

Behaviour for Learning Policy

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Last Reviewed Date	Autumn 2020
Adopted by Governors	
Next Review Date	Summer 2021
Signed by Chair of Committee	



Appendix of policy updates following each review

July 2015

Minor amendments have been made to the Behaviour for learning policy to reflect:

- Roosevelt (where students are placed once they have been removed from the rest of the school community supervised) is now known as Isolation
- The names of the additional intervention support agencies.

June 2016

The Behaviour for Learning (BFL) Policy was rewritten for September 2016. It is based on the Positive Discipline approach for managing behaviour.

June 2017

The minor amendments reflect the minor amendments to the PD Handbook

November 2017

The following additions reflect the minor amendments to the PD Handbook following a consultation with staff, parents and students.

- Introduction of an Attitude to Learning (AtL) written warning from January 2018 onwards
- Two homework written warnings in a week for a KS4 student now results in an afterschool detention

January 2018

- Refusal to attend detention results in a day in Isolation and a Headteacher's detention the following day

February 2018

- Two homework written warnings in a week results in an afterschool detention - extended to KS3 students

April 2018

- 2 lates on the gate in a week (after 8.45am) results in afterschool detention

November 2020

- Internal exclusion where applicable may include a student visiting another school within the Trust

Statement of Intent

From September 2016 we reformed our Behaviour for Learning (BFL) Policy to further improve behaviour at Cottingham High School. Our BFL policy was rewritten for September 2016 after significant consultation with students, staff and parents. It is based on the Positive Discipline approach for managing behaviour that has been successfully implemented in a number of outstanding schools.

The **aims** of the policy are:

- to promote high levels of student engagement with all aspects of their learning and to minimise incidents of low level disruption
- to ensure that the efforts of all our students are regularly and consistently recognised through praise and rewards
- to allow students to take responsibility for their behaviour, both in lessons and around the schools site, so that the students, staff and visitors enjoy a purposeful, calm and welcoming environment;

Cottingham High School Expectations

The following expectations apply to all students:

- Come to lessons ready to learn, stay focused and work to the best of your ability
- Follow instructions at the first time of asking
- Take full responsibility for your actions
- Show respect for students, staff and other members of the community
- Arrive on time, in correct uniform and with the right equipment
- Treat resources and the school environment with care and respect

Classroom Rules

- Arrive on time, fully equipped, wearing your blazer or jumper and ready to work for each lesson
- Bring homework on time, every time
- Place your opened planner on your desk
- Engage fully with the starter activity set by your teacher and with all other aspects of the lesson
- Follow instructions from all staff – first time, every time
- Listen carefully when the teacher or another person is talking
- Put your hand up and wait for permission to speak
- Always try your best without disturbing others
- Stand in silence at the end of the lesson with your jumper or blazer on until you are dismissed

Around School Rules

- Be on the school site by 8.45am
- Be polite and show respect for other people
- Do as you are told by all staff – first time, every time
- Wear your school uniform correctly at all times
- This is your school, look after it. Look after property and put all litter in bins
- Eat and drink in the right place at the right time
- Walk around the school sensibly & quietly and arrive to lessons on time

All teaching staff will strive to create a positive climate for learning by ensuring:

- Lessons are well planned, prepared and resourced
- Where possible students are met by the teacher as they arrive and a starter activity is ready for students to tackle
- Expectations laid out in the teaching and learning policy are adhered to in all lessons

- The CHS expectations are modelled frequently by teachers and support staff
- Any failure to meet CHS expectations is addressed assertively, consistently and fairly as set out in the BFL Policy

The use of the Student Planner

Central to the success of the BFL Policy is the Student Planner. This forms the centre of communication between school and parents/carers and provides immediate feedback on a student's attitude to learning both positive and negative. The student planner will serve as the central point of focus for the fortnightly extended tutor period when students reflect on their attitude to learning.

Rewards

All teachers in all curriculum areas must look to recognise, praise and reward all students as a matter of agreed policy. Teaching Assistants and support staff will also be expected to formally praise students whenever it is appropriate to do so.

