

BEHAVIOUR FOR LEARNING POLICY

Approved by: Safeguarding and Welfare Committee	Review Date: November 2018
Status: Statutory	Next Review: November 2020

Statement of Intent

This school is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

Values Statement

Jubilee High School wishes to create and to maintain a community which is considerate, where interaction is based on mutual respect, and which fosters outstanding learning and teaching. These skills of interaction are seen as of paramount importance in preparing students for their current and future life within the wider community.

1. Aims of this Policy

Jubilee High School is committed to creating a high quality learning environment which is supported by effective management of student behaviour. All members of the School community are expected to support the school ethos and help maintain an atmosphere which is conducive to learning underpinned by mutual respect and courtesy. We aspire to create an environment where all staff are free to teach and support and all students are free to learn.

To foster a set of shared values among staff, students and parents.

To encourage students to acquire self-discipline and to take responsibility for their own actions and choices which will serve them well in their future family, social and working lives.

To encourage all members of the school community to show consideration for others.

To support effective teaching and learning through empowering staff to manage student behaviour:

- Ensuring that students are safe, valued and thoroughly involved in their learning.
- Engaging the use of constant positive reinforcement in the pursuit of high standards of work and behaviour.

To establish a clear set of staged rewards and sanctions which all students, parents and staff understand, which are used appropriately and which are applied in a consistent manner.

To ensure that staff, students and parents know, and understand the reasons for School Code.

2. Roles and Responsibilities

The Governing Body will establish in consultation with the Headteacher, staff and parents the policy for the promotion of good behaviour and keep it under review. It will ensure that it is communicated to students and parents, is non-discriminatory and that the expectations are clear. Governors will support the School in maintaining high standards of behaviour.

The Headteacher will be responsible for ensuring the implementation and day-to-day management of the policy and procedures. The Headteacher and senior leadership team will oversee support for staff faced with challenging behaviour.

Staff, including teachers and support staff, will be responsible for ensuring that the policy and procedures are followed, and consistently and fairly applied. Mutual support amongst all staff in the implementation of the policy is essential. Staff have a key role in advising the Headteacher on the effectiveness of the policy and procedures. They also have responsibility, with the support of the Headteacher, for creating a high quality learning environment, teaching and modelling good behaviour and implementing the agreed policy and procedures consistently.

The Governing Body, Headteacher and staff will ensure there is no differential application of the policy and procedures on any grounds, particularly ethnic or national origin, culture, religion, gender, disability or sexuality. Vulnerable pupils, including looked-after children, children with SEN, physical or mental health needs, will be offered behavioural support if appropriate. They will also ensure that the concerns of students are listened to and appropriately addressed.

Parents, guardians and carers will take responsibility for the behaviour of their child both inside and outside the School. The School values a close relationship with parents and they will be encouraged to work in partnership with the School to assist in maintaining high standards of behaviour. Parents will have the opportunity to raise with the School any issues arising from the operation of the policy. Each pupil and their parent/guardian/carer will be expected to sign and support our Home School Agreement.

Pupils are expected to take responsibility for their own behaviour to enable staff to teach and promote learning without interruption or harassment. They will be made fully aware of the school policy, procedure and expectations. Students also have a responsibility to ensure that incidents of disruption, violence, bullying and any form of harassment are reported and, as far as is reasonable, support fellow students.

3. Communication

The behaviour for learning policy is available on the website and referred to within the parent guide. The purpose of this is to share our common goals of achieving good behaviour in school.

Pupils and parents/guardians/carers new to the school mid-year are provided with the Behaviour for Learning expectations as part of the student induction.

4. Promoting good behaviour

We are committed to the modelling and teaching of good behaviour and recognise that all interactions within school provide the opportunity to model it.

Staff should recognise that lesson content, classroom management and organisation and teaching and learning strategies are all contributory factors to student behaviour.

