

# Student Behaviour for Learning Policy

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## Introduction to Behaviour for Learning

As a Catholic school we are guided by the teaching of Jesus Christ. We recognise that at times we all fail to behave in a way that reflects the commandment to love God and love our neighbour. Jesus also taught about the need for forgiveness and giving people the opportunity to change.

It is within this Christian framework that we are adopting the strategies of Behaviour For Learning, believing that it offers opportunities for all achieve their God given potential.

Behaviour for learning (BFL) is based on shared awareness, understanding and appreciation of clear rewards and rules. There is a strong focus on:

1. The language of choice
2. Clear principles for behaviour
3. Clear consequences in the event of rules being broken.
4. Appropriate praise given to students.

BFL is not a substitute for teaching skills, it is an initiative designed to support teachers with their teaching and students with their learning. Teachers will continue to use a variety of effective teaching strategies, and to follow the guidelines and expectations agreed by all at The Catholic High school.

This is a maintenance system that depends on the consistency from all staff. We cannot overemphasise how important this is

## Learning Routines:

All staff and students will be coached in the schools routines and be expected to adhere to these at all times. Good routines promote good behaviour and thereby good learning.

# Our 3 School Rules

## 1. Be Respectful

- Respect other people's feelings, belongings and voice.
- Follow all staff instructions first time.
- I am expected to show respect in my conversation and behaviour by talking politely and not being aggressive.
- I am expected to walk quietly around the school, on the left side of the corridors.
- When I am asked by a member of staff to do something I am expected to do it first time without any confrontation.
- I am expected to treat all other people in the school with respect at all times.
- When other people are talking I am expected to listen and wait for them to finish before I talk.
- I am expected to sort out any problems without conflict.
- I am expected to be helpful when someone else is in difficulty.
- I am expected to behave in a sensible way when travelling to and from school.

## 2. Be Ready

- Be smartly dressed in full school uniform during the school day and when travelling to and from school.
- For learning - Arrive on time to all lessons properly equipped.
- To be challenged.
- To be successful.
- Resilience - if you fall down get back up.

## 3. Be Responsible

- Be safe - in school, on the way to and from school and on line.
- Take responsibility for your learning, behaviour and success - no excuses.
- Work hard at all times and ensure all homework is completed on time.
- I am expected to take care of the school environment, text books and other materials provided for my use.
- I must concentrate fully in my lessons so that my work is of a good standard.
- I must not chat to my friends.

## Classroom Expectations

Everyone has a right to work and learn in an orderly environment where they can produce their best.

- Know and always follow the safety rules that apply to the area you are working in.
- Begin all work with the date on the right and a title underlined with a ruler.
- Show whether it is Classwork (C/W) or Homework (H/W).
- Use only blue or black pen. Felt tipped pens are not to be used in exercise books.
- Maps, diagrams and drawings must be in pencil, using a ruler where needed.
- Labelling must be printed in pen.
- In the event of a mistake, rule through it with one line only.
- Spelling errors should be corrected.
- Defacement of exercise books is not allowed.
- In practical areas use all equipment with care - always clean and clear away any equipment used.

## The School's Rewards System

As a school we will look to rewarding students as often as possible, i.e. 'catch them being good'. The use of rewards will help to reinforce the schools expectations whilst at the same time encouraging students to improve their behaviours further. These will include:

### Attitude to Learning points in Lessons

Every lesson a student is either awarded a '2', '1' or a '0' for their attitude to learning. We expect students to be awarded a '2' to demonstrate that they are showing an outstanding

attitude to learning by contributing to the lesson, having the right equipment and showing a positive attitude to what they are asked to do. Each Monday an email will be sent home to parents where students have had a '2' for every lesson the previous week and they will be awarded 2 achievement points.

### Earning Individual Achievement Points (As):

In addition to these rewards students can also receive:

- Postcards, letters, emails or phone calls home for students doing well over a number of lessons or for excellent work in particular lessons.
- Christofidelis postcards home for participating in extra-curricular activities, making positive contribution to school or displays of good citizenship.
- Rewarding of an A1 for good work/attitude. SIMS InTouch will notify parents by email.
- Celebration of Achievement evening is an annual celebrations event for student achievements over the year.
- Cake Break, Pizza lunch, Non-uniform Day or Lunch Queue "Fast track" for excellent attendance.

### BFL, Attendance and Punctuality Reward system:

Improving attendance and punctuality will always remain a high priority for the school.

