

**BEHAVIOUR FOR LEARNING**

**POLICY**

May 2018

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| Ratified by the Governing Body on: |  |

**BEHAVIOUR FOR LEARNING POLICY**

# 1 Rationale and Purpose

Shenfield High School provides a safe, secure and supportive environment where all students can learn and all teachers can teach good and outstanding lessons.

The Behaviour for Learning Policy is built upon the fundamental principles of building positive relationships and supporting students in meeting expectations. This Policy, therefore, is underpinned by a firm belief in restorative approaches to support students’ learning. Students are expected to engage in all learning opportunities, demonstrating a positive attitude and a desire to achieve the best they possibly can whilst supporting the learning of their fellow students.

The Behaviour for Learning Policy provides clarification, coherence and consistency in understanding and implementing the rights and responsibilities of students and teachers.

# 2 Objectives

To create a positive learning environment in which students and teachers work together to ensure that the core values of Shenfield High School are upheld:

* Respect
* Learning
* Responsibility
* Security
* Community
* Success

# 3 Aims

**3.1** In order to achieve our objectives, we aim to:

* demonstrate respect for ourselves, each other and the whole school community
* focus on learning
* take responsibility for our actions
* maintain a safe and orderly environment that promotes a sense of security
* promote a sense of community
* celebrate and reward good behaviour for learning and success

The foundations of the school’s Behaviour for Learning Policy are threefold:

## 3.2 Respect

* We will encourage students to develop a healthy self‐respect through high expectations and through rewarding success
* We will encourage students to show respect for all other members of the school community
* We will continue to foster a sense of supportive camaraderie

## 3.3 Rights

* Students have a right to learn without having their learning disrupted
* Teachers have a right to teach without having their lessons disrupted
* Students have a right to have their opinions heard at the appropriate time, provided that this does not impinge upon the first two rights above
* Teachers have a right to have their instructions followed, as it is they who are responsible for ensuring that all students have access to learning at all times

## 3.4 Responsibilities

With these rights comes the responsibility of all members of the school community to act in the best interests of staff and students alike:

**As staff of Shenfield High School, we will do our best to:**

* provide an ordered, caring and supportive environment which celebrates diversity and equality. We will also provide for the academic, social, physical and personal development of each individual;
* provide a full and balanced curriculum which, as far as is possible, allows each student to excel and to develop their interests further;
* promote high standards of work and behaviour and build on students’ natural curiosity, initiative and talents;
* set regular and appropriate PREP work with clear guidance and a realistic timescale for completion;
* set minimum expected grades and challenging but achievable targets for each student and regularly share and explain these with parents/carers and students;
* keep students and parents/carers informed about school affairs and provide parents/carers with records and information about their child’s educational progress and general development;
* give parents/carers regular opportunities for meetings with teachers and be available, by appointment, at other times when concerns or questions arise;
* keep parents/carers fully informed about important school matters through letters home, the school’s website, the newsletter, email and social media;
* listen to concerns and complaints and respond to them efficiently, promptly and sensitively;
* have high expectations of ourselves and students, acting as appropriate role models;
* treat students and each other with fairness, courtesy and consideration.

**Students at Shenfield High School should do their best to:**

* listen attentively and respect the learning needs of others;
* take advantage of opportunities offered, both educational and extra‐curricular;
* act as a reliable messenger between home and school;
* take care of school buildings and equipment, helping to keep the environment attractive and free of litter;
* have the correct equipment every day so they are fully prepared for their learning;
* learn from mistakes they make and accept the consequences of their actions;
* be polite to other people in school and also in the community; behave in an honest and sensible manner, showing respect for the fabric of the school and for their own and other people’s property;
* approach all aspects of school life with a growth mindset and a positive attitude to learning;
* consistently attend school and lessons punctually;
* wear their uniform correctly and take pride in their appearance at all times;
* work hard in lessons to develop their ability further and endeavour to meet and exceed targets;
* keep their computer password confidential and use the school’s computer systems according to the rules and guidance; when using the internet students should always follow teachers’ instructions.

