal- targeted- specialist, as per the following schematic. For the vast majority of students behaviour problems will be tackled at the universal (in class) level. For some students, however, further interventions may be appropriate



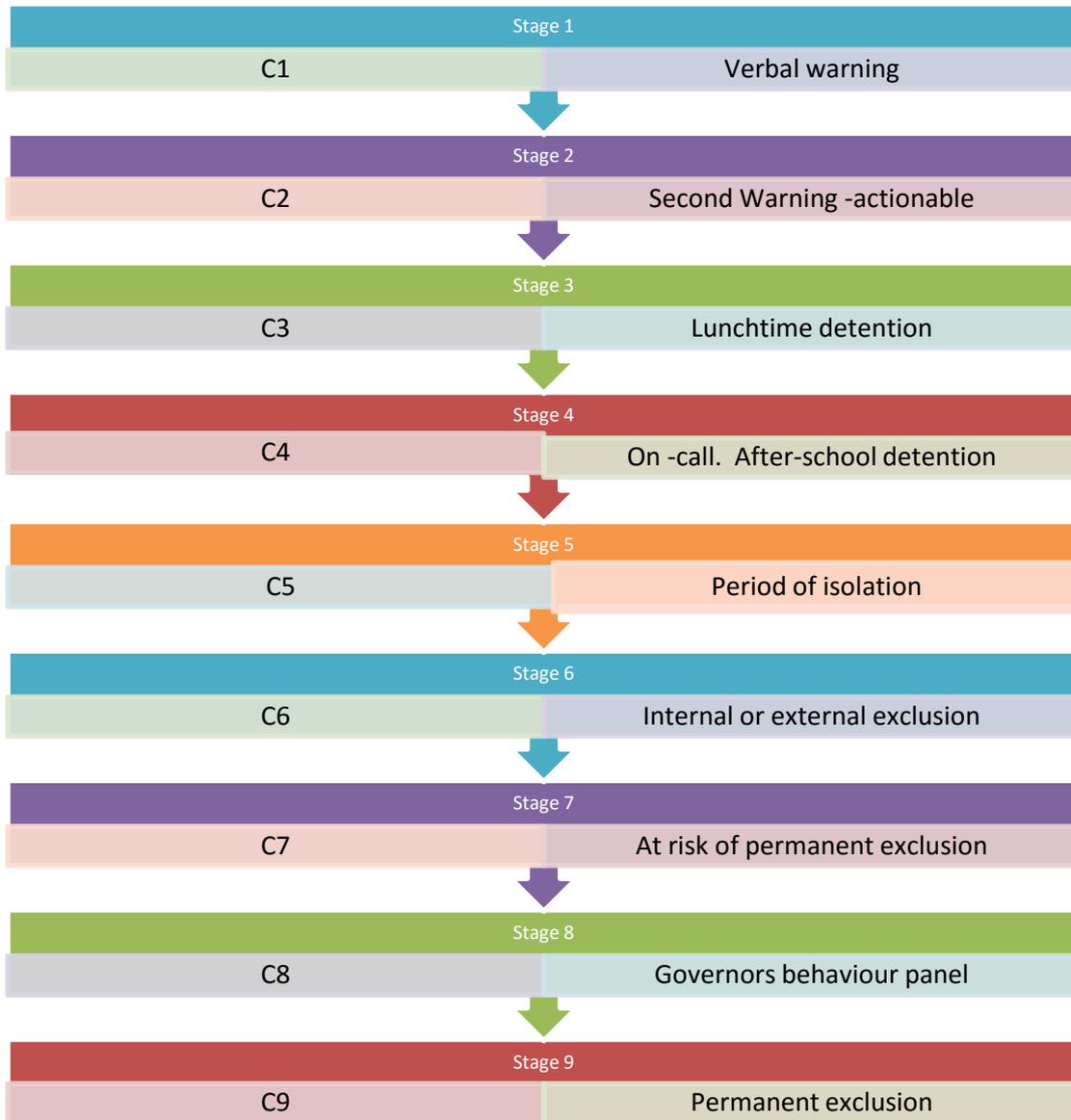
<b>Universal</b>
Effective classroom provision; planning for individual need; assessment for learning; quality feedback; underpinned by clear school policies
<b>Targeted</b>
Additional, time bound provision: small group intervention with a teacher or teaching assistant that enables students to catch up with their peers
<b>Specialist</b>
More intensive, bespoke provision for a small number of students. One-to-one and specialist interventions

