



Chipping Sodbury School

BEHAVIOUR FOR LEARNING POLICY

Key document details

Statutory Policy

Author: DHS

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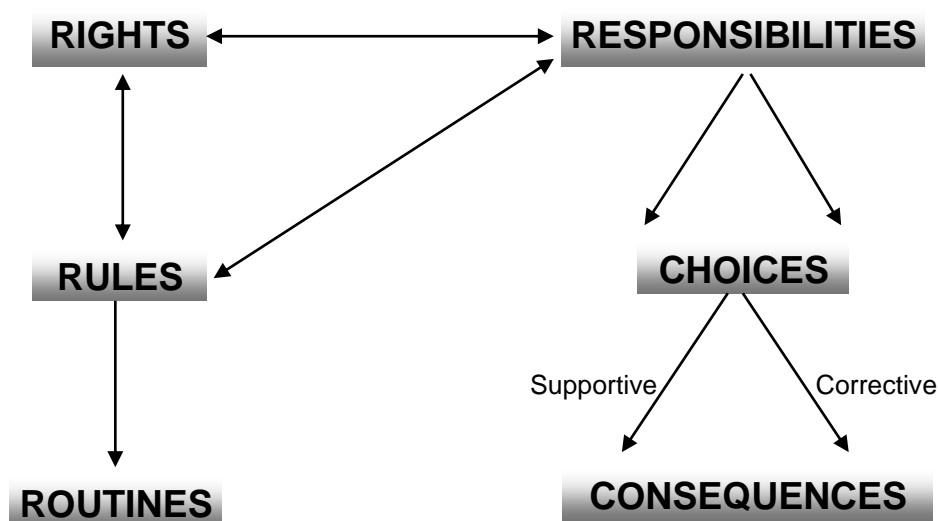
Date: October 2020

Next review: October 2021

Managing behaviour – a guide for staff

This document outlines detailed advice for staff to encourage the effective management of behaviour and to support the clarity of the behaviour policy.

The 4 R's framework of "Rights, Responsibilities, Rules and Routines" set the daily climate for the academic and social growth of our students.



It is critical therefore that, as a staff we use the same language, the same classroom routines and demonstrate the same standards towards our students.

At the first lesson, every student needs to have the expectations of the school outlined and taught to him or her. It is wrong to assume that students know how to behave during certain times. Teach them what sorts of behaviour you want to see. Students should also be reminded of them routinely, for example, at the start of every term. It is also crucial that students who routinely comply with the school's expectations are routinely praised, as this perpetuates a culture that getting these things right is a rewarding event.

The Code for Success (below) clarifies the school's values and can help identify out these expectations. Aspects of curriculum delivery within Life learning will focus on the establishment of the school's values, as will the school collective worship programme. However, it is the responsibility of all staff, teaching and non-teaching to reinforce our values wherever possible.

Code for Success

This has been agreed by all members of the school community and forms the basis of the school's Behaviour Code.

We want a school in which

**Every teacher has the right to teach
Every student is able to learn
Every student will succeed**

Therefore we will all take responsibility by

**Aspiring to do our best
Respecting and caring for each other**

**Taking responsibility for myself, property, the environment and the well-being of others
Showing integrity by conducting ourselves in an honest and honourable way**

Statement of Rights and Responsibilities

This statement was negotiated and agreed with all members of the school community. It underpins all aspects of the School Core Values

1. **Students have the right to learn** and reach their full potential. We have the responsibility not to disrupt the learning of others and make the most of the opportunities for learning.
2. **Teachers have the right to teach.** We have the responsibility not to disturb lessons or interrupt the teaching process.
3. **Everyone has the right to feel safe** in and around school, both at work and play. We have the responsibility to ensure the safety of all by behaving in a mutually acceptable manner in and around school.
4. **Everyone has the right to be treated with dignity and respect.** We have the responsibility to respect all others in our community, irrespective of age, gender, sexuality, race, creed, disability and nationality. We have the responsibility not to bully, to encourage others not to bully, and to report any bullying we see.
5. **Everyone has the right to expect that possessions will be secure in and around school.** We have the responsibility to look after our own possessions and respect those of others and to care for school facilities and equipment. We should report all cases of theft or damage to personal or school property.

