

## Behaviour for Learning Policy

### 1. The Aims of the Behaviour for Learning Policy

*“If you treat people as they are you will be instrumental in keeping them as they are. If you treat them as they could be, you will help them become what they ought to be”.*

Goethe

We believe that schools are places of learning and it is important that some behaviours are modified so that the aim can be achieved.

The aim of this Behaviour for Learning and Rewards Policy is to support the process through:

- The creation of a positive, orderly and inclusive environment where teaching and learning can take place.
- The creation of a safe environment for pupils and staff through the clarification of expectations, roles, rights and responsibilities.
- The reduction of teacher stress through the identification of effective systems and practices which aid teaching and learning in the classroom.

**Good behaviour and discipline are key foundations of good education.** Without an orderly atmosphere, effective teaching and learning cannot take place. If pupils are permitted to present inappropriate behaviours at school they prejudice their own education and that of the students around them.

### 2. The General Aims of the Trust

These are based around our Vision of ‘Achievement through caring’.

#### 2.1 Our Aims For Ourselves:

- To promote a caring environment in which young people can grow whilst staying safe.
- To develop positive teaching strategies geared towards maximising the learning potential of our pupils, so that they can enjoy and achieve.
- Actively to promote the principle of equality for all people whatever their abilities, background, race or gender, religion or beliefs.
- To promote and maintain a positive relationship with parents and the local community based upon mutual respect and understanding.
- To foster a climate of awareness in which personal and professional development is seen as a fundamental need for all teachers.

- To promote constructive evaluation of what we do at all levels.
- To strive towards excellence in everything we do.
- To aim for year on year improvements in student attainment.

## **2.2 Our Aims For Our Pupils:**

- To develop in each child a positive self-image and to feel enabled to make a positive contribution.
- To develop a sensitivity to the needs of both self and others and the ability to balance the two when necessary.
- To promote and provide opportunities within and beyond the curriculum which encourage and enable our pupils to develop a sense of meaning and purpose in their own life and in life as a whole.
- To 'enlarge knowledge, experience and imaginative understanding and so develop awareness of moral values and the capacity for enjoyment'. (Warnock).
- To develop skills relevant to employment and to survival in a changing world, therefore achieving economic well-being.
- To develop an enquiring mind with the ability to question and to argue rationally.
- To develop the ability to work positively with and amongst other people and as part of a group.
- To promote high attainment and the pursuit of excellence.
- To develop a positive ethos based on mutual respect.

## **3. Behaviour and Expectations**

### **3.1 Rule and Beliefs**

Our school motto highlights our expectations.

*'Let your light shine before others, so that they may see your good works and give glory to your father in heaven'*

*Matthew 5:6*

Our school, based upon Christian Values provides a happy, safe environment which enables each individual to achieve their full potential and become a well balanced and responsible person.

Through our vision pupils are encouraged to develop these values:

- To tell the truth;
- To respect the rights and property of others;
- To act considerately towards others and treat everyone equally;
- To help those less fortunate than themselves;
- To recognise the good in others;
- To take personal responsibility for one's own actions;
- To demonstrate self discipline

We use these, along with our key aims, below, to explain behavioural expectations to the pupils.

believe  
learn  
reflect  
smile  
aspire  
nurture  
achieve

Observing and promoting these seven aims at all times will make our school community a pleasant place for everyone.

### **3.2 Rewards**

Rewards are vital in maintaining good behaviour and motivation in school. A reward can be as simple as telling a child he or she has done well – in words or in writing. Other rewards include:

“Dojo Points” for a range of reasons; these include

- effort in a task
- outstanding achievement
- contribution to activities in school
- attendance
- consideration to others

Points are awarded electronically on the Class Dojo system. Points can be awarded by all staff.

We also reward pupils by:

- writing comments on work;
- giving verbal comments to children;
- sending verbal or written messages to parents;
- sending them to senior member of staff e.g. Head

A “Celebration Assembly” is held each week to publicly recognise the achievements of children in behaviour and work. Children are rewarded with a badge and a certificate.

### 3.3 Behaviour and Consequences

Although rewards are central to the encouragement of good behaviour, there is a need for sanctions to register the disapproval of unacceptable behaviour. It must be clear that it is the behaviour that is punished, not the person.

The use of punishment is characterised by certain features:

- It is made clear why the sanction is being applied.
- It is made clear what changes in behaviour are required to avoid future punishment
- There is a clear distinction between minor and major offences.

Sanctions that may be used are:

- removal of Dojo points
- unfinished work, due to bad behaviour, may be sent home;
- staying in at break time for an appropriate period;
- working in another space/class
- removal of privileges e.g. extra curricular activities etc. (though this should not affect curriculum entitlement);
- unacceptable behaviour at lunch time may result in children being sent home for lunch.

Staff will share any concerns about behaviour with parents as soon as possible and will not allow situations to escalate. By working together, staff and parents will look to address any issues and ensure the pupils is happy and thriving within the school environment. Should behaviour continue to be a cause of concern the school will be forced to apply a fixed term or permanent exclusion. Exclusion may be utilised for persistently poor behaviour or in the event of a particularly serious incident.

