



Wade Deacon High School

Wade Deacon Trust

Exceptional Values

Exceptional Learning & Teaching

Exceptional Achievement

BEHAVIOUR FOR LEARNING POLICY



Date of Governing Body Review: Autumn 2017

Next Review Due: Summer 2018

School Link: Mr I. Critchley

Rationale

Wade Deacon High School is committed to ensuring consistency in all our professional practices and to raise standards of behaviour and attitude to learning continuously. We have a strong ethos and culture underpinned by a 'commitment to excellence,' in order to strive towards being a World-class school.

Introduction

The Behaviour for Learning Policy promotes and supports an environment in school where pupils work purposefully and also feel secure, safe, happy and confident. It aims to develop relationships between staff and pupils, and between the pupils themselves, that are based on mutual respect and tolerance. This policy should be read in conjunction with all other Wade Deacon High School policies, especially the, SEND, Rewards, Learning and Teaching, Anti-Bullying & Drugs.

Aims

- To seek to promote a respect for learning and to encourage an awareness of education as a lifelong process
- To create a safe, supportive learning environment in which all members of the school community are encouraged to develop their maximum potential
- To encourage respect for the needs and feelings of others
- To embrace a philosophy, at both an individual and whole school level, of continuous improvement.

Staff Responsibilities

Within the classroom, the teacher has responsibility for the discipline of the class. The teacher should be assertive and proactive in seeking to develop positive relationships and effective learning. The teacher should frequently refer to **Pride & Promises** to maintain these standards.

All teachers have a responsibility to correct breaches of discipline if these come to their attention at any time and in any place. In serious cases of indiscipline, or where a serious offence has been committed, referral should be made immediately to a senior member of staff.

Within the school, we aim to create a positive and supportive teaching and learning environment. We encourage pupils to recognise the benefits, to both themselves and others, of good conduct, co-operation and application to study.

Positive Conduct Management

If we are to achieve the above aims, everyone in our community must be encouraged to work together. We are committed to developing a positive climate which places learning as the number one priority and reinforces the need to teach and model good conduct and social skills.

We believe that a strong ethos of achievement and good conduct comes from us all working together within a clear framework. Every member of staff has a responsibility to uphold the procedures outlined in this policy.

The 4 Rs provides the framework underpinning our approach;

Rights, Responsibilities, Rules, Routines

The 4R's framework helps:

- pupils make better choices
- keep the focus on learning
- give a sense of fairness to both praise and correction
- pupils take responsibility for their own conduct and learning
- create a consistent and predictable framework
- adults to share a common theme and common language
- pupils know where they stand
- pupils feel safe

Rights:

These consist of:

- the right to learn
- the right to teach
- the right to feel safe (physically and emotionally)
- the right to respect and dignity

Responsibilities

Pupils must be increasingly responsible for their own conduct. **Using the language of choice is a powerful way of doing that.** As they realise that they are making choices in many areas of life, the teacher can guide them to make more socially appropriate choices. Good choices should be rewarded, poor choices always have consequences

Rules

Rules should be referred to on a regular basis. We should actively teach what they are and praise pupils for getting it right, e.g. *'Thank you for lining up properly.'* We should reinforce the **Pride & Promises** when we speak to students. Members of staff have a responsibility to make sure the key basic rules are displayed in every teaching space, with modifications by faculties/departments where necessary.

Pride & Promises for Pupils

- Arrive in plenty of time and enter the classroom respectfully, greet your teacher and say hello.
- Take out your learning journals and have all your equipment with you (pen, pencil, ruler, compass, protractor and calculator).
- Dress smartly; sit up straight with bags stored in a safe position. Be ready to learn.
- Record the date, title and objective in your workbooks. Please underline all titles with a ruler.
- Show us that you want to learn: get involved in the lesson.
- Take pride in your work: best presentation.
- Respect one another and listen to your teacher and each other.
- Show excellent manners to your teacher and each other.
- Reflect on the lesson today and complete your learning journal.
- Respect your learning environment and leave the classroom tidy.
- Leave the classroom in an orderly manner – say goodbye to your teacher.