Rules

Adherence to the following rules will ensure not only a safe and pleasant working environment around the school, but also create an atmosphere that is conducive to effective teaching and learning.

1. Comply with instructions from any member of staff
2. Aggressive, antisocial or bullying behaviour will not be tolerated
3. Be in the right place at the right time
4. Be ready to learn.

These rules will be taught and explained to students on a regular basis. A copy will be displayed in all teaching areas and all staff are encouraged to refer to this regularly in their dealings with students' behaviour.

Adherence to these rules will support all members of the community and the values of the school. Sanctions will apply to students who choose not to follow these rules.

Whenever dealing with poor behaviour it is critical to refer to this set of rules.

Routines

In addition to the rules, there are established routines which must also be taught and respected by all. Many of these routines apply across the school (see "routines" section of the staff handbook) but some will be individual to faculties or departments. They are closely associated with the **rights (see above)** in that they involve health and safety, security and the right to effective teaching and successful learning.

Building good relationships: The learning climate

It is our professional responsibility to build an environment in school where students can learn effectively. This depends on the establishment of good relationships between teachers and students.

There are a number of strategies teachers can use to achieve this.

A model for building positive relationships:

- Actively build rapport
- Actively build self-esteem
- Use the language of choice
- Catch them being good
- Make use of available data
- Work within the 4Rs framework
- Plan for good behaviour
- Separate the behaviour from the child
- Model the good behaviour you want to see
- Always follow up on the issues that count
- Work to restore relationships

In working with students, please remember to:

Actively build rapport

Building rapport with students requires effort, commitment and skill. It happens in many simple ways: learning names, greeting students in corridors, showing interest in what they do both in the classroom and out of it, showing interest in them as human beings. In order to influence and guide students it is necessary to enter their world and be aware of their perspective.

Actively build self esteem

If experiences in school are constantly negative and unsuccessful they will undermine the students' ability to be successful. Students will create a model in their head that accepts a lack of success being the norm for them; this will lead to behaviours that avoid risk-taking and challenge. These behaviours can be disruptive to learning. As a significant adult, you can alter this. We need to let students know that we respect and value them. If we all do this it will improve self-esteem. People achieve more when they are confident and trusting. Praise the good choices they are capable of making.

Use the language of choice

Using the language of choice as a foundation is crucial. This will:

- Reduce instances of conflict arising from trying to make things happen
- Teach them a sense of responsibility
- Create an important link between choice and consequence help to empower them as individuals

When we all use this language students will become used to it. It gives feedback on the choices they are making, letting them know whether they are good or bad choices. For example:

'The instruction is to sit in your seat. I'd like you to choose to do that now – thank you'.

'If you choose not to finish your work now, you will be choosing to finish it at break. Make a good choice and get back to work now'.

The main aim is to create a learning experience; to make a connection in the student's mind between the choices they make and the outcome we create and in this way to influence future choices.

Catch them being good

This is one of the keys to successful teaching and learning.

Thank students – let them know what the praise is for e.g. being resilient, acting independently, asking enquiry questions, showing respect to others, being creative – it tells them what behaviours they can repeat in order to gain praise.

Make use of available data

If a student has a SEN, their support plan or student passport with information advised strategies should be used and implemented in your classroom to support the progress of that student i.e. differentiate your lesson accord to the students individual needs. The school acknowledges behaviour as a form of communication and as such will analyse behaviour patterns in order to find triggers and respond to a students need.

N.B. Students with language and communication differences and/or Autism will require visual prompts and longer processing time in order to respond to the 'the language of choice' . For many students on the Autism Spectrum making choices can add to their anxiety and escalate unacceptable behaviour.

