



WORLE COMMUNITY SCHOOL

Behaviour for Learning Policy

January 2016

Aims

- To enable all staff to manage student behaviour effectively, so that teaching and learning can take place in a safe and secure environment.
- To ensure there is consistent implementation of sanctions for disruptive behaviour in addition to regular praise and recognition of good behaviour and conduct.
- To reduce the number of fixed term and permanent exclusions.

In order to ensure students in the school behave in an appropriate way, showing respect, good manners and courtesy at all times, it is imperative that staff in the school act as good role models. All staff must act in a professional manner at all times in addition to ensuring any inappropriate behaviour from students is dealt with immediately, consistently and by using the school policies and systems. Every member of the school community has a responsibility in ensuring this happens.

Leadership Team

- Are a visible presence around the school.
- Check that students move around the school in an orderly fashion.
- Monitor behaviour outside of the school grounds within the local community.
- Check the building is clean and well maintained.
- Regularly praise the performance of staff.
- Take appropriate action to deal with poor teaching or staff who fail to adhere to the Behaviour Policy.
- Celebrate success at every opportunity.
- Monitor the amount of praise, rewards and sanctions given by staff and ensure that staff praise good behaviour and work.
- Ensure that staff understand special needs of certain students.
- Build positive relationships with the parents of students with behaviour difficulties.

Teaching and Support Staff

- Meet and greet all students when they enter a classroom, checking they are in the correct uniform as they enter.
- Be outside the classroom at the start and the end of the lesson.
- Monitor movement around the school in between lessons and at break and lunch.
- Ensure lessons are well planned and engage the learners.
- Follow through with all sanctions and rewards.
- Have high expectations of all students whatever their abilities or needs.
- Follow all the correct steps of the Behaviour for Learning policy when dealing with inappropriate behaviour in class.
- Log all incidents (positive and negative) on student's records (Sims).
- Give regular feedback to parents/carers.



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Use of the Behaviour for Learning Policy (Low level disruption in lessons)

All teaching and support staff need to adhere to the BFL Policy (Levelled step approach) to deal with disruptive behaviour in class. This is when a student's behaviour in class impacts on the teaching and the learning of the other students.

Level 1 - Warning to the student

Level 2 - Removal of the student from the class (5 minutes), followed by reintegration after the expectations have been reset by the teacher.

Level 3 - Parking: The student is parked in an alternative class (as highlighted by the relevant departmental Parking Rota).

Level 4 - Call Out: Student is removed from the class for continued disruption and is taken to work in isolation.

In all incidents above the teacher must log the details on the school system (Sims) and administer the appropriate sanction.

Incidents are regularly tracked by Heads of Department and Heads of House and any student receiving a Call Out from a lesson receives a phone call home from a member of the Pastoral administrative support staff.

Students who continue to disrupt lessons over a period of time may be placed on Departmental subject report or Pastoral Improvement report. Pastoral Support Planning meetings with parents can be arranged and, following several external exclusions, reintegration meetings with/without Governors will take place. In extreme circumstances students can be placed on Behaviour Contracts.

DFE Guidance also allows school's to issue Penalty Notices to Parents/Carers if their child's behaviour does not improve despite support mechanisms put in place by the school and external agencies.

Detentions

All detentions must be logged on the school system (SIMS) so that they can be tracked.

Detentions will be highlighted on teachers registers and on students timetables.

All teachers are expected to remind students of their detentions and in the case of Departmental detentions they are permitted to deliver that student to the relevant detention area of the school. In all cases Parents/Carers are to be notified of the detention that has been set.

The procedure for detentions in the school is as follows:

- Individual teacher detention
- Departmental detention
- School detention



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If a student fails to attend a School detention they will be placed in the Internal Exclusion Room for one day.

Internal Exclusion Room

The Exclusion room is by referral only. Heads of Department, Heads of House and Leadership Team members can make referrals to the Exclusion room.

Students can be placed in the Exclusion room for a maximum of three days (unless pre arranged with parental support). If a student is placed in the Exclusion room, parents/carers will be notified in writing by the Personal Assistant to the Pastoral Assistant Head Teacher.

Students placed in the Exclusion room will be expected to remain in the room from 8.30am – 4.00pm and will be supervised at all times. Lunch arrangements will be as normal and students will be escorted to collect lunch if that is required.

Students will be provided with work that is aligned to their relevant subjects being studied and will reflect Schemes of Learning.

Any student who causes disruption in the Exclusion room risks being excluded externally with the decision being made by the Pastoral Assistant Head Teacher/Head Teacher.

External Exclusion

Any external exclusions will be immediately notified to parents/carers after the decision has been made by the Head Teacher/Assistant Head Teacher or Head of House (Extended Leadership Team member). For External exclusions, please see Exclusion Policy.