Points will be also awarded at the end of each half term for students who have retained 100% attendance with no lates. Points are rewarded on the following sliding scale:

100% attendance (no lates) 5 points 98%+ (no lates) 3 points

At the end of each half term all students with no more than 10 BFL points, attendance above 98% and an excellent ATL (Attitude to Learning) will be rewarded with a non-uniform day.

Students who maintain a 100% attendance record will be rewarded with a cake break each half term.

Each half term the top 10% of each year group for Achievement points will receive an additional 5 achievement points in recognition of their excellent attitude.

# The School's Sanctions

## Classroom Sanctions

The schools BFL system of sanctions is intended to ensure consistency of classroom management across the school. It is important that from the start that we are clear with students about the schools expectations and the consequences for unacceptable behaviour. This will help to ensure that positive learning environments are maintain and teachers are also able to fully concentrate on delivering outstanding lessons.

Whenever students fail to adhere to the school expectations staff should calmly but assertively work through the BFL system of sanctions using the language of choice, which outlines appropriate sanctions to be carried out when students do not behave in the expected manner.

All staff in preparation for this need to ensure that;

- Classroom agreed rules are clearly displayed
- Seating plans are in place for lessons
- Classrooms are orderly and presented in a way which encourages learning
- Students are clear as to what equipment should be brought to every lesson
- Staff have read and understand the BFL procedure information.

There are 6 levels of consequences to be used for students whose behaviour is inappropriate within lessons, these are:

- Rule reminder for the student so they can correct their behaviour and make the right choice
- **C1** The student is issued with a first verbal warning and will also have 1 behaviour point will be added.
- Rule reminder for the student so they can correct their behaviour and make the right choice
- **C2** The student is issued with a second warning plus 2 behaviour point will be added
- **C2a** This can be used if it is felt that a couple of minutes time out will help the student compose themselves ready to carry on with the lesson. The teacher remains in the room and there should be no conversation outside the room. 3 Behaviour points will be added
- **C3** The student will now be removed from lesson, and sent to the Ready to Learn room for the rest of that lesson and an appropriate sanction issued by the relevant Curriculum Leader of Learning, 4 behaviour points will be added

These consequences are sequential and cannot be removed once they have been issued. These consequences will also be applied in the 6th form but students receiving a C3 will not be required to report to the YLL office.

## Serious classroom incidents

If there is a serious issue in your classroom that issuing a C1 for would be inappropriate then a C4 can be used. This can be issued using the emergency button on Sims or by sending a student to YLL office for a member of SLT on duty.

## Break and Lunchtime Sanctions

BFL is also to be used to address and monitor any unacceptable behaviour in and around the school. The main areas to focus on will be:

- To reduce litter.
- Reduce running or unacceptable behaviours in corridors.
- Damage to school property.

- Use of mobile phones and other electronic devices inside the school.
- Refusing to follow school rules or staff instructions.

If a member of staff witnesses unacceptable out of lesson behaviour, they should speak calmly to the student and explain how to put it right. If the behaviour needs to be reported, the member of staff should log the incident on as a C4 SIMs. The incident will then be followed up by a member of SLT and an appropriate sanction will be issued.

## **Department Lunchtime or after school detentions:**

- These will be issued following a C3
- These will also be for incomplete work in lessons or homework issues
- They should be a max of 30 minutes with 24 hours notice given
- Year leader after school Detention
- They may also be issued for reasons identified by the YLL
- They should be a max of 30 minutes with 24 hours notice given

### Headteacher detention

- These are issued by SLT only for serious issues in school
- They are one hour
- A student failure attend detentions may result in time in isolation or fixed term exclusion.

The outlined system of sanctions is intended to offer guidance and not to be used as a definitive list.

## **Exclusion**

Exclusion is the most serious sanction the school can impose. The Headteacher can exclude a student if they misbehave in or outside of school. A student will be excluded for either a number of behaviour incidents or a single serious incident of misbehaviour. All incidents are formally investigated by senior staff and students are given the opportunity to make a written statement. Other students may be asked to write a statement about what they have seen or heard.

The school informs the Local Authority about all external exclusions and the Governors monitor exclusions on a termly basis.

## **To avoid an exclusion the school may use:**

### **Internal Exclusion**

A student may be excluded from lessons but remain in school as a result of persistent misbehaviour, for an isolated serious incident or when a serious incident is being investigated. This is a serious sanction as it means withdrawing a student from their lessons (including break and lunchtimes) for one or more days. Parents/carers will be informed when their son/daughter is placed on internal exclusion. These exclusions will be recorded by the Year Leader of Learning.