It is good practice to take time to discuss your approach with a student with additional needs, their key worker (if assigned) and/or parents regularly to check your interpretation of the suggested strategies and review the impact and outcomes.

Plan for good behaviour:

- Balance correction with praise and encouragement- you should be praising five times more than correcting
- Use the school rewards and sanctions procedures to establish consistent rewards and punishments
- Use the language of choice to teach and emphasise the responsibility for behaviour
- Plan your language to be positive and motivational - growth mind set vocabulary e.g. you may not have achieved this yet
- Plan alternatives to confrontation
- Know how to get help when necessary

Separate the behaviour from the child

- Make the behaviour unacceptable, not the child
- Making the behaviour wrong allows for change to better behaviour
- Do not link poor behaviour to the student's personality
- Linking good behaviour to a student's identity builds self-esteem

Model the good behaviour you want to see

- Calmly resolve conflict, be firm rather than aggressive, using the planned approach to bad behaviour
- Calmness, predictability and certainty are the key behaviours to model
- Listen to problems and respond

Always follow up on issues that count

- Following up shows that you care and that what you say is important
- Always follow up on student's choices with a consequence

- Be positive about future behaviour when following up
- Keep the focus on the behaviour, not the personality

Work to repair and restore relationships

- Catching them being good afterwards allows them a way back
- Remember that students may still be stressed or resentful
- Allow time and repeat the attempts to be positive
- If there is no hope of a way back, relationships and achievement will suffer

Consistent Consequences - Rewards

All staff should be looking for opportunities to reward students for positive effort and achievement in any area of school life. For example:

- Verbal praise
- Written praise and feedback in books/ stamps/ stickers etc
- Display of work
- Written praise in school journal
- House points (logged on SIMs)
- Telephone calls home
- Letters home
- Postcards
- Events – awards assemblies
- Report to Tutor/Head of House/Head of Faculty/Senior Team

The following principles should apply when using rewards:

- Rewards should be given for behaviour as well as for efforts in learning
- Rewards should be given for improvements in work and behaviour rather than only in response to absolute standards
- Attention, praise and encouragement are key rewards in promoting positive behaviour and should be used frequently
- Public praise is more effective with some students than others; research shows older students value praise but receive it more positively in private
- To be effective, rewards must be genuine
- Building student involvement by asking them what they find rewarding creates a strong basis for success
- Contact with home is highly valued by most students
- Faculty marking and assessment policies should ensure that rewards are equally accessible by all students
- Immediate and constructive feedback is an important motivator for students and an essential element of effective learning

The School Rewards System

1. All positive efforts should be recognised and praised.
2. Staff should tell students when they have awarded achievement points
3. Tutors should regularly inform students of their achievement points
4. House points should be used to reward and record effort and achievements.
5. A bronze, silver and gold reward system is in place to reward students at 100, 200 and 300 house points respectively. Certificates are handed out upon achievement.
6. A praise postcard should be awarded for specific achievement or improvement and/or consistently high standards over a period of time.
7. Exceptional effort/achievements may be referred to the Head of House or Senior Team link for personal recognition.

8. At the end of each academic year, awards from each faculty will be recognised based on effort and presented during our Summer Celebration Assemblies (SCA).
9. House champions reward.

Attendance awards

Poor attendance is often associated with poor attainment. The school aims to encourage good attendance by rewarding it. Students achieving 100% attendance for the entire year receive a certificate and are placed in a prize draw at the end of term 2, 4 and 6. Improved attendance is also rewarded with house points and letters home.

It is important that staff are clear and consistent in their use of rewards so that students understand how to earn praise.