Behaviour for learning needs to be embedded in teaching strategies; the following table outlines styles to aim for and styles to avoid:

Styles to aim for	Styles to avoid
<ul style="list-style-type: none"> ☐ Greet students at the start of every lesson ☐ Learning objectives explained and are clearly visible during the lesson ☐ Set clear boundaries; state expectations ☐ Fair and consistent ☐ Listen to students and value their opinions ☐ Model good behaviour e.g. be polite ☐ Use humour – but ‘with’ not ‘at’ students ☐ Praise ☐ Well planned differentiated lessons ☐ Plan for different learning styles ☐ Plan for behaviour – teach routines ☐ Follow the four part lesson structure ☐ boy/girl seating ☐ ☐ 	<ul style="list-style-type: none"> ☐ Passive ☐ Inconsistent ☐ Reactive to behaviour ☐ Unfair ☐ Poor time management and organisation ☐ Lack of routines ☐ Inconsistent boundaries ☐ Aggressive ☐ Inflexible ☐ Poor listening ☐ Labelling students ☐ Confrontational ☐ Sarcasm at the students’ expense

5. Rewards and Actions

Rewards

The school uses rewards as a means of raising levels of attainment, encouraging appropriate behaviour, increasing students' self-esteem and creating a positive learning environment within the school community.

Opportunities will be taken to praise students within the classroom and on a school wide basis.

Rewards may be awarded for, amongst other positive actions and performance:

- Excellent effort
- Excellent progress
- Excellent achievement
- Excellent participation
- Excellent classwork or homework

Nevertheless, the achievement system currently in place within the school should not be abused as over use can easily diminish its value.

Examples of rewards include the following:

Immediate Reward

- ☐ Verbal Praise
- ☐ Positive comments written when marking work
- ☐ Awarding achievements on Epraise
- ☐ Letters home / calls home
- Treats
- Merits

Deferred Reward

- ☐ Presentation and exhibition of work
– Heads Gallery
- ☐ Head of Department/Head of Year recognition
- ☐ Achievement Assemblies
 - SLT recognition
 - Termly rewards scheme
- ☐ Tangible rewards
 - Annual Prize Giving Ceremony
 - Year 7 Graduation

Actions

The best behaviour management is based on mutual respect. If staff are confident, well-prepared and give students a challenging but enjoyable experience then good behaviour will follow. Where actions are needed they are best applied by the member of staff concerned, with the aim of repairing and improving relationships or teaching the consequences of choices. Actions are more likely to promote positive behaviour and regular attendance if students see them as fair and are less likely to be challenged by parents if they are administered as part of a staged response.

When taking action:

- Make it clear that you are condemning the behaviour not the person;
- Avoid early escalation to severe actions, reserving them for the most serious or persistent misbehaviour
- Avoid whole group sanctions that punish the innocent as well as the guilty
- Take account of individual circumstances
- Encourage students to reflect on the effects of misbehaviour on others

Having rigid categories of behaviour with associated scales of punishment is not effective. Therefore, the school provides guidance for staff to ensure a consistent approach with recommended actions. The most effective management of behaviour is undertaken by the member of staff immediately involved. There are a number of strategies that can be invoked dependent on the behaviour being encountered. The key question is: who intervenes when and what action is taken by whom?

Detentions can be set during school hours, for example, at lunch time. However, staff should give due regard to the pupil eating lunch, having a drink or going to the toilet. Detentions can also be set outside school day, for example, after school, weekends (except following or preceding the half term break) and teachers' training days. Usually notice is given, although notice may not be given for a short after school detention where students can get home safely.

6. Support

In order to pre-empt the escalation of behaviour problems, the school offers the following support:

Support for Students

- Discussion of behaviour issues with the Head of Department and the Head of Year
- Contact with parents at an early stage.
- Use of 1 page profiles
- Placement on report using staged approach.
- Inclusion of individual behaviour targets

Support for Parents

- Home school agreement to clarify expectations.
- Induction programme for parents.
- Letters home regarding child's behaviour, including positive feedback.

