

# Behaviour for Learning Policy

## Principles

Lord Grey School is a large community. In order for the school to be a safe and calm learning environment for us all we have firm rules which all students have to respect for the good of everyone.

Good behaviour and effective learning go together. Just as we teach and model effective learning in subjects of the curriculum, it is essential that we model and teach the excellent behaviour for learning we expect our students to display.

The Behaviour for Learning policy provides a clear set of expectations for those who belong to our school community and a framework of consequences relating to sanctions and rewards.

The main aim of the policy is to promote excellent behaviour throughout the school community so that:

- Every student will be able to improve significantly on his/her previous best
- Every student will learn to become an effective, independent, self-motivated learner
- Every student will develop the confidence and expertise in literacy, *numeracy* and communications skills to do well in all areas of learning
- Every student will be able to take advantage of the school's distinctive identity as a secondary specialist school for languages and humanities.

### **The Behaviour for Learning Policy sets out to:**

- Define expectations with regard to behaviour for learning clearly to staff, students, *parents/carers*
- Recognise that praise plays a very significant part in improving behaviour for learning and define a clear, common rewards system
- Presents a series of consequences and sanctions which follow if students display unacceptable behaviour.
- Provide a clear system for monitoring and tracking behaviour for learning at whole school and individual levels.
- Make clear the roles and responsibilities of all staff in managing and implementing rewards and sanctions
- Make clear the links between the school procedures and the criminal justice system, where appropriate.

# Expectations

## Staff Code for Learning

Students can expect staff to create and sustain a positive, supportive and secure environment and well prepared stimulating lessons to generate good behaviour and earn respect.

### Students can expect:

- The teacher to arrive to the lesson on time
- Lessons and resources to be well planned
- The teacher to establish a clear routine at the beginning of the lesson for entry to the classroom, uniform checking and organisation of the teaching space – including a seating plan (*Drama/PE exceptions*)
- The register is taken
- The teacher to settle the class and announces the lesson has started.
- The teacher to recap on previous learning and highlights the learning objectives at the start.
- The teacher to follow the consequences system clearly and calmly, where students do not follow instructions.
- All lessons to begin with a starter activity and end with a plenary which refers to the learning objective
- Lessons will offer a variety of learning styles to accommodate the needs of all students.
- Rewards and praise for significant learning
- The teacher to establish a clear routine for the end of the lesson including: collecting all equipment; checking desks and walls for graffiti; removing any litter; asking all students to stand behind their chairs, where appropriate, and dismissing the class with a positive comment.
- The teacher to explore different techniques to engage all learners into the lesson.
- The teacher to make a commitment to progress the learning of all students in the class

### Students can expect staff to avoid:

- Humiliating the student – it breeds resentment
- Shouting – it diminishes you
- Over reacting – the problems grow
- Blanket punishments – the innocent will resent them
- Over-punishment – keep your powder dry, never punish what you can't prove
- Sarcasm – it damages your relationship
- *Removal from class unless officially referred.*

**Should problems occur, students can expect staff to:**

- Avoid confrontation
- Listen to the student
- Establish the facts
- Judge only when certain
- Use punishments sparingly and consistently
- *Mediate with them to discuss/resolve problems*

**Student Code for Learning**

Lord Grey School is a large community. In order for the school to be a safe and calm learning environment for us all we have firm rules which all students have to respect for the good of everyone.

The main aim of the policy is to promote excellent behaviour throughout the school community so that:

- Every student will be able to improve significantly on his/her previous best
- Every student will learn to become an effective, independent, self-motivated learner
- Every student will develop the confidence and expertise in literacy, *numeracy* and communications skills to do well in all areas of learning
- Every student will be able to take advantage of the school's distinctive identity as a secondary specialist school for languages and humanities.

Lord Grey is a learning community where adults and students have the right to spend each day in a safe, secure environment and where all are treated with respect. These basic rules are there to make our school a better learning environment for everyone.