Classroom Routines

We should not assume that pupils know how to behave during certain routine times. We need to teach them what sorts of conduct we feel is desirable. We should always give feedback on how pupils are behaving. The classroom routines for Wade Deacon High School will always be:

At the start of the lesson:

- Teachers should SMILE and model polite conduct
- Classes will be greeted by their teacher on arrival and enter in an orderly fashion
- Teachers will decide where students sit. There should be a seating plan
- Pupils will have their Learning Journal available
- All their correct equipment will be available
- A register will be taken during the lesson
- Lesson objectives and challenges will be written on the board

During the lesson:

- When the teacher talks to the whole class, the pupils must remain silent, listen and concentrate
- If the class is asked a question, pupils put up a hand to answer; teachers must not accept calling out
- Pupils should not wander around the room unless instructed to do so
- Pupils must follow instructions and not refuse to work as directed

At the end of the lesson:

- Homework will be written by pupils in their Learning Journal
- Pupils to stand behind chairs quietly and ensure the room is tidy before being dismissed
- Staff supervise pupils out of the classroom and prepare to greet the next class

Core Principles of the Policy

Plan for appropriate conduct by:

- balancing correction with positive reinforcement: praise and encouragement
- establishing **consistent** rewards and sanctions by making the boundaries clear
- using the **language of choice** to teach pupils to take responsibility for their actions
- planning to use language that is positive and motivational
- planning alternatives to confrontation, such as speaking quietly
- using non-verbal language effectively
- knowing how to get help when necessary
- making lessons engaging; use a fast pace and a variety of strategies and learning styles.

Plan for inappropriate conduct by:

- all members of staff using the same language – the language of choice. 'If you choose to do that then this will happen'.
- plan what the consequences of inappropriate conduct in the classroom will be and **carry them out** if the wrong choice is made
- plan alternatives to confrontation and try and avoid raising your voice too much.
- Finally, **SMILE** to diffuse difficult situations.

Staff should use various de-escalation techniques as appropriate to the situation, for example, deflection, humour, open body stance etc.

Work within the Four Rs framework:

- sets the climate for success
- builds confidence and self-correction
- is both supportive and corrective
- reduces and diffuses confrontation and tension
- is an educational process
- is fair, reasonable and logical
- provides a platform for skill development

Separate the conduct from the child:

- make the inappropriate conduct unacceptable, not the child
- do not link poor conduct to the student's personality. Linking good conduct to a student's identity builds self esteem

Use the language of choice because it:

- gives children confidence by giving them responsibility
- regards mistakes as a normal part of learning
- has a positive emphasis
- reduces instances of conflict arising from trying to make things happen
- creates an important link between choice and consequence
- helps to empower them as individuals

Actively Build Self Esteem

If experiences in school are constantly negative and unsuccessful, they will undermine the pupil's ability to be successful. Pupils will create a model in their head that accepts a lack of success being the norm for them; this will lead to behaviours that avoid risk taking and challenge. These behaviours can be disruptive. We need to let pupils know that we respect and value them. If we **all** do this it will improve self-esteem. Praise the good choices they are capable of making.

Celebration of positive conduct and achievement (see Rewards Policy)

Examples that all teachers can use on a daily basis in their teaching

- verbal praise
- written praise in exercise books or Learning Journal
- stamps
- display of work
- written commendations
- awarding of Vivos

- commendation letters or postcards sent home
- telephone calls home
- mention in assembly
- names forwarded to Progress Leader or Senior Leadership Team

Sanctions as a consequence of inappropriate action

- verbal reprimand
- faculty/departmental detention
- report / monitoring cards
- letter or telephone call home
- referral to 2i/c or 3i/c, Subject Leader, Progress Leader and then a member of the Senior Leadership Team, using standard referral procedures
- withdrawal from mainstream lessons to Achievement Centre or Personal Tutor
- Community service within the school, such as litter picking
- fixed term exclusion
- permanent exclusion

Assessment of Behaviour and Attitude to Learning:

- Every two weeks staff will enter grades of '2' or above and a comment on the pupils' behaviour and attitude to learning. This will then inform the final behaviour and attitude to learning grades class teachers will enter at each P2S round. This is monitored by 2i/c or 3 i/c, Subject and Progress leaders.

School Trips & Educational/Sporting Activities:

- School trips and sporting activities are a privilege for pupils and they are representing the school at all times during these occasions. Attendance on school trips and the chance to represent the school will be subject to sanctions in line with this policy. If the school feels that a pupil's poor behaviour or poor attitude to learning is a concern then the pupil may not be able to attend school trips or represent the school in sporting or other extra-curricular activities.

