

**BEHAVIOUR FOR LEARNING**

**POLICY**

September 2019

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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
* All members of our school community have a right to feel safe 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;
* treat students and each other with respect, fairness, courtesy and consideration;
* have high expectations of ourselves and students, acting as appropriate role models;
* 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
* provide regular opportunity and guidance for PREP, whilst building on students’ natural curiosity, initiative and talents;
* provide accurate and informative assessment information via Go4Schools that indicates both a student’s stage of progress and their attitude towards learning and school values.
* keep students and parents/carers informed about school affairs and provide parents/carers with necessary information about their child’s 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, regular newsletters and social media;
* listen to concerns and complaints and respond to them efficiently, promptly and sensitively;

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

* contribute positively to all school values:

Respect, Learning, Responsibility, Security, Community and Success;

* represent all parties in a respectful and responsible manner at all times;
* consistently attend school punctually;
* wear full uniform with pride, upholding the high expectations of the school environment;
* 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 school, personal, and others property;
* listen attentively and respect all learning opportunities, as well as the needs and wishes of others;
* take care of school buildings and equipment, helping to keep the environment attractive and free of litter;
* uphold responsibilities in being fully prepared for learning, through both a positive mindset and having all equipment required;
* take advantage of opportunities offered, both educational and extra‐curricular. This includes fundamental literacy skills by investing at least 20 minutes per day in reading appropriate text.
* act as a reliable messenger between home and school;
* accept responsibility for actions, respecting consequences and learning from mistakes.
* work hard in lessons to develop ability further and endeavour to overcome and exceed beyond challenges
* Use all forms of technology in line with commitments made in the student acceptable use agreement
* keep computer passwords confidential and use the school’s computer systems according to the rules and guidance; this includes always following teachers’ instructions when provided with technology to use.

## 3.5 The ‘Three R’ Principles

All stakeholders within the school community are expected to endorse the principles below in a consistent manner, creating a school culture where all parties work collaboratively towards the success and personal development of young people.

These principles are entrenched within both the Behaviour for Learning Policy and day to day practice of the school, forming a consistent narrative that echoes the minimum expectations of learners

* Be RESPECTFUL at all times
* Take full RESPONSIBILITY for your actions
* Always be READY to learn

RESPECTFUL - RESPONSIBLE - READY

**4** **Consequences for actions**

Where students are not meeting expectations regarding behaviour for learning, they will be supported in doing so using the Shenfield High School Behaviour for Learning stepped interventions.

Stepped Intervention

Stage Four:

Re-establish expectations

Stage Three

Remove and Restore

Stage Two

Response time – Apply policy

Stage One:

Reflective Intervention

Low level interventions

R1 > R2

Held for SLT

3 to 4

BLUE Room

R3

Departmental exclusion room and restorative meeting

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| **4.1** | **Stepped Interventions** |
| **Stage One** | **Low level intervention/Verbal warning**  Students are reminded of school expectations in a calm and consistent manner, and delivered in a private manner.  Interventions are short and focused upon a positive ’30 second intervention’  Students are expected to reflect upon their behaviour, the intervention, and therefore begin to meet expectations.  **Beyond Stage One, the highest level of intervention should be recorded on SIMS.** |
| **Stage Two** | **R1 and R2** – Response time  Students are expected to have responded appropriately to low key interventions, however if key principles are still unmet staff should  apply the appropriate consequence in a calm manner that promotes a positive response.  Students must be made aware of the behaviour mark they have now incurred, and encouraged to make better choices.  Behaviour marks should never be displayed publically. |
| **Stage Three**  **Stage Four** | **R3** - Remove and Restore  Continued disruption beyond issue of R1 or R2 consequences requires an escalation to R3.  An R3 should once again be issued in a private and dignified manner.  Upon issue of R3, a student must always be removed to the designated departmental inclusion room. An R3 must always be logged with an accurate reason.  Parents/Carers must be notified via telephone, or a responsive email.  The student must always take responsibility for their actions via a restorative conversation at the earliest convenience. This should serve for a period of up to 20 minutes. A missed or failed restorative must always be logged.  **Social Time**: In the event that a student’s behaviour compromises our key school values during a period of social or transition time, a student will be removed from social time, and expected to take responsibility for their actions before being deemed appropriate to return. This will be logged and follow the process of an R3 behaviour mark, escalating only if the student chooses to not meet expectations.  Failure to restore appropriately, or attend on multiple occasions will require sanction and involvement of Team Leaders.  On rare occasions, Stage four interventions may be required in order to **re-establish** expectations following serious or continued breach of The Three R Principles. Incidents of this nature indicate a student is unsafe to remain in the school community.  In order to pursue a Stage Four intervention, **Time Out** will be applied, ensuring a student is collected by a member of the Pastoral Team or Senior Leadership Team.  Serious breach of The Three R Principles will result in intervention via sanction, as outlined below.  All Time Out calls will be logged and recorded on SIMS centrally by The Pastoral team as a means of maintaining consistency of practice. |
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**4.2 Held for SLT**

A student will be removed from the wider school community as a minimum if in receipt of a Stage four intervention. Following removal via Time Out, a situation is expected to be successfully restored before the student returns to the classroom environment. For situations of greater magnitude, a further sanction may apply.

## 4.3 3 to 4

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, such as inappropriate participation in restorative conversations.

A 3 to 4 may be applied by SLT, Team Leaders, and the Pastoral Team, who will liaise with Parents/Carers to inform and provide appropriate notice.

All 3 to 4 sanctions must be recorded via Student Services.

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.

## 4.4 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, fellow members of SLT or the Pastoral Co‐Ordinator. The following members of staff may make referrals:

* Members of SLT
* Pastoral Coordinator or Pastoral Managers

# 5 Continued breach of expectations and values

In all instances where the expectations of Shenfield High School are undermined, contact with parents/carers will be a priority of teaching staff, Team leaders, Pastoral staff or members of SLT. In the interest of student support, it may be appropriate for members of staff to meet with parents/carers. If contact cannot be made via telephone and there is no response to email or letter, a home visit may have to take place.

In order to address continued behaviours, the following may be applied:

## 5.1 Senior Leadership Team Detentions

Persistent behaviour issues will result in an after school detention issued via the Behaviour and Standards Team on behalf of the Senior Leadership Team, 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. Students will be expected to show significant improvements in behaviour and engagement following such intervention.

**5.2 Headteacher Detention**

In instances where SLT detentions fail to provide progress, and school values and expectations continue to be undermined, a two hour detention will be imposed on a designated Friday, in which the student will reflect on their behaviour with the Headteacher and plan for improved conduct.

**5.3** **Pastoral Support Plan**

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

## 5.4 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.

## 5.5 Fixed Term Exclusion

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.

# 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.

Refusal to be searched will be met with a Fixed Term Exclusion for the security of the school community.

## 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/carers and use the sanctions available in the Behaviour for Learning Policy to support good order and good discipline within our community.

# 8 Mobile phones and other communication devices

# The safe and appropriate use of mobile phones and communication devices is allowed outside of the school building, and 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 school’s key values.

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

Upon confiscation, a device will be held until collected by parent/carer or other designated and appropriate adult.

# 9 Rewards

Students who display good and outstanding behaviour for learning receive Outstanding Learner Points. Students through Years 7 to 11 will have Outstanding Learner Points recorded straight onto SIMS by a member of staff. Every half term, during the Celebration Assembly, an individual’s total outstanding learner points contribute towards their form group’s total. The highest earning individual 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 events 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
* Queue Jumper Pass
* Attendance Awards
* Mention in Assemblies
* Gold/Silver/Bronze awards
* Bespoke awards in 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