*I will make learning my priority by:*

- Arriving at lessons on time
- Bringing the equipment I need pens, books, PE kit, planner
- Wearing the correct uniform throughout the day, removing caps and jackets
- Entering the classroom calmly and following the instructions of the teacher
- Sitting in the place allocated by the teacher according to the seating plan.
- Putting away anything not required for the lesson (including bags, coats, electronic equipment, food, drink, including chewing gum)
- Taking an active part in learning through engaging with the activities set by the teacher and doing my best
- Respecting my own learning and that of others and being silent when requested

- Always recording homework in my planner and completing my homework on time

***I understand that if I follow the Code of Learning, I can expect to be rewarded for good learning in the following ways:***

- *I will receive regular praise from my teachers*
- *Teachers will communicate with my parents, through my planner.*
- *I will be rewarded with credits, commendations and distinctions*
- *I will be entered into the Rewards Prize Draw*
- *My successes will be celebrated at the Presentation Day and other school events*
- *My successes will be communicated to my parents through Subject post cards being sent home, Parents' Evenings, the Newsletter and special events*
- *I will receive House points which will contribute to the whole school house competition.*

**I will help to create a safe school environment which respects the rights of others by:**

- Listening to members of staff and following instructions politely and calmly
- Walking on the left and not running or shouting when moving around the school
- Going straight to my lessons and holding doors open for others when the corridors are busy
- Not damaging school property, defacing the building with graffiti, dropping litter or spitting
- Not insulting, undermining or swearing at any other student, visitor or member of staff
- Not rushing, fighting or physically abusing any other student, visitor or member of staff
- Not using language or actions that discriminate against any other person or group of people because of their race, religion, gender or sexuality
- Leaving the school site by 3.30pm unless involved in after school activities

**I understand that there will be consequences if I do not observe these rules.**

## Rewarding Learning

Praise plays a very significant part in improving behaviour for learning. Recognising achievement in various high profile ways at classroom, team and whole school level will have a significant impact on behaviour for learning.

### Classroom learning

Clearly, the ideal opportunity for students to receive praise will be through the formative feedback students receive based around the Learning and Teaching Policy. Students should receive regular feedback through marking, classroom interaction and reports.

At classroom level, across all the year groups, there is a requirement to have a coherent, progressive and easily understood rewards system in place. The system is focussed around the role of the Form Tutor

*In the classroom, the teacher may wish to praise achievement quickly and easily to show instant recognition of good work. This can be done by completing a "Good Note" for praise and a "Bad Note" to communicate a negative issue.*

*Additionally, a teacher may wish to recognise learning at a higher level and give a student a Credit. This maybe for a learning achievement that has taken place within your subject area. (Outstanding homework, good contribution to discussion or group work, the student may have really excelled in a piece of work, above their usual level of performance).*

A member of staff will issue the student with a Credit. Should a student receive 5 credits, they would receive a commendation, a larger certificate issued by their Form Tutor and should be recognised in year assembly. Should a student receive 10 commendations, throughout the year, the student receives a Distinction. This will be presented to the student at the Presentation Ceremony.

A single piece of outstanding learning	= 1 Credit
5 Credits	= 1 Commendation
9 Commendations	= 1 Distinction

For every credit issued a house point will be awarded.

So that the currency of rewards are maintained, and do not get devalued, all staff need to use The Rewards System consistently.

If a student is performing particularly well within a subject, the Faculty staff can send home a Faculty Postcard which celebrates particular success in a subject. Each Faculty will have a distinctive post card. Faculties should send this home when a student has received 10 credits in a particular subject.

As the Credits are written on 2-layered carbon paper, the student receives the top layer. The student takes the top layer to their Form Tutor, who logs the date and subject and issues a Commendation when they have received 5 credits. The Form Tutor also takes the Credit from the student to enter in The Prize Draw. At the end of each term there will be a special assembly during which the winning “tickets” (credits) will be drawn. There will be five £10 prizes per year group and one £50 prize per Key Stage. Pupils select where they want the voucher from and they receive the actual voucher later. The bottom layer is kept in the Faculty until the information has been stored on CMIS, to provide central records.