### **Step Out**

A student may be asked to spend a short period of time at another school as a result of persistent misbehaviour, for an isolated serious incident or when a serious incident is being investigated. Parents will be informed and transport will be provided to ensure the student arrives at the school. Work will be sent to the school and the students are expected to complete it.



## There are two levels of exclusion:

### Fixed Term Exclusion

Fixed term exclusion is an even more serious sanction because it means a student is not allowed to attend school for one or more days. The school will use fixed term exclusion for a serious behaviour incident. It will also be used as a sanction for persistent misbehaviour, defiance and/or disturbing the learning of others when other sanctions have been exhausted.

Fixed term exclusions are normally for 1 to 5 days but in very exceptional circumstances could be up to 45 days in any one school year.

Students will be issued with work for the period of their exclusion and a reintegration meeting will be held prior to readmission. Parents are expected to attend. Students must reflect on their behaviour during a fixed term exclusion and resolve to improve their behaviour on their return to school. The readmission meeting will outline expectations on future behaviour and arrangements for the return to school. It also enables parents, students and senior staff to discuss how behaviour in school will be improved and monitored. A record of this will be sent home after the meeting.

Fixed term exclusions of over 5 days are a response to incidents of poor behaviour which are serious in nature. From the sixth day of exclusion, the school will provide full time education off-site.

Under the conditions of the fixed term exclusion, parents are responsible for ensuring that their son/daughter is supervised in their education at home and are not present in a public place during school hours. If an excluded child is present in a public place during the dates of the exclusion, the parents are liable to a fixed penalty fine.

The school may also exclude students from the premises for their lunchtimes for a period of up to a week.

### Permanent Exclusion

The Headteacher may decide that permanent exclusion is necessary for a student. This may include, but is not limited to, the following:

- all other steps to encourage the student to obey the school rules have failed.
- allowing the student to remain in school would be seriously detrimental to the education or welfare of others in the school because of their behaviour.
- persistent and defiant behaviour. This would encompass words or actions that persistently bully others because of characteristics such as race, gender or orientation.
- serious actual or threatened violence against a student or member of staff.
- sexual misconduct.
- bringing a drug onto the premises, supply of a drug, or the misuse of a drug (Please refer to the Drugs Policy)
- carrying an offensive weapon.

When a student is excluded the parent will be notified by telephone, and then followed by a letter. An exclusion will normally begin on the next school day.

Letters about fixed period and permanent exclusions will explain:

- why the Headteacher decided to exclude the student;
- the reason for the exclusion;
- if the exclusion is for a fixed period, the length of the exclusion and the date and time the student should return to school;

- if the exclusion is permanent, the date the permanent exclusion takes effect, and details of any relevant previous warnings, fixed period exclusions or other disciplinary measures taken before the present incident. The letter will outline the date for the governor meeting to consider the exclusion;
- copies of all external exclusion letters are sent to the Local Authority.
- how the governors will review exclusions over the length of five school days, permanent exclusions or any exclusion that may result in the student missing an external examination.

The Headteacher and the Governors will take account of current statutory guidance the most recent of which is September 2017

## Monitoring behaviour and intervention

All reward and sanctions will be recorded on SIMs which is the schools data management system. The BFL data also feeds into the schools tracking system helping to ensure that a full accurate picture of student's progress across all areas is being provided. In-depth analysis and the regular review of BFL data will ensure that the school has an up to date picture of what is happening, whilst at the same time identifying areas of concerns that might require immediate attention or an intervention.

## Early Intervention

The school already has in place a number of support mechanisms as part of our early intervention systems which are able to respond and address concerns that have been raised. The review of the BFL data will focus on two main areas of analysis:

- Student's data
- Individual staff and department data

## Student Data

At the end of each half term there will be a review of all students BFL data in order to highlight and monitor the total number of Cs that students across the school have received. This information is used to identify students who require additional support in order to modify their behaviour whilst at the same time further rewarding those who consistently display the right and expected behaviours.

Letters will be sent out to those parents informing them of the amount of Cs that their child has received and of the proposed intervention to be put in place. The school recognises that the support of parents continues to be a vital component of the early intervention system, and all parents are asked to monitor and actively provide feedback if their child is given a monitoring report card.