Consistent Consequences - Sanctions

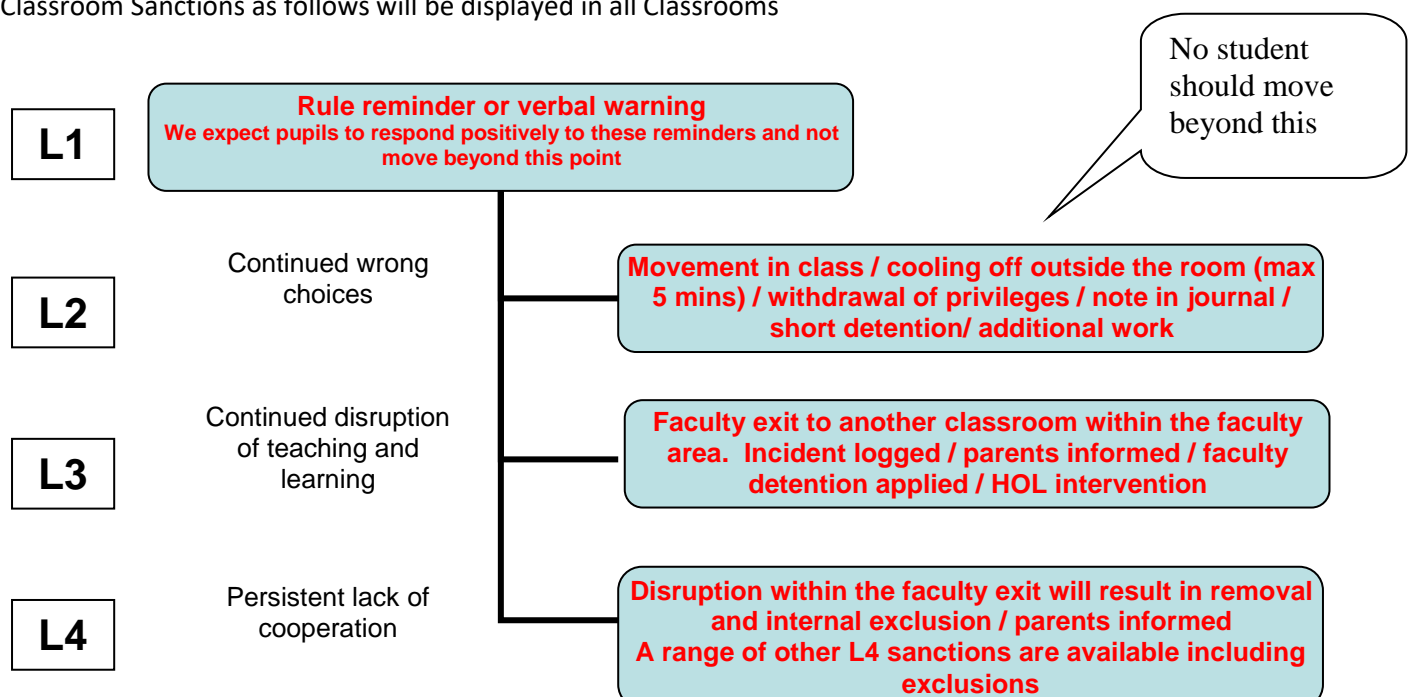
Each faculty or house will operate the agreed application of sanctions, as consistency **from all staff** is vital in effecting high standards of behaviour across the school.

The following principles should apply when using sanctions:

- Separate the student from the behaviour and avoid labelling
- Sanctions should be used sparingly and often privately
- The immediacy of a sanction enhances its effectiveness
- Sanctions should be applied calmly and fairly
- Students should normally be warned of the consequences of their behaviour and stated sanctions must then be put into practice if the unacceptable behaviour is repeated
- The consequences of poor behaviour should always seek to teach more positive outcomes
- Students should always be made aware of why the sanctions are applied to them
- Disapproval is a powerful sanction, particularly with younger students
- Assume innocence until proven guilty. It is important to listen to all members of the school community
- Consequences should 'fit the crime' and clearly distinguish between minor and major problems
- Fair and consistent usage should be used to define clear limits
- Group sanctions are ineffective and should be avoided
- We will seek to include parents where appropriate and work together to support positive student choices.
- We may seek to include peers where appropriate to support fellow students in making positive choices.