### **Celebrating Learning in the wider school and community**

Should students achieve at the team or school level their achievements should be celebrated through the assembly rota, the weekly newsletter and through the celebration events throughout the year. These events are already well established at Lord Grey and may change from year to year.

The House System Policy and the Attendance Policy provide further opportunities to celebrate individual or team successes.

# Sanctions

## The consequences of not following the Code for Learning

When students do not follow the Code for Learning or break school rules, there will be consequences. These consequences are at three stages.

- 1). The class teacher or individual member of staff deals with the issue and implements the necessary sanction.
- 2). The Head of Faculty (Dept) or Head of Year deals with the issue and implements the necessary sanction
- 3). The Senior Leader or Headteacher deals with the issue and implements the necessary sanction.

An “on-call” team will patrol the school during the teaching day. The “on-call” team will consist of a senior member of the pastoral/faculty team/*teaching assistant* or the Senior Leadership Team. There will be opportunities for other staff occasionally to “cover” on-call for professional development and to ensure coverage is always maintained.

## Behaviour in Lessons

### Stage 1

- If students break the “Code of Learning” they will receive a verbal warning from a member of staff. Each warning must be made clear to the student together with a clear reminder of the expectations of the Code of Learning. *A “Bad Note” maybe applied at this stage and noted in the student’s planner.*
- The situation is resolved by the student modifying their behaviour in line with the Code of Learning, apologising, stopping the poor behaviour, redressing the situation.
- If the student fails to respond to two clear verbal warnings on the third warning Stage 2 of the sanctions are triggered.

### Stage 2

- If a student is warned a third time they should be “timed out” to another room in the curriculum team as defined by each team’s “shadow referral” timetable (published by the end of the first week in Sept term and pasted to each desk in the curriculum area). Students should be given a “Referral Slip” top copy, completed with reason for being timed out, the location of the where the student is being sent, the reason for timing out, the nature of any further action required (3 options – no further action, ½ detention, 1 hour detention). The bottom copy of the

slip is passed to the Head of Faculty who will charge a Teaching Assistant to log onto CMIS.

- After a student has received 3 “timed out” sanctions within a curriculum area, the curriculum team are charged with contacting parents and placing the student on a Faculty Report to closely monitor progress and target improvements. The date of parental contact, the summary of the student’s reaction to the report must be logged on CMIS. The Head of Faculty initiates a dialogue with the Subject Teacher on how the behaviour exhibited by the student can be ameliorated. Lesson plans may need change to provide alternative learning and teaching methodologies that may result in an improved learning engagement in the classroom.
- If a student modifies their behaviour in the curriculum area they are given an opportunity to continue without further interventions.
- If the student does not respond positively to the report, parents are invited to school, and in conjunction with the student are asked to sign a Faculty Behaviour Contract, *leading to the instigation of a Faculty Report for 2 weeks*.
- If the student breaks the Behaviour Contract, the Head of Faculty liaises with the Head of Year to organise further action.
- If a student refuses to move to the “timed out” room “on call” should be notified to remove the student, to the Inclusion Unit. Students sent to the Inclusion Unit will be set a 1 hour detention, and a letter will be sent home to parents by the administrative team
- Weekly data will be produced of all students being sent to the Inclusion Unit and made available to Head of Faculty, Heads of Year, the Special Needs Team and the Senior Leadership Team
- If students have been timed out or sent to the Inclusion Unit, the Heads of Faculty/*Subject Teacher* are responsible for arranging mediation meetings.

### **Stage 3**

- If a student has been “timed out” in more than 3 different curriculum areas, the Head of Year, working in liaison with the Form Tutor, will contact the student’s parents and place them on a Form Tutor report for 2 weeks. The date of contact with the parents and outcomes of this intervention are recorded on CMIS.
- Should the student not respond to the report to the Form Tutor, they are referred to the Head of Year for a further 2 weeks. Recorded on CMIS.

