



Whitmore High School

Behaviour for Learning Policy

Rationale – Our Philosophy

This 'Behaviour for Learning' policy acknowledges the rights and expectations of the students, their parents and the school body itself. Pupils respond best and learn best within a calm and orderly environment. Effective behaviour systems further the aims of the school and safeguard the rights of the students. Our school culture for learning philosophy includes looking after one another; looking after our school; looking after our community and taking responsibilities for ourselves.

Purpose

Any approach to behaviour management and the development of learning and teaching starts and ends with the following fundamental guiding principles:

- The policy and practice starts and ends with the impact it secures on student learning and progress
- Each individual teacher is fully responsible for managing students in their own classroom without the need to resort to assistance from outside (unless in extreme circumstances or with students being exceptionally challenging)

This behaviour policy ensures that the students, parents and staff are aware that there exists a uniform approach to maintaining a happy, efficient, and successful school. Students have the right to be educated in a safe environment, without disturbance, to their highest capability. They should feel secure and confident throughout the school day. This policy is written to protect these rights.

Aims

- To ensure that the school is a happy, safe, orderly environment that encourages learning.
- To ensure that behaviour management is consistent across the school.
- To actively celebrate and reward good behaviour.
- To promote and assist the moral development of students through the encouragement of the idea of school as a community.
- To help students understand that their actions have consequences, both positive and negative, and to help students learn to be responsible for their actions.
- To support the early identification of students whose behaviour may adversely affect their learning and the learning of others, and to act quickly to rectify the situation.

- To work actively against behaviour that damages ethos of the school and the rights of students and staff.
- To ensure an overt link between the quality of learning and teaching and positive student behaviour
- To promote positive behaviour in the wider community
- To ensure staff and students have guidelines on agreed standards of behaviour that are clearly known and understood
- Having empowered all staff to promote positive behaviour around the school to expect consistent application of the procedures

General Guidelines

General Rules

1. Be respectful and supportive of each other;
2. Be courteous to all members of staff and visitors;
3. Look after school property and keep our school free of litter and graffiti;
4. Wear your school uniform at all times;
5. Walk on the left in a quiet and orderly manner;
6. Stay on site during school hours;
7. Aim to use the toilets only at break/lunch times;
8. Look after personal property.

Classroom rules

1. Follow instructions the first time they are given;
2. To be punctual to all lessons with all the equipment and books needed;
3. Raise your hand and wait if you wish to speak, do not call out or talk to friends;
4. Avoid teasing other pupils or calling them names.

Subject areas may include subject specific rules due to matters arising from health and safety issues within their area.

Role of the Classroom Teacher

It is essential that the classroom teacher provides a productive and positive learning environment in which all students are able to succeed. Strategies should include appropriate lesson design; stimulating and challenging learning activities; differentiated learning where possible; clear expectations for learning and behaviour; use of praise and rewards; defusing tense situations with a calm approach, using positive language whenever possible and administering firm, fair and proportionate sanctions.

Assertive Discipline emphasises that students can choose a positive course of action and have the opportunity to modify their own behaviour. Whitmore High School places a strong emphasis on praise and reward and seeks to promote the positive actions associated with school life. We are committed to maintain a high level in standards of behaviour through Assertive Discipline, making sure we reward the positive whenever possible.

Reward systems are often defined by the specific subject area but these should include:

1. Verbal praise
2. Positive 'Sims' entry
3. Quick notes
4. Departmental lunch passes
5. Departmental certificates
6. Contact home through letter or phone
7. Pupil of the week/month recognised in assembly
8. Priority on school trips
9. Commendations on presentation evening to celebrate achievement
10. Departmental prizes

Praise should be used far more often than warnings in the classroom situation. Opportunities for praise should be actively sought by all staff, both teaching and non-teaching. It is essential that all positives are recorded on 'Sims'

A whole school, systematic approach to sanctions is expected by all teaching staff in line with assertive discipline principles. Classroom rules are to be enforced within a framework of fairness and consistency in line with the classroom behaviour stages:

Stage 1 Break a rule – **Action:** Reminder of rule

Stage 2 Second time – **Action:** Warning given

Stage 3 Third time – **Action:** Entry on 'Sims' behaviour. Leaders of key stage informed via 'Sims'

Stage 4 Fourth time – **Action:** Discuss with the teacher at the end of the lesson / possible timeout outside of the classroom / entry on 'Sims' behaviour / possible loss of break / Leaders of key stage informed via 'Sims' / Teacher or department contact home.