The School sanction system

Classroom Sanctions as follows will be displayed in all Classrooms



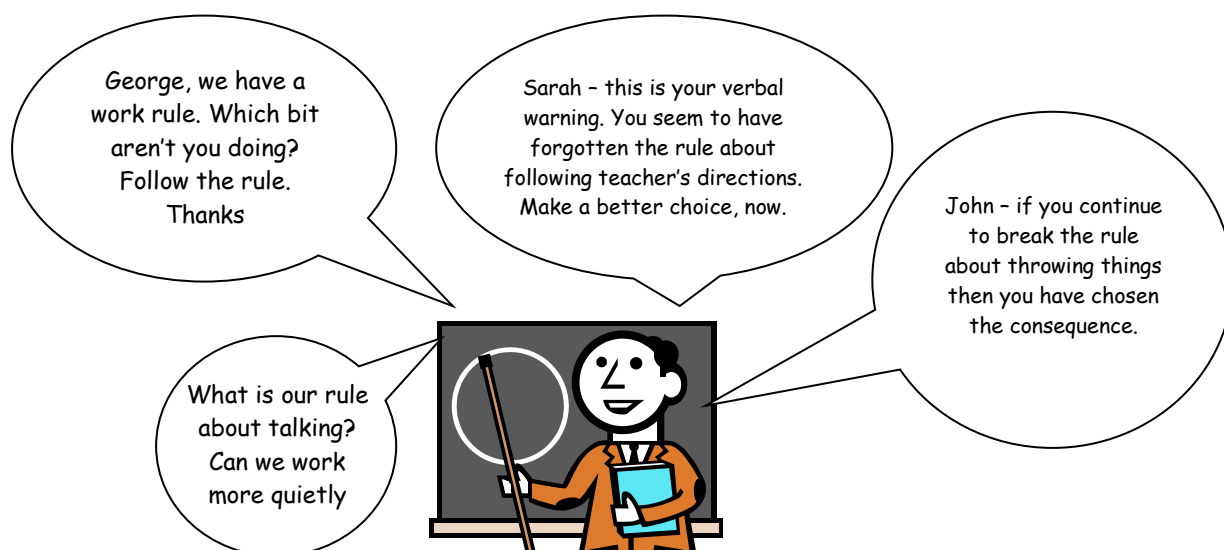
Remember that sanctions are there to change behaviour and the aim is to get the students to comply with directions. Therefore, wherever possible, be creative within this framework to achieve what you want e.g. a private reminder about rules would precede Stage 1, move seats may occur between Stage 1 and 2 or between Stages 2 and 3. The overall aim is to manage behaviour and keep students learning.

The EXPECTATION is that no student moves beyond Stage 1.

Once beyond this stage a consequence is inevitable. EXIT should only be used as a last resort.

NB the Access Centre acknowledges the complex needs of its students and operates a distinct sanction system. (See attached appendix).

All members of staff should use the same language – the language of choice. ‘If you choose to do that then this will happen’. There must be zero tolerance if the choice is a bad one. For example:



Cooling off time outside

Sometimes, in rare circumstances, it is necessary in the interests of all concerned for a student to leave the classroom temporarily to 'cool off' or calm down'. This should be **no longer than 5 minutes** and the student returns to the lesson with a commitment to follow classroom rules.

Under no circumstances should students be left for more than 5 minutes unattended outside the classroom. Two students from the same class should be left outside together for a period of time. Colleagues should be mindful that students from other classes may be outside at the same time.

Detention

1) Last to leave

The student is not allowed to leave the classroom until all other students have left at the end of the lesson. This is a strategy that shows the student that his/her negative behaviour has had a consequence and it affords an opportunity for a brief private discussion with the student concerned. This should clearly not delay start to next lesson or cause the student to be late to his/her next lesson.

2) Short detention (without warning)

The student is detained without warning for up to 10 minutes at a pre-arranged time, which may be, break time or lunchtime, or at the end of the day (be mindful of students catching buses). Students may be given tasks to do such as clearing up, picking up litter or assisting the teacher or this may be used as an opportunity for a one-to-one talk.