Redwing Centre (Alternative Provision Centre)

For students who, despite all of the above sanctions and interventions already attempted, continue to disrupt lessons and the normal school day, it may be appropriate to refer them to the Redwing Centre for a specified period of time. This will allow the student to receive a bespoke education which is relevant to their needs, where they can still access core education, but also receive the support and mentoring required to allow them back into mainstream lessons.

Managed Moves

In certain circumstances, when all support mechanisms have failed to make an impact on a student's behaviour in school, a managed move to another school may be negotiated. This move would be set up by the Pastoral Assistant Head Teacher following discussions with colleagues at neighboring schools. In order to proceed with a managed move the school must have parental/carer support and permission.



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Managed moves can last between 6-12 weeks with the focus on the student receiving a fresh start at the new school, although remaining on roll with the 'parent' school until the trial period ends.

Searching Students

Teachers have the powers to search students or their possessions, without consent, where they suspect the student has a prohibited item.

Prohibited items are:

- Knives or weapons
- Alcohol
- Illegal drugs
- Stolen items
- Tobacco and cigarette papers
- Fireworks
- Pornographic images
- Any article that has been, or is likely to be used to commit an offence, cause personal injury or damage to property.

The following items are prohibited by the school and can be removed from students during the school day. These items can be collected from the office at the end of the school day.

- Mobile phones
- Energy drinks*

*Energy drinks, such as Monster, Relentless and Red Bull are deemed unsuitable for children to drink as they can cause serious health conditions in addition to having a detrimental effect on concentration and therefore learning in lessons.

Sanctions for Issues outside of school premises and hours

The Head Teacher/Assistant Head Teacher for Behaviour and Safety has the option to sanction any student acting in an inappropriate manner outside of the school grounds and/or not during school hours.

This would fall under the category of 'bringing the School name into disrepute'.

Examples of this would be students acting inappropriately outside the school grounds whilst wearing school uniform. This could be on the way to, or on the way home, from school.

In most cases, students' poor behaviour outside of school grounds/hours, would potentially initiate liaison between the school and the designated Police Community Support Officer (PCSO) for the school. If the decision were to be taken for the PCSO to talk to a student, parental consent would always be requested.



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All students are expected to behave appropriately in the local community, whether during school hours or not, in uniform or not and should consider the message it would give to the public if they were to be associated with the school.

Issues during break and lunch time in school

Supervision of students during the school day is paramount in ensuring all students are kept safe around the school.

Teaching staff, Extended Leadership team members and School Meal Supervisory Assistants are all on duty during break and lunch. Areas such as the fields, the restaurant, social areas and external play areas are all supervised every day so that students can socialise and relax in a safe environment.

Staff are also issued with communication devices so that, in the case of an incident in the school, staff are able to deal swiftly with any issue.

Use of reasonable force

There is no legal definition of reasonable force. The use of any degree of force is unlawful if the circumstances do not warrant it. Any force should be the minimum needed to achieve the desired result. as explained in the DfE guidance entitled 'Reasonable Force Advice - Reviewed July 2015'. All staff have received a copy of this guidance, which can be found by clicking on the following link:

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/444051/Use_of_reasonable_force_advice_Reviewed_July_2015.pdf

Allegations against staff

Allegations of abuse must be taken seriously. Worle School will ensure that we deal with allegations quickly in a fair and consistent way that provides effective protection for the child and supports the person who is subject to the allegation. Every effort must be made to maintain confidentiality and guard against unwanted publicity while an allegation is being investigated. Suspension must not be used as an automatic response when an allegation has been reported. Any student who is found to make a malicious allegation against a member of staff will be excluded from school.

Consistency

All staff at the school are expected to be consistent and professional at all times with the implementation of any aspects of the Behaviour for Learning Policy.

Student and staff behavioural expectations are published in both the student planner and in classrooms around the school. Students are expected to adhere to the Behaviour, Effort, Attendance and Mind Set (BEAM) principle when entering a classroom and engaging in the lesson.



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Staff are expected to challenge and stretch all students in their learning and should demand high levels of work and therefore progress, both in the lesson and over time.

If low level disruption is an issue in class, teachers are expected to deal swiftly and effectively using the school's policy.

If a student is removed from a class for continual disruption of other's learning then they will be supervised in isolation by a member of staff on Call Out duty.

Consistency across all teachers, support staff and departments ensures that all students are dealt with in a fair and supportive manner. Parents need to be involved as best as possible so that the school can work collaboratively to ensure approaches to behaviour management are dealt with effectively and efficiently.

In order to maintain an up to date approach to behaviour management, it is important to regularly review procedures by discussing this with staff (through Faculty/Department/Working Party forums) and also through Parent and Student Voice feedback.

Review Date: January 2017