Students' achievement, effort and behaviour will be recognised and celebrated in the following ways:

- Praise and encouragement
- Fortnightly AHT rewards (during extended PD tutor time)
- Achievement Points/Stamps
- Texts home
- Postcards home
- Ongoing certificates
- Attendance draws
- Celebration assemblies
- Honours Ties
- Award ceremonies
- End of year Rewards Trip

Sanctions

If the BFL Policy is to be successful, it is crucial that when a particular misdemeanour takes place an identified sanction or range of sanctions must follow both in and outside the classroom. The identified sanction is not open to negotiation or debate. This is the key area of consistency. Where a student has a recognised disability that requires reasonable adjustments to be made this will be taken into account. The policy should not be draconian and inappropriately rigid. Consistency and flexibility need to operate in balance but flexibility should not be confused with a lack of challenge and commitment.

Classroom Sanctions

The following stepped consequences or stages will be applied when students fail to follow expectations. Expectations will be displayed clearly around the school and in classrooms. A student will receive clear explanations at each stage.

Stage 1	Verbal warning
Stage 2	1 st written warning
Stage 3	2 nd written warning, moved in the classroom and a 50 minute detention
Stage 4	Faculty Remove and a 50 minute detention
Stage 5	Isolation
Stage 6	Exclusion

Stage 7E xtended periods of Exclusion (Internal Exclusion Plus, Fixed Term External Exclusion or Permanent Exclusion)

Sanctions for Misdemeanours Committed Around the School

If a student chooses to behave in an inappropriate way around school he/she will, as a minimum, be given a written warning with the appropriate code in the Student Planner for that week.

For more serious behaviours the member of staff will liaise with the Pastoral Team and a more severe sanction will be applied.

Typical behaviours which result in a written warning:

- Through the Main Gate after 8.45 or arriving at Tutor Time/Assembly after 8.50
- Lateness/time wasting on way to lessons
- Inappropriate language in general student conversation
- Moving inappropriately around the site
- Littering
- Mobile phone out between lessons (*followed by confiscation until the end of the day*)
- Not wearing blazer/jumper between lessons or being out of uniform unless in summer uniform
- Being in out-of-bounds areas
- Failing to follow one-way systems
- Wearing a hat or hoodie in the school building
- Not wearing a cycle helmet which is fastened, if cycling to and from school

Typical behaviours which result in fast tracking straight to detention:

- Forgetting planner for second time in a term, including failing to return replacement planner to tutor
- **2 written warnings in one lesson for B/D/AtL**
- **6 written warnings in a week**
- Truancy (time owed will be made up over a course of lunchtimes/evenings)
- Fighting, if equal blame on both sides
- Smoking, if first offence
- First offence of bullying/abuse of other students
- 2 written warnings for missed homework in a week
- 2 lates on the gate after 8.45am in a week

Typical behaviours which result in fast tracking straight to Isolation:

- Forgetting planner for a third time in a term, including failing to return replacement planner to tutor
- Vandalised planners e.g. crossing out a written warning, tearing a page out or trying to run two planners
- Refusing to hand over planner
- **8 written warnings in a week**
- **12 written warnings in a week leads to an extra day in Isolation**
- Persistent truancy
- Verbal abuse of staff
- Persistent bullying/abuse of other students
- Smoking, if second offence
- Possessing and circulating inappropriate images of other students

- Fighting, if the aggressor
- Vandalism of student and/or school property
- Refusal to attend afterschool detention (student also goes into Headteacher's detention)

Typical behaviours which result in fast tracking straight to exclusion:

(Note this could be internal, internal exclusion plus or external exclusion or pending consideration of permanent exclusion)

- Actions which put the student, or others, in danger
- Verbal abuse of students or staff
- Racial, homophobic, sexist or other discriminatory abuse or aggression
- Physical abuse of/assault against staff or student
- Malicious allegation against staff
- Indecent behaviour
- Damage to property
- Possession and/or supplying and/or misuse of illegal drugs, alcohol or other substances (eg legal high)
- Theft
- Serious actual or threatened violence against student or staff
- Sexual abuse or assault
- Carrying an offensive weapon
- Arson
- Unacceptable behaviour which has previously been reported and for which school sanctions and other interventions have not been successful in modifying the student's behaviour (see above)
- Defiance and/or persistent refusal to accept school sanctions

This is not an exhaustive list and there may be other situations where the Headteacher makes the judgement that Exclusion is an appropriate sanction.