## 3.5 Six Golden rules

1. Show **RESPECT** for each other, the environment and ourselves
2. Focus on **LEARNING**; be positive and be the best we can be
3. Take **RESPONSIBILITY** for our actions and our learning
4. Contribute to the safety and **SECURITY** of our peers within our school
5. Play a positive and active part in the **COMMUNITY** of the school and outside
6. Take pride in our appearance and celebrate our **SUCCESS**

**4** Where students are not meeting the expectations regarding behaviour for learning, they will be supported in doing so using the SHS Behaviour for Learning Consequence Flow Chart:

Time

Out

C3:

Removal

&

20

minute

detention

Continued

disruption

or

refusal

to

follow

instructions

in

the

BLUE

Room

Persistent

C3/C4s

beyond

other

sanctions

Serious

incidents

Positive

Referral

Managed

Move

Permanent

Exclusion



Classroom

Sanctions



Fixed

Term

Exclusion



At

all

other

times

C1

C2

C3

C4

Pastoral

Support

Plan

Individual

programme

for

up

to

16

weeks

C3

or

C4

Sanctions

issued

through

behaviour

and

Standards

team:

3

to

4

Headteacher

Detention

BLUE

Room



Persistent

poor

behaviour

|  |  |
| --- | --- |
| **4** | **Consequences** |
| C1 | **Verbal Warning** – if appropriate this could be indicated by writing the student’s name on the board |
| C2 | **Verbal Warning** – if appropriate this could be indicated by a tick next to the student’s name on the board |
| C3 | **Detention** for 20 minutes and removal from the lesson to the Department Inclusion  Room. Parent/guardian contacted by teacher |
| C4 | **Time Out –** Following collection by a member of the Behaviour and Standards Team or SLT, a 3 to 4 or BLUE Room sanction would be issued via notification of parents. |

It is vital that communication with home is maintained at each stage and that SIMS is updated.

## 4.1 Time Out

Time Out is called only when a serious incident has taken place in the classroom which cannot be dealt with by other means, or a student has refused to leave the room after being issued with C3. Students will be removed for the remainder of the lesson or longer depending on the severity of the situation. Parents will be informed by the classroom teacher.

## 4.2 3 to 4

Students involved in incidents which seriously breach the school’s ethos may be issued with a series of after school detentions by the Behaviour and Standards Team as a consequence for their actions. ‘3 to 4’ detentions take place between 3pm and 4pm will be served as a result of sustained disruptive behaviour and failure to respond to lesser interventions. A ‘3 to 4 referral’ will indicate the number of days required based on the known behaviour issue, with each day being served between 3pm and 4pm in the BLUE Room.

Despite the entitlement of teachers to issue after school detentions without notice (Department for Education, 2016), Shenfield High School will always endeavour to give prior notice and actively work with parents to ensure after school sanctions can be served effectively within a sufficient time frame.

## 4.3 Headteacher Detentions

Persistent behaviour issues will result in an after school detention issued via the Behaviour and Standards Team on behalf of the Headteacher, who will supervise the sanction. Students are expected to meet all expectations within the detention, following all instructions and upholding the school’s key values.

## 4.4 BLUE Room

Serious breaches of the Behaviour for Learning Policy will result in students serving a fixed term inclusion which will take place in the BLUE Room. In order to return to main stream at the end of the fixed term:

* Students must follow BLUE Room rules
* A reintegration meeting with parents must take place
* Students must reflect on their behaviour and endeavour to put things right as appropriate
* Students must demonstrate an understanding of school expectations and a willingness to meet them in the future

All referrals to the BLUE room must be approved by either: Mr Rigg, members of SLT or the Pastoral Co‐Ordinator. The following members of staff may make referrals:

* Members of SLT
* Behaviour and Standards Team Leader
* Pastoral Coordinator
* Pastoral Managers

## 4.5 Formal Warning System

The success of the school and all the students within it depends upon students working well and behaving properly. Students who continue to misbehave are failing to comply with the school’s standards, rules and ethos. The school will do everything it can to support students. However, on occasions, it may be necessary for students to be issued a Formal Warning, the structure of which is as follows:

* First Verbal Warning
* Second Verbal Warning
* First Written Warning
* Final Written Warning

The purpose of the warning system is to indicate to students and their parents that concern about not meeting the school’s expectations is escalating and to indicate that the student’s place in the school may be put in jeopardy if such misbehaviour persists.

## 4.6 Exclusions

A student may be excluded for 1 or more days, depending on the severity of the incident and taking into account whether or not it is a recurrence of an offence.

# 5 Student Support

**5.1** Students receive support to help them address and overcome any issues regarding their behaviour. This support is tailored to what the student needs. If the behaviour displayed fails to improve, a bespoke programme of support is considered.