3) Faculty detention

The student is detained for one hour after school.

- Notice to parents should be given at least 24 hours in advance e.g. through a note in the journal or phone call home
- The member of staff issuing the detention must ensure the incident and action has been logged on SIMS
- The tutor plays a vital role in the system by reminding students, communicating with colleagues and monitoring the detentions given and served on SIMS
- In determining the activity to be undertaken by a student during an extended detention staff should hear in mind the following:
 - Within reason, an attempt should be made to make “the punishment fit the crime”.
- Homework
 - While completion of unfinished work or missed work may be appropriate the direct association of written or academic work with punishment may diminish responsiveness to learning in future lessons;
 - The setting of meaningless and mundane tasks may further alienate a student from school while constructive and meaningful activities may develop positive responses that will impact on future behaviour;
 - The direct involvement of the staff member in the consequence arising from his/her lesson increases their status in behaviour management from the student’s perspective.

4) Headteacher’s detention

The student is detained for one hour after school with an assigned member of the Senior Team

The detention is issued following a failure to attend or respond appropriately to a faculty detention.

Heads of Faculty or Heads of House should discuss each case with their line manager so that an agreement upon issuing a Headteacher’s detention can be made and parents can be informed by a letter from the Headteacher at least 24 hours in advance.

These detentions take place on Wednesdays after school.

Reparation/Reconciliation

This may take the form of payment towards damage, the replacing or repair of an item or a first move to reconcile differences with an undertaking for future behaviour. This only happens after consultation with parents by Head of Faculty, Head of House and/or Senior Team.

Faculty Exit

Before Exit

- Sanctions should be fully explained to student through the language of choice such that it is their behaviour that enforces the option;
- There should be minimum interruption to teaching and learning;

At level 3 (continued disruption to teaching and learning) it is often in the interests of all concerned for a student to leave the classroom and work in another classroom. This is called faculty exit.

“On Call” staff may be used to escort the student to the correct location with work to complete. However, common practice is to place the disruptive student outside of room, refer to a predetermined faculty exit timetable and then send the student to their allocated exit room (or asking another member of staff to assist).

The exited student should be ignored by the member of staff supervising the exit room but this member of staff is responsible for their safety and wellbeing for the remainder of the timetabled lesson. At end of lesson (or as soon as possible afterwards) the student should return to original teacher (except in extremely serious cases) and arrangements are made for appropriate sanctions to be implemented.

A faculty exit should be followed up by recording the incident on SIMS, informing the Head of Faculty and issuing a faculty detention.

An Exit room timetable will be available to staff at the beginning of term, and will be modified in light of changes to the teaching allocations, Year 11/13 leaving dates.

Logging the incident on SIMS.

The incident log must be completed by the class teacher as soon as possible after the incident – fill in all the required fields and indicate reason, further details and action taken. This should, at a minimum, include ‘spoken to’ i.e. to repair relationship so that student comes into next lesson in a positive way and probably the task of ‘making up missed work’. This could be at home and bringing it to the teacher the following day or in detention – particularly if help is needed. This should be completed as near to the EXIT as possible. **The Head of Faculty has responsibility for informing parents.**

Level 4 referrals, including a Failed Faculty Exit resulting in Isolation.

Isolation

School runs an Isolation Room each Thursday for students who have reached a Level 4 sanction or multiple Level 3’s. This is supervised at all times. Parents will be informed by the relevant Head of House. Students are not allowed to bring their phones into the Isolation Room and bringing in a packed lunch is preferable.

Internal Exclusion

This is the last resort only used in extreme circumstances or when all other sanctions have failed.

In some circumstances it may be necessary to remove a student from class or a situation.

