



# Wade Deacon High School

*Wade Deacon Trust*

*Exceptional Values*

*Exceptional Learning & Teaching*

*Exceptional Achievement*

## BEHAVIOUR FOR LEARNING POLICY



**Date of Governing Body Review: Summer 2018**

**Next Review Due: Summer 2019**

**School Link: Mr I. Critchley**

## Rationale

Wade Deacon High School is committed to ensuring consistency in all our professional practices and to raise standards of behaviour and attitude to learning continuously. We have a strong ethos and culture underpinned by a ‘commitment to excellence,’ in order to strive towards being a World-class school.

## Introduction

The Behaviour for Learning Policy promotes and supports an environment in school where pupils work purposefully and also feel secure, safe, happy and confident. It aims to develop relationships between staff and pupils, and between the pupils themselves, that are based on mutual respect and tolerance. This policy should be read in conjunction with all other Wade Deacon High School policies, especially the, SEND, Rewards, Learning and Teaching, Anti-Bullying & Drugs.

## Aims

- To seek to promote a respect for learning and to encourage an awareness of education as a lifelong process
- To create a safe, supportive learning environment in which all members of the school community are encouraged to develop their maximum potential
- To encourage respect for the needs and feelings of others
- To embrace a philosophy, at both an individual and whole school level, of continuous improvement.

## Staff Responsibilities

Within the classroom, the teacher has responsibility for the discipline of the class. The teacher should be assertive and proactive in seeking to develop positive relationships and effective learning. The teacher should frequently refer to **Pride & Promises** to maintain these standards.

All teachers have a responsibility to correct breaches of discipline if these come to their attention at any time and in any place. In serious cases of indiscipline, or where a serious offence has been committed, referral should be made immediately to a senior member of staff.

Within the school, we aim to create a positive and supportive teaching and learning environment. We encourage pupils to recognise the benefits, to both themselves and others, of good conduct, co-operation and application to study.

## Attitude to Learning (AtL) and Behaviours for Learning (BfL)

### **Assessment of Behaviour and Attitude to Learning:**

Every lesson class teacher enters a grade for a pupils' AtL / Behaviour. Behavioural incidents are recorded as and when they occur on the schools monitoring system. These records will then inform the final behaviour and attitude to learning grades class teachers will enter at each P2S round. This is monitored by 2i/c or 3 i/c, Subject and Progress Leaders, Assistant Progress Leaders and Senior Leaders.

An AtL issue will be identified as a student who does not disturb the learning environment, but their actions are affecting their own progress – for example no equipment, poor homework or very little work completed in lesson.

A behavioural issue will be identified as a student who is displaying behaviours that are affecting their own learning, the learning of others and the ability of the teacher to teach – for example a teacher may have to ask the student to stop talking, turning around too often or failing to follow simple instructions.

### **Behaviour Criteria**

#### **1: Expected Behaviour**

A pupil consistently meets the school's day to day standards and expectations. When re-focussing is required, the pupil responds respectfully and addresses areas of concern.

#### **2: Unsatisfactory Behaviour**

A pupil's behaviour has a negative impact on the progress of the lesson, its learners and hinders the teachers' ability to teach the lesson. When re – focussing takes place, the pupil can lack cooperation and take too long to address areas of concern.

#### **3: Cause for Concern**

A pupil's behaviour has been detrimental to the progress of the lesson and its learners. The pupil has failed to respond and improve, despite the range of sanctions that have been put in place. The pupil may have been involved in a serious breach of the Behaviour for Learning Policy and a referral to the Achievement Centre may have taken place.

### **Attitude to Learning Criteria**

#### **1: Positive Attitude to Learning**

The pupil is positive about their learning and demonstrates a keen attitude towards improvements. The pupil makes a conscious effort to ensure the quality of work is produced in-line with ability. The pupil makes a conscious effort to improve areas identified by the class teacher – this includes acting upon verbal and written feedback. The pupil completes and appropriate amount of work during the lesson. The pupil attends revision session if required.

Homework and revision activities are completed on time and to a standard that is deemed acceptable in-line with the pupil's ability. The pupil models the school's Pride and Promises ethos.

## **2: Requires Improvement**

There are areas that the pupil needs to improve; he/she is not working to their full potential. The standard of work produced is not in-line with the pupil's ability due to lack of effort. The pupil may demonstrate a lack of motivation and/or a lacklustre approach toward learning activities. The pupil doesn't have the basic or subject specific equipment consistently. The standard of homework is below the pupil's ability and sometimes late/or not submitted. The pupil's attitude towards intervention/catch up sessions is not positive.