Rewards:

- Wade Deacon uses the Vivo System to reward pupils. (Please see rewards policy).

Structure of the Stages in the Behaviour for Learning Policy

Stage 1: Class teacher

This stage is for poor behaviour which is being addressed by the class teacher through a range of sanctions such as detentions, notes in the Learning Journal and telephone contact with parents/carers. This is by no means meant to be an exhaustive list of sanctions. If the pupil fails to modify their behaviour following some or all of these sanctions, then they will progress to stage 2.

(The class teacher should give a grade of 2 on P2S for Behaviour, unless significant improvements have been made. The pupil can then gain a grade of 1 after a discussion with the relevant subject leader).

Stage 2: Class teacher and/or 2i/c or 3i/c

This stage is for poor behaviour which, on a faculty/department monitoring card and will lose their free time i.e. breaks and lunches. Pupils who respond well to the monitoring card will cease to continue with it and will no longer be monitored by the 2 i/c or 3 i/c. Pupils who fail to make the desired improvements will progress to Stage 3. Parental contact will also be made during this stage through a telephone call or meeting.

(Pupils at this stage should be given a grade of 2 on P2S for Behaviour)

Stage 3: Class teacher & Subject Leader

This stage is for poor behaviour which, despite being addressed by the class teacher and Key Stage Leader, has not shown the desired improvements. At this stage the pupil may be removed to work with another colleague within the same faculty/department area. During this stage, the Subject Leader will be working with the pupil's Progress Leader in order to resolve the situation. A range of sanctions will be implemented at this stage also such as, monitoring card, loss of free time and after school detentions. Pupils who respond well to the sanctions at this stage will be reintegrated back into the lesson and will no longer be monitored by the Subject Leader but go back to stage 2. Pupils who fail to make the desired improvements will progress to Stage 4.

(Pupils at this stage should be given a grade of 3 on P2S for Behaviour)

Stage 4: Subject Leader & Progress Leader

This stage is for poor behaviour which, despite being addressed at 3 stages, has not shown the desired improvements. At this stage the pupil will be removed to in the school's Achievement Centre where he/she will lose all free time and serve a period 6 detention of 1 hour. Whilst the pupil is working in the Achievement Centre he/she will continue with their school work and be set targets for their behaviour. The class teacher is expected to maintain contact with

the pupil whilst they are working in the Achievement Centre. During this stage, reintegration into the subject area will be planned. If this is successful, then the pupil will move back to Stage 3. If reintegration is unsuccessful the pupil will progress to Stage 5.

(Pupils at this stage should be given a grade of 3 on P2S for Behaviour)

Stage 5: Progress Leader & Assistant Vice Principal / Vice Principal

This stage is for continued poor behaviour which, despite being addressed at 4 stages, has not shown the desired improvements. At this stage the pupil may well be subjected to an extended period in the Achievement Centre and may include a change of curriculum if several attempts at reintegration have been unsuccessful. All changes implemented will be subject to consultation with parents/carers. A Student Support Plan or Pastoral Support Plan may also be offered at this time.

(Pupils at this stage should be given a grade of 3 on P2S for Behaviour)

Stage 6: Fixed Term Exclusions

The Principal has the authority to exclude pupils guilty of misconduct or gross disobedience as outlined in Statutory Exclusion Guidance (2012) of reasons for exclusion. The fixed period of time will be determined by the nature of the incident.

- In all cases the incident will be investigated before the exclusion begins.
- Parents will be informed in writing of the exclusion. Information regarding the right to appeal will be contained in the letter.
- Pupils will have the opportunity to respond to the allegations.
- A plan for reintegration will be established and work will be provided for the pupil whilst they are excluded.

Stage 7: Permanent Exclusion

The Principal has the authority to permanently exclude pupils for violation or gross misconduct. Examples of these acts include, but are not limited to: physical assault against a pupil, physical assault against an adult, verbal or threatening behaviour, drug dealing and persistent disruptive behaviour. In all cases the incident will be investigated before the exclusion begins.

- Parents will be informed in writing and asked to attend a meeting with one, or both, of the Principal or Vice Principal.
- Pupils will have the opportunity to respond to the allegations.
- Procedures for appealing against the exclusion will be explained to the parents.
- A letter will be sent to parents confirming the permanent exclusion, including reasons for exclusion.
- The Pupil Discipline Committee will be notified of the Principals decision and a meeting will be convened, where parents are invited to discuss the case.
- If the decision is upheld a formal letter will sent to parents and the LA.