## BFL Interventions

Students identified as a cause for concern will initially be monitored by their form tutor over a minimum period of 1 week when they receive a total of 15 BFL points. When a student receives a total of 25 BFL points the Year Leader of Learning will complete a Causal Factors form to analyse the causes of the negative behaviour. Our Trinity Team may be used to provide behaviour interventions to support students in modifying their behaviour. Any serious concerns will also be monitored by the relevant member of SLT responsible for that area, i.e. attendance, behaviour or curriculum, see appendices. Where students continue to cause concerns the Behaviour Pathway will be followed and the SENDCO will monitor behaviour.

## Pastoral Support Plan

The Early Intervention system will consist of strategies for students ranging from BFL form tutor monitoring through to students being referred for additional support either internally or to external agencies. Where students continue to display behaviour concerns over a period of time the school will put in place a Pastoral Support Plan in order to further support and try to address the students concerns. Further infringement or no improvement might result in the use of an alternative provision or unfortunately in some cases a Permanent Exclusion.

## **Individual Staff and Departmental Data**

The same BFL data will be analysed to identify areas where individual staff or departments may require additional support to help improve behaviour concerns within their lessons or departments. This is shared and discussed with Leaders of Learning and the information is also used to inform future CPD sessions and whole school policy and practices.

## **Communication with Parents/Carers**

We will communicate with parents/carers through email, letters, postcards, meetings and telephone calls. In the first instance unexplained absence, lateness and BFL points and Achievement rewards are communicated by email on a daily basis through SIMS InTouch. Parental notifications will also be sent by email through SIMS InTouch. These have no BFL points attached to them but will notify parents/guardians of any issues that need addressing. Concerns raised by students receiving in excess of 5 BFL points in a week will also be communicated by email through SIMS InTouch.

## Appendix 1

### Glossary of Terms

BFL - Behaviour for Learning

ATL - Attitude to Learning

C1, 2, 2a, 3, 4 - Consequence and stage in response to a behaviour incident

A1 - 1 achievement point awarded for positive behaviour or good work

SIMS InTouch - Computer generated email system for parental communication YLL - Year Leader of Learning

CLL - Curriculum Leader of Learning

CPD - Continuing Professional Development

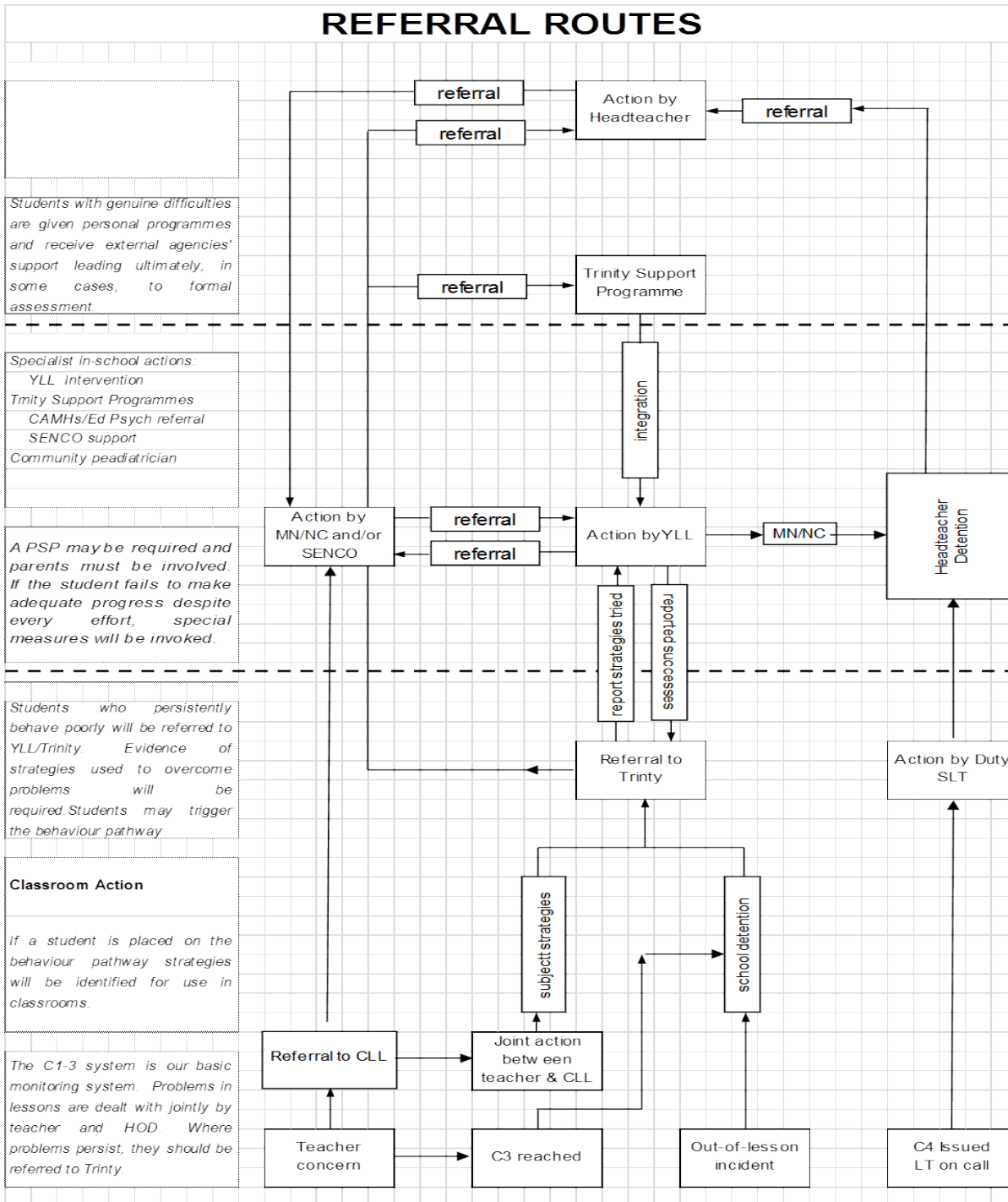
SLT - Senior Leadership Team (Headteacher, Deputy Headteacher and Assistant Headteachers) PSP - Pastoral Support Plan