Internal exclusion may also be utilised as an alternative to an external exclusion. This should not be viewed as a "soft" option and easy alternative to external exclusion. Internal exclusion ensures that students are not at home doing nothing, watching television and falling behind with work. Internal exclusion ensures that students have to tackle work, do not fall behind and have to meet targets that will benefit them academically.

The School's Exclusion Policy explains in detail the following:

- Roles and responsibilities
- Deciding whether to exclude a student
- Permanent exclusions
- Drug related exclusions
- Students making malicious allegations against members of staff
- Fixed term exclusion
- Procedures following a fixed term exclusion
- Lunchtime exclusion
- Reintegration

Alternatives to Exclusion

Alternative strategies to Exclusion are always used if possible; however, the threat of a Permanent Exclusion will never be used as the means to coerce parents to move their child to another school.

Lunchtime Exclusion

Students whose behaviour at lunchtime is disruptive may be excluded from the school premises or kept in isolation for the duration of the lunchtime period.

Behaviour Outside School

Students' behaviour outside school on school business, for example school trips and journeys travelling to and from school, away school sports fixtures or a Work Experience placement is subject to the BFL Policy. Inappropriate behaviour in these circumstances will be dealt with as if it had taken place in school.

For behaviour outside school but not on school business, this policy will still have effect if there is a clear link between that behaviour and maintaining good behaviour and discipline among the student body as a whole. If a student's behaviour in the immediate vicinity of the school or on a journey to and from school is poor and meets the school criteria for exclusion, then the Headteacher may decide to exclude. This is also included in the criteria for permanent exclusion. It should be stressed that incidents of cyber bullying or other on-line behaviours that clearly impact on the welfare and safety of students and staff do come under the remit of "Behaviour Outside School".

Support

It is essential that the school works with parents, Governors and outside agencies to support students who are persistently failing to meet our expectations. **In our experience, when parents and the school work together in partnership, we are most effective in being able to improve student behaviour.**

Pastoral teams will quickly identify students who need support. Pastoral teams may use Support Plans, Behaviour Reports, Individual Behaviour Plans (IBPs), Pastoral Support Plans (PSPs) and intervention from other agencies, such as:

- Social Mediation and Self-help East Yorkshire (SMASH)
- The Mental Health and Wellbeing Service
- Youth and Family Support Service (YFSS)
- Child and Adolescent Mental Health Service (CAMHS)
- Pupil Referral Units
- School Nurse Service
- Early Help and/or the Safeguarding Hub (EHASH)
- Social Services
- Safeguarding Children Board
- Local Policing Team
- For students in imminent danger of permanent exclusion the school may work with parents/carers and students to provide an Alternative Learning Package or a Managed Move to another school. In these circumstances, where a managed move is turned down or unsuccessful, the school may deem that it has tried every strategy possible and that it has no alternative but to impose a permanent exclusion.

Training

The Governing Body will ensure that appropriate training is in place to support the implementation of the school's Behaviour for Learning Policy.

Monitoring

For the BFL Policy to be successful, there needs to be a consistent commitment from all staff to operate within the agreed framework. It is hoped that the organised and widespread use of praise and rewards will have a positive impact on the working practices of all students for the better.

Members of staff who are not consistent in their use of the agreed policy should be prepared to be challenged by a senior member of staff. Senior members of staff and ELT must also look to operate within the framework at all times.

To ensure that implementation of the school's Behaviour for Learning Policy (and the various procedures and strategies that support it) is subject to effective review, systematic monitoring is undertaken through analysis of the data held.

Review

The Headteacher, in consultation with the staff, will undertake systematic monitoring and conduct a regular review of the BFL Policy and associated strategies. The purpose of this action is to ensure that operation of the policy and associated strategies are effective, fair and consistent. The Headteacher will keep the Governing Body informed.

The Governing Body will regularly review this policy and associated procedures, to ensure its continuing appropriateness and effectiveness. The main mechanism for this review, if not the full Governing Body, will be the Children, Families and Community Governor Committee. The review will take place in consultation with the Headteacher, staff and parents. The outcome of the review will be communicated to all those involved, as appropriate.

Other supporting policies & documentation

PSHCEE (covering drug education etc)

Race Equality

Anti-bullying

SEN

Child Protection and safeguarding

Internet Use

Uniform

Attendance

Exclusion

PSHCEE

Procedures for the use of mobile phones

Behaviour for Learning in Practice (Staff Handbook)