Students who do not respond to the positive interventions the school puts into place could find themselves at risk of Permanent Exclusion. The school will support these students by implementing a Pastoral Support Plan (PSP):

* 16 weeks in duration – reviewed at 4/8/12 and 16 weeks
* Can be terminated if behaviour deteriorates
* On Report
* Specific support
* Clear sanctions

## 5.2 Contact with home

To support students, it may be appropriate for members of the Pastoral Team to meet with parents/guardians. If contact cannot be made via telephone and there is no response to email or letter, a home visit may have to take place.

# 6 Permanent Exclusion

In extreme cases when the misbehaviour represents a serious threat to other students, staff or to the life of the school, or when all other discipline strategies have been exhausted, a student may be required to leave.

Parents will be informed of any exclusion as soon as possible with a follow up letter giving details and explaining the parents’ responsibilities and rights, including how an exclusion can be challenged.

# 7 The Law

## 7.1 Power to use reasonable force

All members of staff have a legal power to use reasonable force (Section 93, Education and Inspections Act 2006).

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.

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 within 24 hours. Where any use of force is reported to a member of staff they should report the matter immediately to the Headteacher or a senior member of staff.

## 7.2 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).

## 7.3 Power to search students without consent

The school does not need the student’s consent to search them if it is suspected that the student has in their possession a prohibited item such as:

* weapons, eg knives
* alcohol
* drugs
* stolen items
* tobacco, cigarette papers lighters and e‐cigarettes
* 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 items or paraphernalia deemed to be associated with the use of prohibited substances
* 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 must always be handed over to the police, otherwise it is for the Pastoral Team to decide if and when to return a confiscated item.

There will normally be 2 members of staff present during a search – a person to do the search and a search witness, at least one of whom will be the same sex as the student. The student may be asked to remove outer clothing only.

## 7.4 Students’ conduct outside the school gates

Teachers have the power to discipline students for misbehaving outside of the school premises. If this is necessary, we will investigate, inform parents/guardians and use the sanctions available in the Behaviour Policy to support good order and good discipline.

# 8 Mobile phones and other communication devices

# The safe and appropriate use of mobile phones and communication devices is allowed during any period of the day outside of learning time, unless otherwise stated. Such use should not violate the privacy of others, cause harm or distress to anyone within the school community, or undermine the schools key values.

# Inappropriate or untimely use of a communication device that undermines the school values and disciplinary expectations will lead to confiscation under the empowerment of Section 91 of the Education and Inspections Act (2006).

# 9 Rewards

Students who display good and outstanding behaviour for learning receive Outstanding Learner Points. Students through Years 7 to 11 will all collect them on individual tickets which can be handed in a student services for recording, or alternatively, can be recorded straight on to SIMS by a member of staff. Every half term, during the Celebration Assembly, an individual’s total outstanding learner points contribute towards their form groups total. The top five earners from each form group will be rewarded a nominal prize, whilst one person from each year will also receive a more substantial reward to mark their commitment and success.

A form prize will also be made available at the end of the academic year for the form in each year group who collect the most reward points throughout the year. Contributing factors include:

* **Zero Heroes** – Students recognised for achieving zero behaviour points per half term.
* **Hall of Fame** – Two students will be selected by each department on a half term basis. These students will be recognised publically for their commitment and success.
* **Inter‐form competitions** – Departmental and form activities.
* **Top form** – Points awarded for uniform, attendance, organisation and attitude towards form activities.

There are also opportunities for some outstanding learners in each year group to attend Reward Breakfasts and to go on school trips during the year.

Students also receive praise and recognition in a number of other ways which may include:

* Written comment on work/in book/in planner
* Stickers
* Subject stamps
* Certificates
* Student of the Week
* Class of the Week
* Queue Jumper Pass
* Attendance Awards
* Mention in Assemblies
* Headteacher’s Commendation
* Special awards at Achievement Assemblies
* Phone calls / letters / postcards home
* Special awards at Award Evenings

By these means we seek to motivate students, create a positive learning environment and raise student self‐esteem. These rewards can be used by all staff to raise levels of achievement and contribute towards students’ overall success. Where students are not meeting the expectations regarding behaviour for learning, they will be supported in doing so using the SHS consequence ladder.

# 10 Related Policies

# The schools Behaviour for Learning Policy works in conjunction with, but is not limited to, the policies identified below:

* Attendance Policy
* Peer on Peer abuse Policy
* eSafety Policy
* Equality and Diversity Policy
* Keeping Children Safe in Education
* Safeguarding Policy
* Sex and Relationships Education Policy
* Uniform Policy
* Special Educational Needs Policy