CAMHS - the NHS's Child and Adolescent Mental Health Services

SENCO - Special Educational Needs Co-ordinator

# Appendix 2

## REFERRAL ROUTES



## Appendix 3

### Strategies for encouraging good behaviour within the classroom

These strategies are designed to help you encourage your students to behave well, so that you can hopefully avoid having to deal with misbehaviour.

#### Meet and Greet/ End and Send

Remember most issues start from outside of the classroom so be prepared to deal with it before it comes into the classroom. Do the same at the end of the lesson too.

#### Wait for silence

This is the single most effective thing that a teacher can get a class to behave and learn properly. Never address a class until they are sitting in silence looking at you and ready to listen to what you say. Depending on the students you teach, to achieve silence you might want to try the following:

- Giving a 'silence command' such as 'I want everyone looking at me and listening, please'
- countdown to silence 5,4,3,2,1

#### Expect the best

Students will generally live up to or down to what you expect of them. Always expect your students to work and behave impeccably and express surprise (rather than anger) if they don't. Tell them what you want

Students need to know where they stand so tell them exactly what it is you want. A good way of doing this is to use 'I expect' statements right from the word go. E.g. let them know that 'I expect you to listen in silence when I am talking' and 'I expect you to stay in your seats unless you have permission to get up'.

#### Explain, explain, explain

Be patient; don't give up because sometimes students just don't get it straight away You might have to explain it in a number of different ways.

#### Give them the choice

Pass the responsibility for behaving appropriately over to your students - it is after all their decision to make. Essentially the children have a choice between doing as you ask and being rewarded or refusing to comply and accepting the consequences of this.

#### Non-verbal Communication

Non-verbal messages are a very powerful tool in getting good behaviour. Learn to perfect a stare, signals, hand gestures and use of posters/signage to reinforce your expectations.

#### Control your voice

Our voices give away our inner state of mind and can also influence the way that our students behave. Learn to keep your voice calm and relaxed and this will help you control your class.

#### Praise one encourage all

A quick word of praise to a student who is doing what you want, rather than a snap of annoyance at those messing around will encourage the rest of the class to behave in an appropriate way.

#### Be an example

Model the behaviour you wish to see, remember students often give back whatever you give out.

## **Set them targets**

We all like to have something to aim for. Set targets for how your students should behave as well as how they should work. For example a quick target of 'I want everyone to work silently for ten minutes starting from now' can prove very effective.

## **Learn to laugh**

Use of humour in the classroom will show your students that you are human and consequently encourage them to respect you. Being able to laugh at yourself when you make a mistake offers a good counterbalance to the moment when you must be strict and so helps lighten the classroom atmosphere.

## **Don't just focus on discipline, focus on the learning**

Don't focus on classroom management and discipline, but focus on creating and facilitating the learning experience. Aim to engage students' learning, and make it relevant to them.