- Should this not modify the student's behaviour, parents are required to come to school and, in conjunction with the student, sign a Behaviour Contract which requires the student to modify their behaviour.  
Recorded on CMIS
- If this does not work, a PSP is organised. Staff will be informed and should ensure they are fully conversant with the plan, so as lesson plans can be adapted. The SEN team will be fully involved, providing advice on contacts with external agencies. Alternative curriculum combinations maybe considered, planned in consultation with the Head of Year, Head of Upper School and the Deputy Headteacher. Parents are fully involved in this planning, which may also include Alternative Provision, or exclusion, where necessary.

At each of the above stages it is imperative that parents are contacted by the member(s) of staff who is intervening. Whenever contact is made with parents a small note should be put on CMIS so as we can track all student information. Furthermore, once parents have been contacted there is a higher likelihood that the student behaviour can be modified. Parents need to be informed of:

1. The date and time of any incidents
2. The action you have taken, or will be taking
3. The school expectation for improvement

This should be formalised in a letter, whenever possible.

### **Behaviour in the School Community, when students are not in lessons**

All staff should insist on responsible behaviour which complies with the Code of Learning. When asking students to modify their behaviour in the wider school community, all staff should do this in a clear calm way with firm voice and eye contact. Staff should always do this in a way which is clear about expectations but does not use derogatory, aggressive or demeaning verbal or body language (i.e. standing toe-to-toe with the student, with your face close to that of the student).

The same system of warning applies as above. When the student does not respond, the "on-call" team should be alerted to follow up the incident.

#### **On-call**

"On-call" is a whole school monitoring system. Staff who are "on call" patrol the school and visit classrooms during lessons. On call should be contacted, via Student Services only when,

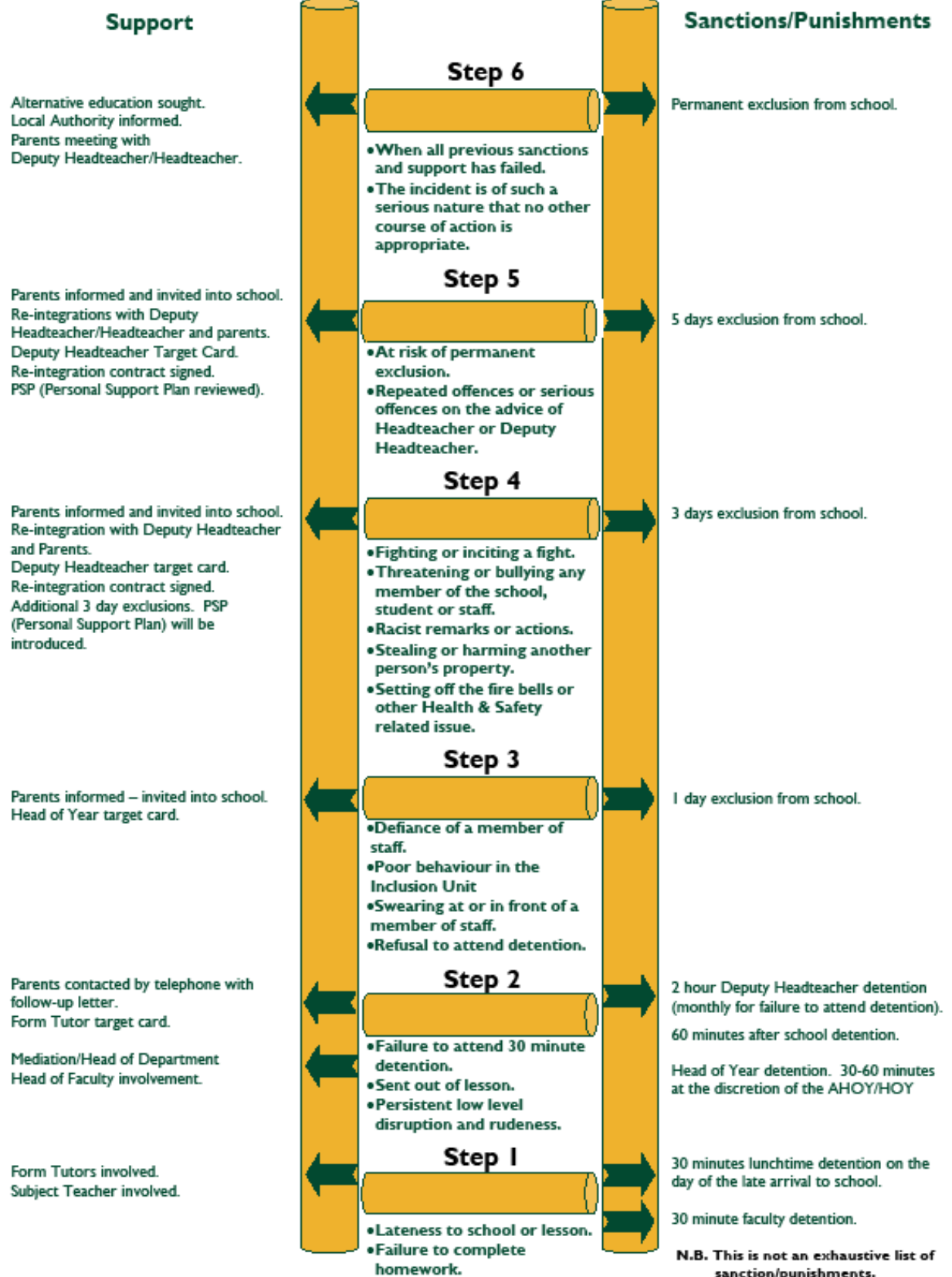
1. A student refuses to follow timed –out procedures
2. A student disrupts learning in the classroom they have been moved to after being timed out