## **3: Cause for Concern**

The pupil's effort levels are a major cause for concern. The standard of work being produced is significantly below the pupil's ability due to a serious lack of effort. The pupil's engagement in the in the learning activities is minimal, thus impacting on progress. The pupil is poorly equipped for the lesson. Homework is often not submitted or lacks quality. If the pupil does not dramatically improve their effort towards the subject, progress will be affected.

### **Structure of the Stages in the Behaviour for Learning Policy**

#### **Poor Behaviour**

Teachers can discipline pupils whose conduct falls below the expected standard which could reasonably be expected of them. This means that if a pupil misbehaves, breaks a school rule or fails to follow a reasonable instruction the member of staff can impose a sanction on that pupil. Any acts of poor or dangerous behaviour will be investigated and consequences will be imposed that are deemed reasonable in all circumstances. These will be subject to statements being taken / completed or a report from staff and/or pupils. An investigation will take place and consequences will be imposed that are deemed reasonable in all circumstances.

#### **Stage 1: Class teacher**

A pupil's behaviour has a negative impact on the progress of the lesson, its learners and hinders the teacher's ability to teach. This stage is for poor behaviour which is being addressed by the class teacher through a range of sanctions such as notes in the Learning Journal, detentions, and telephone contact with parents/carers. This is by no means meant to be an exhaustive list of sanctions. If the pupil fails to modify their behaviour following some or all of these sanctions, then they will progress to stage 2.

**(The class teacher should give a grade of 2 on P2S for Behaviour, unless significant improvements have been made. The pupil can then gain a grade of 1 after a discussion with the relevant subject leader).**

## **Stage 2: Class teacher, Key Stage Leader / 2ic & Personal Tutor / Assistant Progress Leader**

At Stage 2 a pupil has continued to have a negative impact on the progress of the lesson, its learners and hinders the teacher's ability to teach the lesson despite all interventions / strategies in Stage 1. Pupils who respond well to the monitoring card will cease to continue with it and will no longer be monitored by the Key Stage Leader / 2ic or Personal Tutor / Assistant Progress Leader. Pupils who fail to make the desired improvements will progress to Stage 3. Parental contact will also be made during this stage through a telephone call.

**(Pupils at this stage should be given a grade of 2 on P2S for Behaviour)**

## **Stage 3: Class teacher & Subject Leader**

At Stage 3 a pupil's behaviours are significant and they are persistently disrupting the learning environment despite the involvement of the Key Stage Leader / Personal Tuor / Assistant Progress Leader.

During this stage, the Subject Leader will be working with the pupil's Progress Leader in order to resolve the situation. A range of sanctions will be implemented at this stage such as, monitoring card, loss of free time, after school detentions, buddied out and parental meetings. Pupils who respond well to the sanctions at this stage will no longer be monitored by the Subject Leader / Progress Leader but go back to Stage 2. Pupils who fail to make the desired improvements will progress to Stage 4.

**(Pupils at this stage should be given a grade of 3 on P2S for Behaviour)**

## **Stage 4: Subject Leader & Progress Leader**

At Stage 4 a pupil will now be referred to the Achievement Centre due to their persistent negative affect on the learning environment despite being address at Stage 1-3. The pupil will lose all free time and serve a period 6 detention of 1 hour. Whilst the pupil is working in the Achievement Centre he/she will continue with their school work and be set targets for their behaviour. The class teacher is expected to maintain contact with the pupil whilst they are working in the Achievement Centre. A change of class / band may also be considered if several attempts at reintegration have been unsuccessful. All changes implemented will be subject to consultation with parents/carers. During this stage, reintegration into the subject area will be planned. If this is successful, then the pupil will move back to Stage 3. If reintegration is unsuccessful the pupil will progress to Stage 5.

**(Pupils at this stage should be given a grade of 3 on P2S for Behaviour)**

## **Stage 5: Assistant Vice Principal / Vice Principal**

At Stage 5 a pupil's poor behaviour is persistent and seriously affecting the learning environment at Wade Deacon High School despite the interventions at Stages 1-4. At this stage the pupil may well be subjected to an extended period in the Achievement Centre or receive a

fixed term exclusion. A change of curriculum may also be considered if several attempts at reintegration have been unsuccessful. All changes implemented will be subject to consultation with parents/carers. A Student Support Plan or Pastoral Support Plan may also be offered at this time.