## Behaviour Intervention

Identification	Strategies	Monitoring
<b>Universal</b>		
All	<p>Consistent use of BfL policy across the school</p> <p>Lessons which engage students</p> <p>Whole school training on effective behaviour management techniques</p> <p>Staff use structured response within departments</p> <p>Rewards –rewards are frequent and outnumber sanctions</p> <p>PHSE programme to focus upon elements of SEAL</p>	<p>On-going through data collection</p> <p>Attitude to learning grades</p> <p>Department report</p>
Transition –work with cluster schools	Early identification: staff aware of classroom strategies for highlighted individuals	
<b>Targeted</b>		
Strand 1 –attitude to learning A2L average is low	<p>Tutor report with clear targets for improvement over a 2 week cycle.</p> <p><b>Parents notified</b></p> <p>HOY report with clear targets for improvement over a 2 week cycle.</p> <p><b>Parents notified</b></p>	Daily report. Check sustained from data collection
Strand 2 – sanctions High number of C3/ C4	<p>HOY input:</p> <p>HOY report</p> <p>IBP – clear targets agreed with parents: 6 week cycle before review with parents. Access to support from HOY/ mentor</p> <p>Involvement of wider agencies (Educational Psychologist etc.)</p> <p>CAMHS</p> <p>YFS support; anger management, etc.</p> <p>SENCO input: assessment of underlying needs</p>	<p>Through 6 weekly behavioural assessments from teaching staff</p> <p>Daily report</p>
<b>Specialist</b>		
	<p>Behaviour support programme: tailored timetable</p> <p>PSP –involvement of multi-agencies as appropriate</p> <p>Alternative educational settings as appropriate</p>	Through 6 weekly review of performance against plan
Statement ESBD	<p>1:1 support as appropriate</p> <p>Adjusted curriculum</p>	

## Behaviour consequences

The overwhelming majority of students will operate within the rewards system. Where students do find themselves on the consequence system, only a very small minority will move beyond stage 5. Although there is a stepped approach to consequences certain actions may result in automatically starting at a higher stage



<b>Level</b>	<b>Actions</b>	<b>Notes</b>
C1	Verbal warning as per policy	Repeated behaviour leads to C2 within a lesson. Slate is wiped clean for subsequent lesson
C2	Second warning	Repetition of minor behavioural offence Teacher takes action as per policy Slate wiped clean for subsequent lesson
C3	Lunchtime detention	Accumulation of minor behavioural offences More serious offence (eg swearing)
C4	After school detention	Student is removed from the lesson for serious breach of behaviour rules or behaviour which seriously disrupts the learning of others. Parents will be informed
C5	Period of isolation	A student may spend time in the isolation room –as determined by their HOY–for acts of misconduct such as fighting, bullying, damaging school property and defiance. A period of isolation may also be used as a proportionate response to a build-up of other sanctions. Students may also spend time in isolation on return from an exclusion. Parents will be informed
C6	Internal or fixed term exclusion	For more serious breaches of the school's expectations it may be deemed appropriate for the student to have a period of exclusion. This exclusion may be held in school or at home. The student will also be placed on report to their HOY <b>Internal exclusion</b> Students will be isolated for the whole day until 4:00pm. They will not have break or lunch with their peers. Students must complete the work set and carry out the exclusion properly. Failure to do so will lead to a repeat or an external exclusion. Parents will be expected to attend a reintegration meeting with the relevant HOY to discuss future conduct and to agree a behaviour contract <b>External exclusion</b>

Level	Actions	Notes
		Students will be excluded from the school site for a fixed period. Parents will be expected to attend a reintegration meeting to discuss future conduct and to agree a behaviour contract
C7	At risk of permanent exclusion	A student who has had 10 days of internal or external exclusion or who is failing to meet their IBP targets in any <b>single term</b> is in danger of permanent exclusion. As is any student who has committed a dangerous act that has put other students at risk. This will be explained at reintegration and PSP will be adjusted/ instigated to reflect this. A subsequent exclusion may lead to stage 8 or stage 9
C8	Governors' panel	The student and parents will be asked to attend a panel meeting where the consequences of further misbehaviour will be made clear
C9	Permanent exclusion	A student may be permanently excluded if: their behaviour represents a serious threat to other students/ staff; behaviour strategies have been exhausted

### Repeat offenders

#### Specific lessons/subject area

Every student will begin each lesson with a fresh start. Sanctions are not carried over from one lesson to the next.