Stage 5 Fifth time – **Action:** Entry on 'Sims' behaviour / Department response through clearly defined departmental sanctions / Possible removal into another classroom/Referral to HOD / Leaders of key stage informed via 'Sims' input / Teacher or department contact home.

Serious Clause – **Action:** Pupil removed by Duty Staff with possible contact home/ lunch detention / / Leaders of key stage informed directly when possible (email/verbally) and via 'Sims' Contact home needed.

A serious clause is behaviour that cannot be modified with use of the stages. This behaviour is defined as being extreme in nature (aggressive/dangerous behaviour)

All significant stages of behaviour (Stage 4 upwards) must be clearly entered onto 'Sims' behaviour. It is essential that a consistent approach is taken regarding entry onto the '**action taken**' drop down menu. A statement should be selected in terms of the specific action taken by the classroom teacher in line with the assertive discipline approach. Therefore, for most levels the '**Status**' will require a resolved statement as some action would have been taken in line with the outlined sanctions. Any teacher that uses a timeout for a pupil outside of the room, must return the pupil to the room within 5 minutes or seek removal to another room as agreed by departments.

N.B Only a serious clause would warrant an unresolved input on Sims due to the severe nature of the behaviour and the level of consequence needed. In severe cases the '**further intervention required**' is a better comment to access.

Note

Stages should not be processed automatically, without consideration of each individual incident. They are guidelines that need a common sense approach, that allows pupils to self-modify their own behaviour, through encouragement, within a particular lesson. Stages should be never seen as a means to an end, but as a supportive tool that encourages improved learning in class. It is essential that all teaching staff take responsibility for classroom issues before seeking intervention from HODs, pastoral leads and SLT.

Role of the Head of Department (HoD)

It is essential that all Heads of Department take an active role in supporting their subject teachers through the maintenance of high standards of behaviour and learning in their subject area. Strategies should include monitoring of standards through checking schemes of work, book analysis, lesson observation, set and group analysis and liaison with Alenco to ascertain specific needs. The Head of Department must be seen to actively support the teachers in their department in accordance with the behaviour levels. It is essential that HODs make themselves aware of students who persistently behave in a manner that puts the learning of themselves and others at risk. This should be achieved in a number of ways:

1. To reinforce a consistent approach to assertive discipline amongst staff within their department.
2. To encourage their department to report severe classroom issues directly to the HOD.
3. HODs to make contact with parents by phone/letter.

4. To utilise a departmental report in the short term for consistent behaviour issues.
5. To have clear departmental sanctions for pupils who achieve Level 5s in lessons.
(This can be extended for a lack of effort/homework)
6. To support their department by offering to take a pupil who are unable to settle in class. (note this is a short term strategy and a more sustainable strategy is needed for persistent issues)
7. To report classroom issues to relevant Leaders of Key Stage outlining strategies already tried at a departmental level.
8. To see the use of the duty staff system as a final measure of intervention.

Responsibilities

Incidents that occur within lessons will be dealt firstly by the subject teacher; if issues continue through the designated level procedure then students will normally be dealt with inside the department e.g. removal to a suitable place/another lesson within the department. If this is not possible or the instance is too serious, then duty members of staff can be called. Any removal from a classroom should precipitate a department sanction or action, with clear note being made on the 'Sims' behaviour system. If HOD's sanctions or actions are deemed unsuccessful then it is necessary to refer to Leaders of Key Stage, clearly stating the current actions already utilised. See sheet 'Framework for Behaviour Issues' (Sheet A) outlining actions and lines of communication.

Role of Leaders of Key Stage

The role of Leaders of Key Stage is to support all students within a specified year group from a framework of quality care, support and guidance in terms of a pupil's approach to learning within the classroom. The Leaders of Key Stage will support HODs where department level sanctions have failed to secure the required improvements and where a coordinated response is required, or in instances of extreme behaviour where an immediate and more robust response is required. This can be achieved in a number of ways:

1. To set high expectations of attitude and behaviour through delivering assemblies.
2. To liaise with HODs when necessary to discuss issues with particular students and methods already tried by the department.
3. To support after school detentions with absence monitoring.
4. To administer the solution focused report system consistently.
5. To inform parents of behaviour/learning issues or successes by phone/letter.
6. To meet with parents when necessary.
7. To meet with identified pupils on a daily basis for target setting through the use of solution focused reports.