3. A student's behaviour is so serious a breach of the Code of Learning and may lead to a fixed-term or permanent exclusion, as defined below
4. There is a serious incident during break and lunch-time

### **The Inclusion Unit**

1. "On-call" staff can take students to the Inclusion Unit
2. A 1 hour detention will be set every time a student is sent to the Inclusion Unit. This is followed up by a letter that gets sent to the parents indicating that their child has need to be removed from their class. *Administration for this will be completed by the Detention Administrator.*
3. Students will be referred to the Special Educational Needs team to develop a behaviour-based IEP if they are taken to the IU twice in a four week period.
4. Students will have a fixed term exclusion if they are taken to the Inclusion Unit four times in a four week period.
5. Internal exclusion students can be placed in the Inclusion Unit by the Head of Upper School and the Deputy Head Pastoral.
6. There should not be more than 7 students in the Inclusion Unit. Should there be more space required internal exclusion students will be transferred to the SLT IU+ rota.
7. All students who have been sent to the Inclusion Unit must be recorded on CMIS on entering the room by the teacher supervising the IU.
8. All students entering the Inclusion Unit should be given an opportunity to reflect on their actions by completing a reflection form.
9. The member of staff on-call bringing the student to the Inclusion Unit should stipulate the amount of time the student needs to be held.
10. Student Services staff will be informed to arrange appropriate work.