If a student gets a C3 in the same lesson each week the classroom teacher will phone home in order to make sure parents are aware

If the situation continues the relevant Director / Lead teacher should intervene to

- Put the student on subject report or
- Hold a meeting with the student and teacher to address the ongoing behaviour concerns
- Inform parents

## **Several lessons/subject areas**

If a student receives sanctions from a variety of subject areas they will move on to targeted intervention (see above) as deemed appropriate by their HOY and the Director of Student Support

## **A positive, orderly learning environment**

Students learn best in an orderly learning environment. Staff must promote high standards of conduct and behaviour. It is important that all adults model these high standards at all times. We must aim to ensure that the learning environment is pleasant and stimulating, promotes learning, and values achievement and effort.

If guidance, structure and behaviour are consistent in lessons, students will be clear about the expectations of them.

## **Staff expectations**

### Establish

- Meet and greet -this is expected of all teaching staff.
- Take registers in the first 15 minutes of every lesson
- Whole school expectations and sanctions clearly displayed in each classroom
- Have a seating plan for every class

### Engage

- Ensure tasks are appropriate, challenging, differentiated
- Encourage, praise and reward
- Use positive verbal prompts 'thank you' 'I expect you to' 'You have a clear choice' 'You need to'
- Draw attention to positive behaviour

### Exit

- Smart departs –ensure an orderly, timely end to the lesson –from the door
- In the unlikely event of a student having to leave your lesson make sure they have their planner signed or a note explaining the reason

## **Dealing with disruptive behaviour**

- Shouting or intimidating gestures and comments are not appropriate and are not supported as effective methods of student management.
- It is important that adults take steps to de-escalate potential conflict.
- Use non-verbal signals
- Sometimes it is necessary to tactically ignore (if you follow up later)
- Discretely remind the student of the choice that they have and of the consequence of misbehaviour
- If appropriate talk to the student outside the classroom and calmly remind them of the choice that they have and the consequence of poor behaviour
- Remember, tackle and sanction the behaviour not the child

## **Appendix**

### **Power to use reasonable force**

Members of staff have the power to use reasonable force to prevent students committing an offence, injuring themselves or others, or damaging property, and to maintain good order and discipline in the classroom. Staff are advised to only use reasonable force in line with the published Reasonable Force policy.

When a member of staff has had to use any force in dealing with a student the incident should be reported and a written account given to the Headteacher as per policy. Where any use of force is reported to a member of staff they should report the matter immediately to a member of the senior leadership team.

### **Confiscation of inappropriate items**

Members of staff can confiscate students' property. The law protects them from liability for damage to, or loss of, any confiscated items provided they have acted lawfully (Section 94 of the Education and Inspections Act 2006).

### **Power to search students without consent**

In addition to the general power to use reasonable force described above, Headteachers and authorised staff can use such force as is reasonable given the circumstances (we would only do this as a last resort) to conduct a search for the following "prohibited items"

- knives and weapons
- alcohol
- illegal drugs
- stolen items
- tobacco and cigarette papers
- fireworks
- pornographic images
- any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property
- any item banned by the school rules which has been identified in the rules as an item which may be searched for.

All weapons and knives and extreme or child pornography will always be handed over to the police. Other items will be handed over to the police or destroyed as appropriate.

## **Glossary**

A2L	Attitude to learning
BfL	Behaviour for learning
CAMHS	Child and adolescent mental health service
HOY	Head of Year
IBP	Individual behaviour plan
PHSE	Personal, health, social, economic
SEAL	Social and emotional aspects of learning
SENCO	Special educational needs coordinator
SLT	Senior leadership team

## **Useful Documents**

Behaviour and discipline in schools updated January 2016

<https://www.gov.uk/government/publications/behaviour-and-discipline-in-schools>

Use of reasonable force in schools published July 2013

<https://www.gov.uk/government/publications/use-of-reasonable-force-in-schools>