



Behaviour for Learning Policy & Statement

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Behaviour for Learning Policy

Policy Statement

This policy supports the values and ethos of the Shepwell Short Stay School.

Rationale

We believe that Shepwell Short Stay School should be a safe and secure environment for learning, where all individuals are valued and treated with courtesy and respect.

Aims

- To create an environment which supports learning and achievement for all;
- To promote good behaviour and discipline ;
- To develop self-esteem, self-discipline and positive relationships based on mutual respect ;
- To ensure fairness and consistency in response to both positive and negative behaviours ; and
- To work effectively with parents and other agencies in ensuring good behaviour and discipline.

Principles

"Rewards and Success change behaviour."

- Management of behaviour is based on rights, responsibilities, routines, rules and consequences;
- Teaching and learning is expected to promote good behaviour and create opportunities for success;
- Adults within the school community are expected to be good role models for young people;
- Rewards and sanctions should be consistently given, within a staged and structured framework;
- Positive strategies form the basis of encouraging and developing improved behaviour;
- Parental support in improving a pupil's behaviour is actively sought; and
- Opportunities to celebrate success are actively encouraged.

The management of pupil behaviour is the responsibility of all staff in accordance with our policy.

Inclusion Policy

- School Uniform: All pupils are expected to wear the school uniform (see uniform policy);
- Only minimal jewellery may be worn. Tongue studs or inappropriate body piercings are not allowed.
- Mobile phones must be handed in at the start of the day. They may be returned at lunch time (if a pupil is leaving the site – Key Stage 4 only) and after school. Every pupil will have their own case to put the phone in and then hand the case & phone to staff for safe keeping. Phones will be stored in the administration office. If a pupil contravenes the policy the phone will be confiscated on the first occasion and returned at the end of the day, subsequently they will be returned only to parents).

Rights and Responsibilities

At the Shepwell School these rights include:

- The right to learn ;
- The right to feel safe ;
- The right to respect; and
- For teachers also the right to teach as well as the right to respect and the right to feel safe.

Procedures - Policy in practice - promoting good behaviour

Planning for good behaviour in the classroom - working within the 4 Rs

- Agreed Rules, which are the basis for all correcting;
- Routines are taught and established;
- The Right for teachers to teach, pupils to learn, to feel safe, have a voice and both to be given respect; and
- Responsibility to oneself and others.

Teachers should:

- ✓ 'Catch them being good'
- ✓ Rip-Rip – Reward in public, Reprimand in private
- ✓ Get to lessons on time
- ✓ Meet pupils in the corridor and see them in where possible.
- ✓ Greet all pupils positively
- ✓ Learn pupils names as quickly as possible, treat them as individuals
- ✓ Establish routines, which are clear
- ✓ Instruct pupils to get their pens, books etc. out, including pupil planner.
- ✓ Register pupils
- ✓ Prepare resources
- ✓ Prepare extension/enrichment work
- ✓ Ensure a range of activities to take account of learning styles and individual learning
- ✓ Plan and deliver stimulating and challenging lessons
- ✓ Praise pupils for positives behaviours (a ratio 4/1 is a good guide)
- ✓ Display pupils work
- ✓ Regularly agree classroom expectations
- ✓ Use rewards and sanctions consistently
- ✓ Give a clear signal when silence is required
- ✓ Encourage all pupils to contribute

- ✓ Move around the classroom and regularly scan the room
- ✓ Use a range of non- verbal and verbal cues to encourage good behaviour and limit poor behaviour
- ✓ Give pupils responsibilities
- ✓ Keep the lesson going to the end of the lesson
- ✓ Ensure pupils are quiet at the end of a lesson and dismiss in an orderly manner
- ✓ Model the behaviours you wish to see
- ✓ Set clear boundaries

Good lessons promote good behaviour

'Positive relationships are the key to academic achievement.'

Features of good lessons include:

- Calm entry and exit
- Lesson objectives and success criteria made explicit and understood
- High expectations and challenge
- Instructions and explanations clear and concise
- Weaknesses in basic skills addressed
- A variety of activities to acknowledge different learning styles
- Independent and interdependent learning encouraged
- Pupils are well managed and high standards of behaviour are insisted upon

Pupils have responsibilities these include:

- Getting to lessons on time
- Entering classroom quietly
- Taking coats off on entering the building
- Wearing school uniform correctly
- Sitting where told by the teacher or any member of staff
- Having equipment and books for lessons, getting these out quickly and quietly, including pupil planners, when appropriate
- Following classroom procedures
- Following instructions given by staff (without arguing)
- Settling to learning quickly, listening attentively to the teacher who will explain the lesson, what you are going to do, why and how
- Putting your hand up and waiting to speak
- Using appropriate language (acceptable)
- Listening to others' ideas and working co-operatively
- Caring for the classroom and resources, respecting others property
- Valuing individuals and their contributions to lessons
- Accepting responsibility for their behaviour
- Use ICT in accordance with school policy.

Rights and Responsibilities outside the classroom

Around the school and on school trips the school rules apply, as do our basic rights and responsibilities.

We also need to ensure:

- We move around school corridors in a sensible manner
- We only eat and drink in the designated areas
- We put all our litter in the bins provided
- We are polite and courteous to others
- We respect school facilities and resources
- When out on trips etc. we are excellent ambassadors for the school.