**(Pupils at this stage should be given a grade of 3 on P2S for Behaviour)**

Pupils may also be directly referred to the Achievement Centre for acts which affect the health and safety of other pupils or are deemed to be a serious breach of the school rules such as verbal abuse of staff/pupil and bullying. (See anti-bullying policy)

### **Fixed Term Exclusions**

The Principal has the authority to exclude pupils guilty of misconduct or gross disobedience as outlined in Statutory Exclusion Guidance (2012) of reasons for exclusion. The fixed period of time will be determined by the nature of the incident.

- In all cases the incident will be investigated before the exclusion begins.
- Parents will be informed in writing of the exclusion. Information regarding the right to appeal will be contained in the letter.
- Pupils will have the opportunity to respond to the allegations.
- A plan for reintegration will be established and work will be provided for the pupil whilst they are excluded.

### **Permanent Exclusion**

The Principal has the authority to permanently exclude pupils for violation or gross misconduct. Examples of these acts include, but are not limited to: physical assault against a pupil, physical assault against an adult, verbal or threatening behaviour, drug dealing and persistent disruptive behaviour. In all cases the incident will be investigated before the exclusion begins.

- Parents will be informed in writing and asked to attend a meeting with one, or both, of the Principal, Vice Principal or Assistant Vice Principal.
- Pupils will have the opportunity to respond to the allegations.
- Procedures for appealing against the exclusion will be explained to the parents.
- A letter will be sent to parents confirming the permanent exclusion, including reasons for exclusion.
- The Pupil Discipline Committee will be notified of the Principals decision and a meeting will be convened, where parents are invited to discuss the case.
- If the decision is upheld a formal letter will sent to parents and the LA.

### **The use of the Achievement Centre to support mainstream Teaching and Learning**

The Achievement Centre may be used to support the learning of pupils away from mainstream lessons for the following reasons;

- academic performance: evidence of under-achievement in one or more subject areas
- attendance and/or illness: a poor attendance record or unavoidable absences through a confirmed medical condition
- behaviour: documented incidents of lack of co-operation and disruptive behaviour impacting upon their learning and at times, that of other pupils.
- re-integration following a fixed term exclusion
- whilst an investigation takes place that may involve the pupil

### **The use of Student Support and Pastoral Support Plans**

Student Support Plans (SSP) may be used as a short term measure in order to improve a pupil's behaviour and attitude to learning. An SSP will be initiated by the pupils Progress Leader as a six week intervention, which the Assistant Progress Leader will lead. The SSP will have clear targets for the pupils to meet and this will actively involve the pupils' parents/carers.

A Pastoral Support Plan (PSP) may be initiated upon unsuccessful completion of the SSP or a serious decline in standards. This document will last twelve weeks with a review after six weeks and a final review. If a pupil is unsuccessful in meeting their targets then this may lead to a period of outreach work at a neighbouring school and/or the agreement of a managed transfer to another school and/or the initiation of alternative provision in order to further support the pupil. A review of a PSP may take place sooner if the student is failing to meet the targets set within the plan. The PSP will be initiated by the Assistant Vice Principal for that Year Group and led by the Progress Leader.

### **Behaviour Contract, Exclusions & Governing Body Disciplinary Panel**

There is a right for parents to make representations about all exclusion decisions. For permanent and fixed term exclusions that result in more than 15 days of exclusion in a term, there is a right to make representations at a meeting of the school Governing Body disciplinary panel, which must be held within a 15 school-day period. For fixed term exclusions of between 6 and 15 days, governors must meet if requested by parents and carers. In cases where the exclusion is less than 6 days, parents and carers may make representations to the governing body, but there is no right to a meeting. A behaviour contract and meeting with the governing body disciplinary panel may also be used in order to bring about improvements in behaviour. These will be initiated at the discretion of the Principal after all reasonable steps have been taken to improve a student's behaviour.

### **Positive Conduct Management**

If we are to achieve the above aims, everyone in our community must be encouraged to work together. We are committed to developing a positive climate which places learning as the number one priority and reinforces the need to teach and model good conduct and social skills.

We believe that a strong ethos of achievement and good conduct comes from us all working together within a clear framework. Every member of staff has a responsibility to uphold the procedures outlined in this policy.

## **Pride & Promises for Pupils**

- Arrive in plenty of time and enter the classroom respectfully, greet your teacher and say hello.
- Take out your learning journals and have all your equipment with you (pen, pencil, ruler, compass, protractor and calculator).
- Dress smartly; sit up straight with bags stored in a safe position. Be ready to learn.
- Record the date, title and objective in your workbooks. Please underline all titles with a ruler.
- Show us that you want to learn: get involved in the lesson.
- Take pride in your work: best presentation.
- Respect one another and listen to your teacher and each other.
- Show excellent manners to your teacher and each other.
- Reflect on the lesson today and complete your learning journal.
- Respect your learning environment and leave the classroom tidy.
- Leave the classroom in an orderly manner – say goodbye to your teacher.