## 4. Exclusion

This means a pupil is not allowed to attend school. Usually exclusions are for a fixed term. Excluded students can be re-admitted only following an interview between parents and the Headteacher. Where the Headteacher or Deputy is unable to be present for a re-admittance meeting, a member of the Leadership Group from within the Trust will deputise. Guarantees about future behaviour will form part of this meeting. Sometimes we ask for these guarantees in the form of a written contract. Systems to manage a student on their return to school may also be put into place at these meetings. These could include social isolation, risk assessments highlighting the need for a student to be out of school at lunch, or personalised timetables. Exclusions can also lead to a meeting with senior officers from the Local Authority to discuss the student's future. The governing body will be informed. Such exclusions can become permanent. Exclusion is the most serious punishment a school can take and happens rarely.

**Fixed term external exclusions and permanent exclusions:** (see Appendix 1)

Senior Leaders will provide appropriate work for excluded students to complete at home during the period of their exclusion. Excluded students are expected to remain in their home

completing work and not roaming the streets, which includes coming near or onto the school site.

## **5. Discipline of Students beyond the School Grounds**

The school has a statutory power to discipline pupils for misbehaving outside of the school's premises where the behaviour could have repercussions for the orderly running of the school, or poses a threat to another student or member of the public, or could adversely affect the reputation of the school.

## **6. Use of Reasonable Force**

Reasonable force means using no more force than is needed.

Reasonable force should be used to prevent pupils from hurting themselves or others, from damaging property or from causing disorder.

The decision on whether or not to intervene in a situation is down to the professional judgement of the member of staff and should always reflect the individual circumstances and any adjustments for SEN students.

Situations where reasonable force could be used may be:

- Removal of a disruptive student from a room
- Preventing a student from leaving a room, only where allowing them to leave would lead to risk to their or others safety.
- Stopping a fight

Where reasonable force has been used on a student, the parents will be contacted and the incident recorded.

Where a complaint is made, the onus is on the person making a complaint to show their view is the true one; it is not for the member of staff to show that they have acted reasonably.

## **7. Searching and Confiscation**

Should we ever feel the need to search a pupil we will do so within the guidelines of the Marches Academy Trust.

## **8. Links to Other Policies and Areas of Special Concern**

### **SEND Policy**

It should be recognised that repeated unacceptable behaviour can

- be indicative of a learning difficulty
- be indicative of a lack of appropriate social skills
- be indicative of emotional upset related to in-school circumstances e.g. bullying
- be indicative of emotional upset e.g. bereavement, abuse, anxiety or depression

Therefore, staff should review a pupil's progress and achievement in the light of this and consider the following:

Could the inappropriate behaviour be triggered by:

- A lack of understanding of expectations?
- Inappropriate knowledge or experience?
- Fear of failure?
- Overwhelmed or confused by the work?
- Peer pressure?
- Anxiety?

Staff should also consider whether there are particular contexts when a pupil exhibits inappropriate behaviour:

- Particular subjects or staff
- Physical activities
- New/written/physical/individual/group/creative work
- When examples of expectations are not shown or made clear

In such cases the SENDCo will observe to assess the problem, perhaps also making use of the Educational Psychologist and other support staff both in and out of school.

Reference should be made to the criteria for inclusion on the SEN register in assessing these pupils:

- What is the nature of the behaviour?
- What is the severity of the behaviour?
- How frequently does the behaviour occur?
- What is the duration of the behaviour?
- How general is the behaviour?

Staff will discuss these areas and agree on the degree of seriousness of behaviour before further action is taken which may involve investigation into possible underlying SEN needs and referral to the SENDCo.

## **Equal Opportunities and Race Relations Policies**

The Trust schools are inclusive schools. The needs of all students, including the most challenging and least able, are considered to be of equal importance. We are committed to promoting racial equality and good race relations, and to challenge racial discrimination whenever it occurs. Equally, the promotion of Equal Opportunities is concerned to do everything possible to maximise the potential of every student in all the various curricular and extra-curricular opportunities the school offers.

It is the place of the Behaviour for Learning and Rewards Policy to support the aims of Race Relations and Equal Opportunities at The Marches School by dealing quickly, firmly and sensitively with all incidents including those of bullying.

## **Tackling Bullying Policy**

We have a clear policy to deal firmly with bullying so that Trust schools are a safe and welcoming place for everyone.

## **ICT Policy**

Cyber bullying is not tolerated and this is reflected in the ICT policy.

## **Appendix 1**

### **Fixed Term External Exclusions and Permanent Exclusions:**

- Permanent exclusions, and any fixed term exclusions which result in the student being excluded for more than five school days (singly or cumulatively) in a term must immediately be reported to the governors and the LA
- Any exclusion that would mean the student missing a public examination must immediately be reported to the governors and the LA
- There is a limit of 45 school days in a school year for fixed term exclusions
- The number of days of a fixed term external exclusion is at the Headteacher's discretion

### **The Role of the School Governors**

The role of the Governors, in relation to behavioural procedures, is to ensure that the school follows the latest guidance from The Department for Education.