# Consequences Ladder

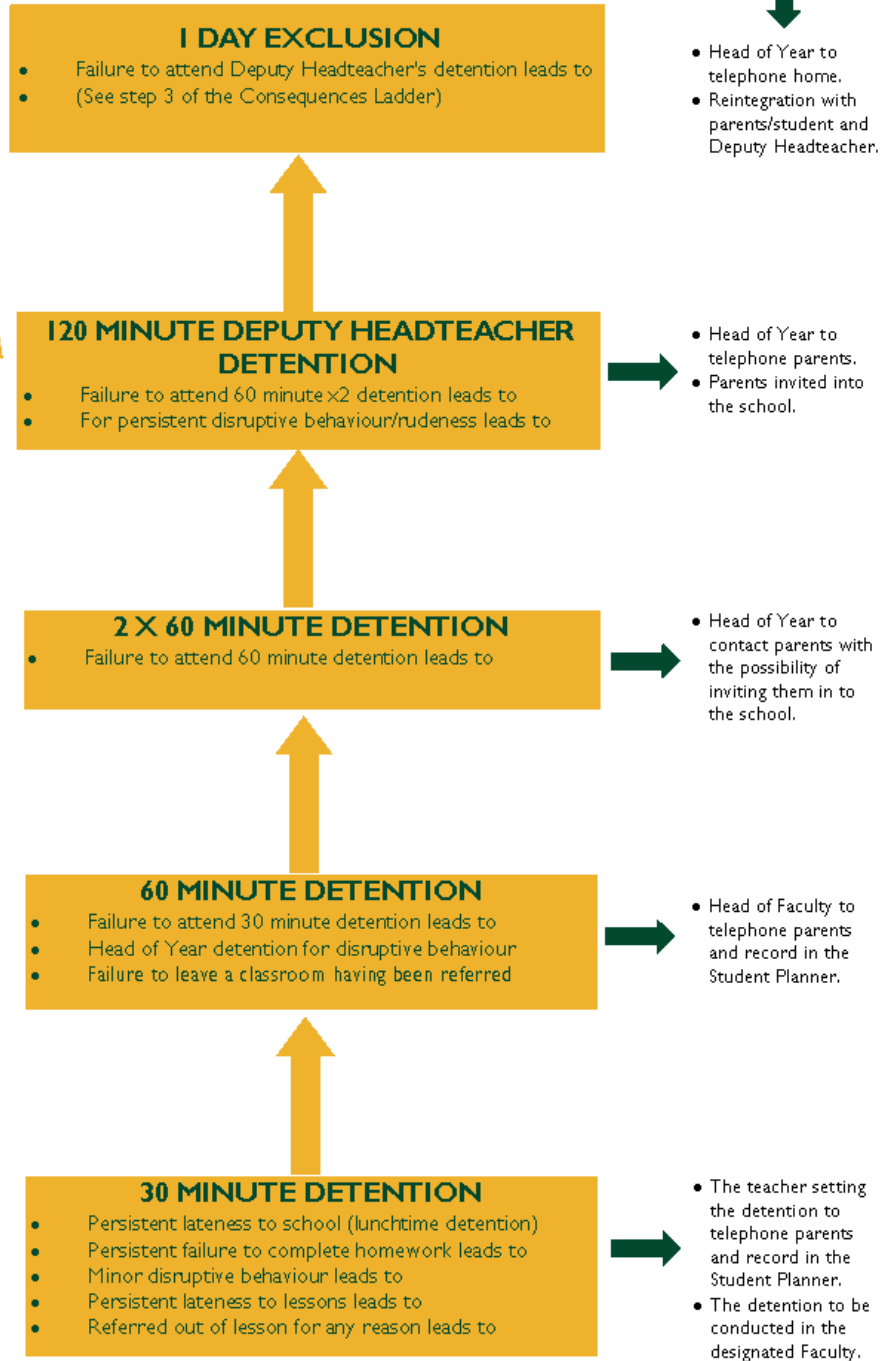


**N.B. This is not an exhaustive list of sanction/punishments.**

## The School Detention System

# Detention System

INCREASINGLY SERIOUS CONSEQUENCES



All Sanctions/Detentions will be recorded on CMIS

# DETENTIONS

**Use 'Professional Judgement'**

**Faculty Issues –**

- No homework
- Not enough work in lesson
- Minor disruptive behaviour
  - o low level talking
  - o throwing something across the classroom
- Persistent lateness

} No referral slip written

Teacher to phone home, email or record in planner.  
Teacher to record on CMIS and on Faculty sheet  
**½ hour Faculty Detention**