### **Classroom Routines**

We should not assume that pupils know how to behave during certain routine times. We need to teach them what sorts of conduct we feel is desirable. We should always give feedback on how pupils are behaving. The classroom routines for Wade Deacon High School will always be:

#### **At the start of the lesson:**

- Teachers should SMILE and model polite conduct
- Classes will be greeted by their teacher on arrival and enter in an orderly fashion
- Teachers will decide where pupils sit. There should be a seating plan
- Pupils will have their Learning Journal available
- All their correct equipment will be available
- A register will be taken during the lesson
- Lesson objectives and challenges will be written on the board

#### **During the lesson:**

- When the teacher talks to the whole class, the pupils must remain silent, listen and concentrate
- If the class is asked a question, pupils put up a hand to answer; teachers must not accept calling out
- Pupils should not wander around the room unless instructed to do so
- Pupils must follow instructions and not refuse to work as directed

#### **At the end of the lesson:**

- Homework will be written by pupils in their Learning Journal



- Pupils to stand behind chairs quietly and ensure the room is tidy before being dismissed
- Staff supervise pupils out of the classroom and prepare to greet the next class

### Core Principles of the Policy

#### Plan for appropriate conduct by:

- balancing correction with positive reinforcement: praise and encouragement
- establishing **consistent** rewards and sanctions by making the boundaries clear
- using the **language of choice** to teach pupils to take responsibility for their actions
- planning to use language that is positive and motivational
- planning alternatives to confrontation, such as speaking quietly
- using non-verbal language effectively
- knowing how to get help when necessary
- making lessons engaging; use a fast pace and a variety of strategies and learning styles.

#### Plan for inappropriate conduct by:

- all members of staff using language of choice.
- plan what the consequences of inappropriate conduct in the classroom will be and **carry them out** if the wrong choice is made
- plan alternatives to confrontation and try and avoid raising your voice too much.
- Finally, **SMILE** to diffuse difficult situations.

**Staff should use various de-escalation techniques as appropriate to the situation, for example, deflection, humour, open body stance etc.**

#### Separate the conduct from the child:

- make the inappropriate conduct unacceptable, not the child
- do not link poor conduct to the student's personality. Linking good conduct to a student's identity builds self esteem

#### Use the language of choice because it:

- gives children confidence by giving them responsibility
- regards mistakes as a normal part of learning
- has a positive emphasis
- reduces instances of conflict arising from trying to make things happen
- creates an important link between choice and consequence
- helps to empower them as individuals

## Sanctions as a consequence of inappropriate action

- verbal reprimand
- faculty/departmental detention
- report / monitoring cards
- letter or telephone call home
- referral to 2i/c or 3i/c, Subject Leader, Progress / Assistant Progress Leader and then a member of the Senior Leadership Team, using standard referral procedures
- withdrawal from mainstream lessons to Achievement Centre or Personal Tutor
- community service within the school, such as litter picking
- fixed term exclusion
- permanent exclusion

## Rewards

- Wade Deacon uses a bespoke RISE points rewards system that has been created by students and staff.

## Celebration of positive conduct and achievement (see Rewards Policy)

### Actively Build Self Esteem

If experiences in school are constantly negative and unsuccessful, they will undermine the pupil's ability to be successful. Pupils 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. We need to let pupils know that we respect and value them. If we **all** do this it will improve self-esteem. Praise the good choices they are capable of making.

### Examples that all teachers can use on a daily basis in their teaching

- verbal praise
- written praise in exercise books or Learning Journal
- stamps
- display of work
- written commendations
- awarding of RISE points
- commendation letters or postcards sent home
- telephone calls home
- mention in assembly
- names forwarded to Progress Leader or Senior Leadership Team

## Attendance, Illness & Re-integration

When a pupil has been absent from school for an extended period of time through fixed term exclusion, truancy, condoned un/authorised absence or because of a period of illness, the process of learning may well have been significantly affected. A re-integration to school may include a period of time in the Achievement Centre for the vulnerable pupils. In situations such as this, the following steps would apply:

- Progress Leader meets parents to discuss return to school
- Progress Leader will meet with the Vice Principal / Assistant Vice Principal to discuss the situation
- If withdrawal to AC is appropriate, the Vice Principal/Assistant Vice Principal will agree the extent of the withdrawal with the tutorial support team
- A progress report will be given to Progress Leader and appropriate Subject Leader during the pupil's time in the AC
- On leaving the AC and returning to mainstream, a monitoring system will be agreed with Progress Leader to gauge the success of the reintegration
- Copies of referrals, updates and monitoring system will be placed on file
- When a pupil is working in the AC, appropriate work must always be set by the mainstream class teacher responsible for that pupil.