Pupils may also be directly referred to the Achievement Centre for acts which affect the health and safety of other pupils or are deemed to be a serious breach of the school rules such as verbal abuse of staff/pupil and bullying. (See anti-bullying policy)

Behaviour Criteria

1: Expected Behaviour

A pupil consistently meets the school's day to day standards and expectations. When re-focussing is required, the pupil responds respectfully and addresses areas of concern.

2: Unsatisfactory Behaviour

A pupil's behaviour has a negative impact on the progress of the lesson and its learners. When re – focussing takes place, the pupil can lack cooperation and take too long to address areas of concern.

3: Cause for Concern

A pupil's behaviour has been detrimental to the progress of the lesson and its learners. The pupil has failed to respond and improve, despite the range of sanctions that have been put in place. The pupil may have been involved in a serious breach of the Behaviour for Learning Policy and a referral to the Achievement Centre may have taken place.

Attitude to Learning Criteria

1: Positive Attitude to Learning

The pupil is positive about their learning and demonstrates a keen attitude towards improvements. The pupil makes a conscious effort to ensure the quality of work is produced in-line with ability. The pupil makes a conscious effort to improve areas identified by the class teacher – this includes acting upon verbal and written feedback. The pupil completes and appropriate amount of work during the lesson. The pupil attends revision session if required. Homework and revision activities are completed on time and to a standard that is deemed acceptable in-line with the pupil's ability. The pupil models the school's Pride and Promises ethos.

2: Requires Improvement

There are areas that the pupils needs to improve; he/she is not working to their full potential. The standard of wok produced is not in-line with the pupil's ability due to lack of effort. The pupil may demonstrate a lack of motivation and/or a lacklustre approach toward learning activities. The pupil doesn't have the basic or subject specific equipment consistently. The standard of homework is below the pupil's ability and sometimes late/or not submitted. The pupil's attitude towards intervention/catch up sessions is not positive.

3: Cause for Concern

The pupil's effort levels are a major cause for concern. The standard of work being produced is significantly below the pupil's ability due to a serious lack of effort. The pupils engagement in the in the learning activities is minimal, thus impacting on progress. The pupil is poorly equipped for the lesson. Homework is often not submitted or lack quality. If the pupil does not dramatically improve their effort towards the subject, progress will be affected.

The use of the Achievement Centre to support mainstream Teaching and Learning

The Achievement Centre is primarily used to support the learning of pupils who are experiencing difficulty in the following areas during their time at school:

- academic performance: evidence of under-achievement in one or more subject areas
- attendance and/or illness: a poor attendance record or unavoidable absences through a confirmed medical condition
- behaviour: documented incidents of lack of co-operation and disruptive behaviour impacting upon their learning and at times, that of other pupils.
- re-integration following a fixed term exclusion or illness/medical procedure.

The use of Student Support and Pastoral Support Plans

Student Support Plans (SSP) may be used as a short term measure in order to improve a pupil's behaviour and attitude to learning. An SSP will be initiated by the pupils Progress Leader as a six week intervention, which the pupils Personal Tutor will lead. The SSP will have clear targets for the pupils to meet and this will actively involve the pupils' parents/carers.

A Pastoral Support Plan (PSP) may be initiated upon unsuccessful completion of the SSP or a serious decline in standards. This document will last twelve weeks with a review after six weeks and a final review. If a pupil is unsuccessful in meeting their targets then this may lead to a period of outreach work at a neighbouring school and/or the agreement of a managed transfer to another school and/or the initiation of alternative provision in order to support the pupil. A review of a PSP may take place sooner if the student is failing to meet the targets set within the plan.

Behaviour Contract, Exclusions & Governing Body Disciplinary Panel

There is a right for parents to make representations about all exclusion decisions. For permanent and fixed term exclusions that result in more than 15 days of exclusion in a term, there is a right to make representations at a meeting of the school Governing Body disciplinary panel, which must be held within a 15 school-day period. For fixed term exclusions of between 6 and 15 days, governors must meet if requested by parents and carers. In cases where the exclusion is less than 6 days, parents and carers may make representations to the governing body, but there is no right to a meeting. A behaviour contract and meeting with the governing body disciplinary panel may also be used in order to bring about improvements in behaviour. These will be initiated at the discretion of the Principal after all reasonable steps have been taken to improve a student's behaviour.