8. To meet on a daily basis with SMT line manager to discuss day to day actions and requirements.
9. To action all instances and outcomes on the 'Sims' behaviour system.
10. To prepare behaviour reports where needed for outside agencies.
11. To liaise with the attendance officer on a regular basis to identify issues of attendance.
12. To follow the bullying policy to monitor and record instances of bullying.
13. To celebrate positive behaviour explicitly with other members of staff, parents and students.
14. To compile evidence in support of PRU or outside agency referrals.

Rationale

The aim of the solution focussed report system is to create a systematic and clear approach to reports, with pupils having a clear understanding of the set targets. Whenever possible pupils should be involved with deciding on the targets. This reporting system will give staff a clearer focus on the individual problems being faced by individual pupils. It will also secure parental support for behaviour standards through face to face meetings when necessary to discuss the success or failure of a particular targets.

Note

The report does not replace the need for teachers to record behaviour incident on SIMS. The report has a day to day function of close monitoring for Learning Leaders. The decision to place pupils on report will be made with clear communication with parents, by learning leaders in consultation with SLT links.

Role of Senior Management (SLT)

The role of senior management is to support the learning leaders, where a more centralised response is needed to behaviour issues; this will mean that current sanctions and strategies have failed to secure the necessary improvements and in cases of extreme behaviour where a particularly robust response is needed. SLT are responsible for the implementation of policies, the monitoring and evaluation of strategies together with the investigation of allegations and complaints. (In support of the Headteacher)

1. The role of the SLT is to be a visible presence to pupils and staff during break, lunch and after school.
2. To support all staff.
3. To follow a duty rota and support staff when serious behaviour needs action.

4. To compile reports to support referrals to the PRU or other educational organisations.
5. To support leaders of learning.
6. To meet parents when necessary to discuss behaviour and to set targets.
7. To keep staff informed verbally or by inputting actions onto 'Sims' system.

Role of the Headteacher

The Headteacher will be responsible for the implementation and day to day management of the policy and procedures. The procedure arising from this policy will be developed by the Headteacher in consultation with the staff and students. The procedures will be monitored by the Headteacher to ensure they are consistently and fairly applied, and promote the idea of personal responsibility and that every member of the school (staff and students) has a responsibility towards the whole community. The Headteacher will help create a culture of respect by supporting their staff's authority to manage student's behaviour, ensuring consistency across the school. The Headteacher will decide whether to exclude a student, for a fixed term or permanently, in line with the school's behaviour policy.

Role of the Governing Body

The Governing Body will establish, in consultation with the Headteacher, staff and parents, a policy for the promotion of desired behaviour and keep it under review. It will ensure that it is communicated to students and parents, is non-discriminatory and the expectations are clear. Governors will support the school in maintaining high standards of behaviour throughout the school. They will also ensure that the concerns of students and staff are listened to, and appropriately addressed.

Role of parents / carers

Parents and carers will be expected, encouraged and supported to take responsibility for the behaviour of the child both inside and outside the school. The school will encourage parents to work in partnership with the school to assist it in maintaining high standards of desired behaviour, attendance and their child's approach to learning. They will also be expected to support this policy through actively communicating with the school. Parents should also be encouraged to sign a behaviour contract outlining and agreeing with the detail of the Behaviour for learning policy. Parental support will be sought in devising a plan of action within this policy; parents should also be offered an opportunity to discuss the course of actions needed to modify unacceptable behaviour.

Role of students

Students are expected to take responsibility for their own behaviour and will be made fully aware of the school policy, procedure and expectations. Students will also be encouraged to take responsibility for their social and learning environment, making it both a safe and an enjoyable place. Students are encouraged to be actively involved through student parliament and other working groups in any review of policy.

Review

- The Headteacher will continue to monitor and review the policy, taking advice from staff, parents and students.
- The Governing Body will regularly review the policy and associated procedures to ensure its continuing appropriateness and effectiveness. The review will take place in consultation with the Headteacher, staff, parents and students.
- The outcomes of the review and changes to policy will be communicated to all those involved and incorporated into an amended behaviour policy.
- All parents will be encouraged to sign a home school agreement on the standards of behaviour and attendance expected from pupils which is outlined in this policy.
- To make the behaviour policy clearly visible to parents as a download on the school website.

This policy should be read in conjunction with the school's Learning and Teaching, Anti-Bullying and SEN policies.

Reviewed : Sept 2020

Next review : July 2021