Internal Exclusion is undertaken to allow the remaining students to continue their work uninterrupted. The principles underpinning the procedure are as follows:

- “On Call” staff are neutral and readily accessible, through the Main Office
- Removal to internal exclusion is a high level consequence with significant implications for the student.
- Removal to internal exclusion can only be authorised by a member of the Senior Team.
- Once authorised the student is escorted to the internal exclusion by the “On Call” member of staff and left to ‘cool off’ while being indirectly supervised.
- Personal attention is kept to a minimum, as this may have been the goal of previous misbehaviour
- A log of the incident must be completed on SIMS by the classroom teacher as a matter of urgency to record all details and circumstances. The student may be asked to fill in the appropriate form to give his/her side of the story. This may be the basis for future follow-up work.

The role of the “On Call” teacher:

This teacher is in place to aid the smooth running of the school. They should be available on the walkie-talkie by the office staff; therefore they need to collect the equipment from student reception at the start of their hour session. You might be asked to escort a student to an exit room, or internal exclusion.

Internal exclusion is isolation within the school building. Students may be internally excluded as an alternative to external exclusion at the discretion of the CWD and Senior Team.

Planned Internal Exclusion

Only CWD or a member of the Senior Team can facilitate Internal Exclusions. All behaviour which falls under this level of intervention should be referred via Head of Faculty to the HOH in the first instance. **See Internal Exclusion procedures.**

Monitoring by Third Party

Report cards

These are suitable for students who have demonstrated on-going problems in relation to:

- Attendance and punctuality;
- Effort and progress;
- Behaviour.

The students may be placed "On Report" requiring an assessment from each teacher and their tutor. The member of staff overseeing the card (normally the tutor, House Coordinator or Head of House) will attach rewards and consequences to the process, which will involve informing parents of progress. This might well affect a student's eligibility for taking part in school visits.

A Faculty Report may be instigated by Head of Faculty for subject specific problems.

Normally, students would not remain "On Report" for a period in excess of two school weeks. The aim is to wean students off the external support of being "On Report" to taking responsibility for their own behaviour at the earliest opportunity.

Whilst on report students should be set SMART targets

Behaviour support plans (Stage A, B and C)

Following a stage meeting a support plan is used as a means of setting targets and recording progress and behaviour over a period of time. A set date, normally of no more than six weeks, is signalled to students and parents and a review is conducted. Alternatively, an arrangement may be made between House Co / Head of House and parents to make contact on a regular, e.g. weekly basis.

External Exclusion

Only the Headteacher can externally exclude a student. If the Headteacher is not on the premises, this duty may be legally undertaken by either of the Deputy Headteachers.

External exclusion is avoided wherever possible for the following reasons

- Students may fall behind with critical academic work
- There may be difficulties with supervision out of school
- It may cause anxiety when the student returns
- Vulnerable students may become more vulnerable

However at times external exclusion is difficult to avoid and may be appropriate where

- An occurrence requires a public sanction in order to reinforce school community values
- The safety of any persons or property is seriously compromised
- There is a refusal to comply with internal sanctions appropriately
- Where it is the view that for the students' progress, external exclusion is appropriate and/or it is the appropriate consequence to the build-up of poor behaviour over time.

After an exclusion

After any exclusion, a student is only re-admitted into school through a return from exclusion meeting with a senior member of staff and their parents.

During this meeting there is an expectation that the student and their parents will agree to comply with certain, reasonable requirements as to the future conduct of themselves or their son/daughter in school.

During the meeting the student may also be issued with a report card and/or a support plan may be set up or adjusted.

They may also have a slow re-integration process through an adjusted timetable that could include additional periods within the Inclusion base and/or internal exclusion.

Intervention Moves (IM)

An intervention move (IM) is an intervention strategy that can be used when a student is at risk of external exclusion and there is limited improvement in their behaviour over time (Stage C- Pip 1 or Pip 2)

It involves a managed move to another South Gloucestershire School for a maximum of 12 weeks.

At the end of the 12 weeks the student's behaviour will determine the next steps i.e. remain at their new school or return to Chipping Sodbury School.

An IM can happen without the support and written consent of parents/carers.

Permanent Exclusion

The senior management of the school will take all reasonable steps to avoid permanent exclusions but it may be the only alternative in some circumstances.