Attendance, Illness & Re-integration

When a pupil has been absent from school for an extended period of time through fixed term exclusion, truancy, condoned un/authorised absence or because of a period of illness, the process of learning may well have been significantly affected. A re-integration to school may include a period of time in the Achievement Centre for the vulnerable pupils. In situations such as this, the following steps would apply:

- Progress Leader meets parents to discuss return to school
- Progress Leader will meet with the Vice Principal / Assistant Vice Principal to discuss the situation
- If withdrawal to AC is appropriate, the Vice Principal/Assistant Vice Principal will agree the extent of the withdrawal with the tutorial support team

- A progress report will be given to Progress Leader and appropriate Subject Leader during the pupil's time in the AC
- On leaving the AC and returning to mainstream, a monitoring system will be agreed with Progress Leader to gauge the success of the reintegration
- Copies of referrals, updates and monitoring system will be placed on file
- When a pupil is working in the AC, appropriate work must always be set by the mainstream class teacher responsible for that pupil.

Bullying

- Wade Deacon High School is committed to preventing all forms of bullying. We will work hard to ensure that bullying plays no part in our community by proactively dealing with all students, their families and staff to eradicate and promptly address all reported incidents. We have an anti-bullying policy which should be referred to for guidance.

E-Safety

- Pupils are expected to follow all E-safety precautions at all times. It is against the law in the U.K to use a mobile device and social networking sites to frighten or upset people. Please be aware that electronic devices may be confiscated if there is reasonable suspicion that they may contain inappropriate material. Cyber-bullying is taken very seriously and could involve police involvement. Please refer to Acceptable Use Policy.

Poor Behaviour

- Teachers can discipline pupils whose conduct falls below the expected standard which could reasonably be expected of them. This means that if a pupil misbehaves, breaks a school rule or fails to follow a reasonable instruction the member of staff can impose a sanction on that pupil. Any acts of poor or dangerous behaviour will be investigated and consequences will be imposed that are deemed reasonable in all circumstances. These will be subject to a Pupil Incident Record being completed or a report from staff and/or pupils. An investigation will take place and consequences will be imposed that are deemed reasonable in all circumstances.

Poor Behaviour outside the School Gates

- Teachers have the statutory power to discipline pupils for misbehaving outside of the school premises. Section 89(5) of the Education and Inspections Act 2006 gives teachers statutory power to regulate pupils' behaviour in these circumstances "to such an extent as is reasonable." At Wade Deacon we will impose reasonable sanctions for any pupil taking part in a school trip, travelling to and from school, wearing school uniform or in some other way identifiable as a pupil at the school. This may also apply to pupils that pose a threat to another pupil or member of the public or could adversely affect the reputation of the school. These will be subject to a Pupil Incident Record being completed or a report from staff, pupils or member of the public. An investigation will take place and consequences will be imposed that are deemed reasonable in all circumstances.

Detention

- Teachers have the legal power to put pupils in detention. Where a detention is outside school hours we will endeavour to give parents 24 hours' notice due to safeguarding and travel considerations. Lunchtime and breaktime detentions do not need prior notification of the parents. We will allow reasonable time for pupils to eat, drink and use the toilet.

Use of Reasonable Force

- The legal provisions on school discipline also provide members of staff with the power to use reasonable force to prevent pupils committing an offence, injuring themselves or others or damaging property. Please refer to Use of Reasonable Force in schools. DfE (July 2013)

Searching, Screening & Confiscation

- Items which may be searched for without consent may include knives or weapons (made or adapted), alcohol, illegal drugs, fireworks, pornographic images and stolen items. Wade Deacon also enforces a strict ban on tobacco, e-cigarettes and energy drinks which have a detrimental effect to school discipline. School staff can search pupils with their consent for any item if the pupil agrees. School staff may also search and confiscate electronic devices, such as mobile phones, if there is reasonable suspicion that it may contain offensive or inappropriate material which has been, or is likely to be used to commit an offence. Please refer to Screening, searching and confiscation, DfE (Feb 2014)
- Whilst it is good practise to inform parents or guardians that there will be a referral made to the police, advice will be taken from the police if it is felt that a school representative needs to act as appropriate adult. The school is not obliged to inform parents before a search takes place or to seek their consent to search their child.



Behaviour for Learning Flow Chart