**Referred Out Of Lesson – referral slip written**  
(Action depends on the reason)

Persistent

- o Minor - 'irritating behaviour'
- o Not minor - defiance swearing

→

↓

Send student to shadow referral room

½ hour Faculty detention

- Teacher to record in student planner or phone home ↓  
Form tutor to monitor
- TA to log on CMIS and on Faculty sheet
- No letter to be sent home

TA TEAM NOT TO PHONE HOME

Head of Year detention  
Email HOY / AHOY

- TA to log on CMIS
- HOY / AHOY to phone home and set detention

**Missed Faculty Detentions**

- o Register to be taken (from Faculty sheet)
- o Check for school absences - Reset for Faculty detention if student is absent from school

*1<sup>st</sup> missed*    reset for Faculty detention

*2<sup>nd</sup> missed*    TA to move student to next step  
Central Admin to send letter home informing Of 1 hour after school detention.

→

Email Central Admin & HOY / AHOY  
1 hour detention  
Thursday with SLT  
(Whole school detention)

- ❖ If in doubt at any step let everybody know – 'Over-Communicate'
- ❖ Period 5 issues are pastoral and should be referred to HOY / AHOYs
- ❖ Form tutors and HOY / AHOYs are to monitor multiple detentions

### **Fixed-term Exclusion - 3 days or more**

The following types of behaviour are unacceptable in school:

- fighting or inciting a fight
- threatening or bullying any member of the school community (pupils or staff)
- racist remarks or racist actions
- stealing or harming another person's property

### **Sanction / Punishment**

Such behaviour will lead to **at least** 3 days exclusion. Severe or repeated incidents may lead to a substantially longer exclusion or permanent exclusion. The governing body and the local education authority are informed of your exclusion and the exclusion goes on your school record.

### **Exclusion from School - 1 day or more**

The following types of behaviour are unacceptable in school:

- refusal to follow instructions to stay in the Inclusion Unit
- challenging the authority of a member of staff, e.g. arguing rudely or loudly
- swearing or using foul language at or directly in front of a member of staff
- walking away from a member of staff when being spoken to
- defiant refusal to attend detention
- using mobile phone or camera to capture images of school activities without permission.

### **Sanction / Punishment**

Such behaviour will lead to **at least** one day exclusion. The governing body and the local education authority are informed of your exclusion and the exclusion goes on your school record. In repeated or extreme cases the exclusion will be for longer.

These lists are indications of the types of behaviour which lead to exclusion: they are not exhaustive and at the Head's discretion other behaviours will also lead to exclusion. Parents do of course have a right of appeal against exclusion to the governing body and the Local Education Authority.

### **Permanent Exclusion**

These offences will normally lead to permanent exclusion

- Carrying an offensive weapon
- Dealing or supplying drugs and/or other illegal substances
- Physical violence towards a member of staff
- Arson
- Extortion
- There will be occasions when violence towards another student or bullying could lead to permanent exclusion.

## **Tracking Behaviour for Learning**

The school has invested heavily in the management information system, CMIS. One of the functions of this system is to provide accurate records of students' positive and negative behaviours at school. In combination with the Workforce Remodelling agenda, namely, the increase in the hours Teaching Assistants provide to Faculties, Lord Grey has the resources in place to ensure that every student has a holistic record of their behaviours in school. It is essential that all staff keep accurate records of interventions so as any action taken is based on sound information. To support the ICT based systems there are also key pro forma which should be used when recording or referring students to Heads of Faculty, Heads of Year or Senior Leaders.

## **Liaison with the Criminal Justice System**

The school will work closely with the police to establish the appropriate response to breaches of the Code for Learning. Students may find themselves subject to a criminal, as well as a school based investigation and in exceptional circumstances may find themselves facing consequences under the criminal justice system.

The protocols for involving the police in an investigation of an incident must involve the Deputy Headteacher Pastoral/Headteacher in all instances. This will ensure all parties are fully informed regarding serious incidents of disorder.