- Progress evenings throughout the year and academic review evenings
- Face to face meetings for early intervention; advice given for strategies to use.
- Referrals are made to relevant outside agencies.
- Reintegration meetings after exclusions or referrals off site to avoid future problems.

Support for staff

- All staff are aware which actions they can apply and which may only be applied by more senior staff
- All staff receive training on what is acceptable conduct and what is not; specific reference is made to contact with students, both physical and electronic
- All staff are DBS checked and the school adopts all the guidelines contained in the Safeguarding Children and Safer Recruitment in Education. This sets out the responsibilities of local authorities, schools and FE colleges to safeguard and promote the welfare of children and young people, and details the process for dealing with allegations of abuse against staff.

7. Confiscation

All Staff have the right to confiscate inappropriate items. This may occur when:

- an item poses a threat to others e.g. laser pen
- an item poses a threat to the good order of teaching and learning e.g. an MP3 player, a mobile phone switched on in class
- an item is against school uniform rules e.g. jewellery
- an item poses a health and safety threat e.g. neck chain worn during P.E.
- an item which is counter to the ethos of the school e.g. offensive material, lighters
- an item which is illegal for a child to have e.g. pornographic material

When an item is confiscated a record of the incident will be made by the member of staff or the office involved. Items of obvious value will be labelled and stored securely until they are collected.

It is normally a requirement that a parent collects confiscated items but a teacher may, at his/her discretion, allow an item to be collected by the student if it is deemed to be a very minor breach of the School Code. Other items which the student should not have had in their possession, particularly of an unlawful or hazardous nature, may be given by the school to an external agency for disposal or further action as necessary. This will be followed by an appropriate form of communication to the parents confirming that this has taken place and the reasons for such action.

6. Search Powers

Any member of staff may search a student for knives or weapons; alcohol, illegal drugs, stolen items; pornographic materials; tobacco and cigarette papers; fireworks; any article that has been or is likely to be used to commit an offence, cause personal injury or damage to

property and finally any item banned by the school rules which has been identified in the rules as an item which may be searched for. This will normally be a member of the Senior Leadership Team, where possible of the same gender as the student, and in the presence of another member of staff.

7. Serious Incidents

Incidents of a very serious nature (normally those that would be reported to the police) must be reported to the Local Authority. The School works in partnership with the police through our school's police liaison officer. The School may inform the police when any offence of a criminal or anti-social nature has taken place. The School is obliged to give the police any evidence of a criminal act discovered in the course of a search. This might include drugs. The school will fully cooperate with any police investigation, on request, regarding one or more of our students

8. Physical Violence

In any incident of physical violence a record will be kept in the file of the victim as well as in the file of the perpetrator. The victim's parents will be informed of the steps taken to deal with the matter. Similarly, where both parties are held to be culpable, a note of the incident and the action taken will be recorded in both files. Normally all parties involved in a physical altercation will receive the same punishment.

9. Restraint/Use of Force

The school does not advocate the use of physical restraint of pupils. An underlying principle of this policy is to create an ethos where it should not be necessary.

Only in exceptional circumstances will physical intervention be used:

- to prevent students from committing a criminal offence
- to prevent students from injuring themselves or others
- to prevent students from causing damage to property, including their own property
- as a last resort, when all other strategies have proved ineffective in preventing a student from engaging in behaviour which disrupts the good order and discipline of the school.

If required to use physical intervention, staff will:

- Use the minimum force necessary, proportional to the circumstances ☑ Use as an act of care, and not as punishment

11. Complaint Procedure

Any complaints regarding the application of this Behaviour for Learning policy should be made in writing to the Headteacher.

12. Monitoring and Evaluation

The school monitors the use of sanctions by age, ethnicity, gender and special educational needs (SEN).

A regular audit of behaviour and attendance will measure the effectiveness of the policy.