## Bullying

- Wade Deacon High School is committed to preventing all forms of bullying. We will work hard to ensure that bullying plays no part in our community by proactively dealing with all students, their families and staff to eradicate and promptly address all reported incidents. **We have an anti-bullying policy which should be referred to for guidance.**

## E-Safety

- Pupils are expected to follow all E-safety precautions at all times. It is against the law in the U.K to use a mobile device and social networking sites to frighten or upset people. Please be aware that electronic devices may be confiscated if there is reasonable suspicion that they may contain inappropriate material. Cyber-bullying is taken very seriously and could involve police involvement. Please refer to Acceptable Use Policy.

## **Movement around the school**

- We always encourage a calm and purposeful environment. We believe being polite and courteous is important. Pupils should move around the school site in an orderly manner that supports a calm atmosphere and respects the health and safety of others.

## **Dining Halls**

- Food and drink should only be consumed in the designated areas. Litter must not be dropped anywhere inside or outside the school site and we ask all members of the school community to take care to keep the school clean and tidy. Plenty of bins are available and pupils are expected to take responsibility for their areas and pick up litter in and around their immediate vicinity.

## **School Trips & Educational/Sporting Activities:**

- School trips and sporting activities are a privilege for pupils and they are representing the school at all times during these occasions. Attendance on school trips and the chance to represent the school will be subject to sanctions in line with this policy. If the school feels that a pupil's poor behaviour or poor attitude to learning is a concern then the pupil may not be able to attend school trips or represent the school in sporting or other extra-curricular activities.

## **Poor Behaviour outside the School Gates**

- Teachers have the statutory power to discipline pupils for misbehaving outside of the school premises. Section 89(5) of the Education and Inspections Act 2006 gives teachers statutory power to regulate pupils' behaviour in these circumstances "to such an extent as is reasonable." At Wade Deacon we will impose reasonable sanctions for any pupil taking part in a school trip, travelling to and from school, wearing school uniform or in some other way identifiable as a pupil at the school. This may also apply to pupils that pose a threat to another pupil or member of the public or could adversely affect the reputation of the school. These incidents will be subject to thorough investigation. Consequences will be imposed that are deemed reasonable in all circumstances.

## **Detentions**

- Teachers have the legal power to put pupils in detention. Teachers will follow the school's procedure on detentions and where a detention is outside school hours we will endeavour to give parents 24 hours' notice due to safeguarding and travel considerations. Lunchtime and breaktime detentions do not need prior notification of the parents. We will allow reasonable time for pupils to eat, drink and use the toilet. We ask that parents support the school in the sanctions put in place to correct poor behaviour.

## **Use of Reasonable Force**

- The legal provisions on school discipline also provide members of staff with the power to use reasonable force to prevent pupils committing an offence, injuring themselves or others or damaging property. Please refer to Use of Reasonable Force in schools. DfE (July 2013)

## **Searching, Screening & Confiscation**

- Items which may be searched for without consent may include knives or weapons (made or adapted), alcohol, illegal drugs, fireworks, pornographic images and stolen items. Wade Deacon also enforces a strict ban on tobacco, e-cigarettes and energy drinks which have a detrimental effect to school discipline. School staff can search pupils with their consent for any item if the pupil agrees. School staff may also search and confiscate electronic devices, such as mobile phones, if there is reasonable suspicion that it may contain offensive or inappropriate material which has been, or is likely to be used to commit an offence. Please refer to Screening, searching and confiscation, DfE (January 2018)
- Whilst it is good practise to inform parents or guardians that there will be a referral made to the police, advice will be taken from the police if it is felt that a school representative needs to act as appropriate adult. The school is not obliged to inform parents before a search takes place or to seek their consent to search their child.

## **Working with the Police**

- The school will provide all necessary support and information to assist the police in any investigation involving our students. It is the responsibility of parents and carers to inform the police in matters such as assaults / fights that may take place in school. The usual school protocol will be followed should these incidents occur. The school will contact the police with safeguarding issues that warrant police involvement.