## Appendix 4

Behaviour management and use of reasonable force / restraint

Taken from 'Use of Reasonable Force published by Department for Education' July 2013

Key points

- School staff have a power to use force and lawful use of the power will provide a defence to any related criminal prosecution or other legal action.
- Suspension should not be an automatic response when a member of staff has been accused of using excessive force.
- Senior school leaders should support their staff when they use this power.

What is reasonable force?

- The term 'reasonable force' covers the broad range of actions used by most teachers at some point in their career that involve a degree of physical contact with pupils.
- Force is usually used either to control or restrain. This can range from guiding a pupil to safety by the arm through to more extreme circumstances such as breaking up a fight or where a student needs to be restrained to prevent violence or injury.
- 'Reasonable in the circumstances' means using no more force than is needed.

When can reasonable force be used?

- Reasonable force can be used to prevent pupils from hurting themselves or others, from damaging property, or from causing disorder.
- In a school, force is used for two main purposes – to control pupils or to restrain them.
- The decision on whether or not to physically intervene is down to the professional judgement of the staff member concerned and should always depend on the individual circumstances.

The following list is not exhaustive but provides some examples of situations where reasonable force can and cannot be used.

Schools can use reasonable force to:

- remove disruptive children from the classroom where they have refused to follow an instruction to do so;
- prevent a pupil behaving in a way that disrupts a school event or a school trip or visit;
- prevent a pupil leaving the classroom where allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the behaviour of others;
- prevent a pupil from attacking a member of staff or another pupil, or to stop a fight in the playground; and
- restrain a pupil at risk of harming themselves through physical outbursts.

Power to search pupils 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 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.

## Appendix 5

Where a student has Special Educational Needs or a disability, we will provide specific support based on the individual needs of each student. Early intervention, planning, collaboration and the support of both the student and parents is crucial to the success of any intervention. We will follow the guidelines as set out in the Special Educational Needs Code of Practice (January 2015) to provide support for all students with SEND. Following guidelines set out in the Equality Act 2010, we will make 'reasonable adjustments' to meet the needs of a student with a disability. We will take appropriate steps to ensure that any student with a disability is not substantially disadvantaged compared with pupils who are not disabled and that any potential barriers that a disabled student will face is removed before the student is placed at substantial disadvantage.

This requires joint collaboration between school, the student and their parents and any external agency support. Schools have a duty of care under the Disability Discrimination Act (1995) not to discriminate against pupils by excluding them from school because of behaviour related to their disability. Making 'reasonable adjustments' involves developing strategies to prevent or manage pupil behaviour, drawing on external advice on the effective approaches necessary to manage the specific needs of a child. In making reasonable adjustments, the school will need to consider the impact of the disability on the pupil's learning, participation and independence, the effectiveness of the adjustment, practicalities and financial implications and any health and safety implications of everyone within the school. An exclusion from school can be justified where reasonable steps have been taken to prevent or manage a pupil's behaviour.

We will provide support through the following strategies:

- The use of Quality First Teaching techniques, specific to the students' individual needs
- Teaching staff will make 'reasonable adjustments' to support a student with SEND
- A pupil passport will be written, specific to each individual student with SEND. This outlines area of need, support strategies, recommendations from external agencies, interventions and exam access arrangements. It also includes pupil and parent views
- Regular reviews of student progress based on the 'assess, plan, do, review' cycle, as outlined in the SEN Code of Practice. Interventions will be impact assessed and reviewed termly
- Where a student has a Statement of Special Educational Needs, an EHCP or is a 'looked after child', the school will work in partnership with other agencies to consider what additional support is necessary. This may involve holding an emergency interim review
- Regular contact with the LEA SEN advisory officer to seek advice and guidance where appropriate
- Provide staff training and arrange staff support meeting for specific students where necessary
- Provide a 'Pastoral Support Plan' for a student requiring behaviour support
- Initiate the 'behaviour pathway' or refer to other supporting agencies
- Follow the advice and guidance of external agencies such as CAMHs, school nurse, SALT, the Autism Team, community paediatrics, specialist behaviour nurse, educational psychology service etc.
- Holding professionals meetings or a Team Around the Family meeting where appropriate
- Reasonable adjustments may include providing a temporary alternative provision or a personalised timetable. Further information can be found on the SEND information report and the SEND policy

Approved by governors 24 October 2017

Last Updated 2019