Procedures Lunchtimes and break times

- Key stage 3 pupils may not leave the school premises at lunch time
- Key stage 4 pupils may leave with parental consent only at lunch time
- Pupils are expected to be well behaved and follow instructions given by duty staff;
- Pupils are responsible for clearing away their plates and litter at Breakfast club
- Litter should be put in bins

Rewards

'Praise and rewards will motivate pupils to follow the rules.'

'Catch them being good'

Staff should not take appropriate behaviour for granted. Praise will reinforce positive behaviours and enhance self-esteem. One way of getting all pupils to "behave as expected" is to acknowledge the appropriate behaviour. Example, "Good Chris" you have books out", "It's great to see you waiting quietly". These statements reinforce positive behaviour.

Effective praise is:

- Personal ;
- Genuine ;
- Descriptive and specific ; and
- Frequent and consistent.

Praise and reward pupils through:

- Quiet praise
- Public praise (if appropriate)
- Notes in planner/exercise book
- Commendations
- Praise form
- Pupil of the week
- Giving them choices
- Giving them responsibilities
- Enabling them to earn commendation towards a special treat /trip ;
- Displaying their work
- Sending them to SLT.

Praise increases motivation and self-esteem and develops positive relationships.

We must all use a system of effective rewards to promote and acknowledge good behaviour.

Rewards: Merits, Certificates & Gifts

Merits will be used to recognise achievements, regularly and consistently by all staff.

Merits are one of our formal ways of rewarding pupils. They can be given for a variety of reasons for example:

- effort ;
- improvement ;
- improved work reviews ;
- academic achievement ;

- helpfulness ;
- sporting contributions ;
- co-operation and teamwork ;
- presentation ;
- initiative ;
- consistency ;
- creativity ; and
- Being a good role model.

Awards will be used to recognise good citizenship and being a good role model.

Merits should be rewarded by all staff and recorded in the back of pupils planners and recorded by Karis Osborne, and logged on CPOMS.

Karis Osborne (LSP) will collate merits/stars/certificate's a reward is given for every 50 merits. The pupil with the most stars at the end of each term will be awarded a substantial prize.

Certificates and rewards will be given in assemblies and at presentation afternoons and parents and other agencies will be invited. Presentation shields will be on display in the school foyer.

- Pupil of the week is nominated each week by staff to celebrate personal development, academic progress or other contributions to school life
- Praise Postcards are sent at teachers discretion.
- A letter is sent home following a pupil of the week nomination
- Pupil of the week is displayed on the Pupil of the Week Noticeboard
- Staff make positive praise telephone calls to parents
- Rewards trip & activities

Managing behaviour- Redirecting off- task behaviour

There are 3 levels of consequences that staff will use to deal with behaviour as show in the quick guide below:

Behaviour for Learning Quick Guide

C1

Any offence you would warn a pupil about but would not necessarily warrant a sanction.

Staff action: verbal warning and log on behaviour record.

Text & email sent home

- *Disrespectful towards staff*
- *Failure to comply with direct instructions*

- *Disruption to the lesson (out of seat, shouting out etc.)*
- *Walking out of class without permission*
- *Chewing/eating during lessons*
- *Aggressive outbursts*
- *General inappropriate language (swearing etc.)*
- *Inappropriate behaviour towards other students (racist, sexist comments etc.)*

C2

Any offence which would normally warrant a break time or lunchtime detention.

Staff action: issue and supervise detention. Log on behaviour record.

Text & email sent home

Letter to parents

- *Verbal aggression directed at others*
- *Tampering with school equipment, such as laptops, interactive whiteboards etc.)*
- *Continued disruption to the lesson*
- *Misuse of ICT and other equipment*
- *Continued failure to comply with a request*
- *Continued inappropriate language*
- *Refusal to work*
- *Racist, sexist comments with intent to offend*

C3

Any offence that would normally warrant a longer detention.

Referral to SLT and parents invited to attend a meeting with a member of SLT

Staff Action: log on behaviour record, this will automatically alert SLT and letter sent to parents (possible referral back to mainstream school and/or SEN team).

Text & email sent home

- *Smoking on site*
- *Bullying*
- *Serious/repeated disruption of lesson*
- *Dangerous/reckless behaviour*
- *Physical aggression*

Other non-disruptive off task behaviours, for example:

- Looking out of the window
- Day dreaming
- Doodling
- Putting head /arms on desk etc.

There are a range of strategies, which may include one or more of the following to get the pupil back on task:

- The look
- Mention name

- Praise, focus on the appropriate behaviours of pupils nearby
- Give C1

Disruptive off-task behaviours, for example:

- Shouting out ;
- Talking when should be silent ;
- Pushing and shoving ;
- Slamming books on the desk ; and
- Out of seat etc.

Deal with these and plan to prevent further disruptive behaviour by using various strategies, these should include some of the following:

- Reminding pupil of rules/expectations
- Stating the behaviour desired in a positive manner. 'Do put your hand up.' 'Listen whilst someone is speaking'
- Tactically ignore undesirable behaviour (when and where appropriate) and praise at least two pupils for doing what you want
- Giving non- verbal signals
- Issue a detention/ Catch up Session
- Complete Incident Slip
- Send pupil to Head Teacher.

Use the language of choice:

- Say 'Thank you' after giving a direction
- Use 'maybe' and 'and' as agreement statements
- Use 'I' statements
- Giving a general comment to the whole class, 'Nearly everyone is on task, I can just hear one or two voices'
- Giving a reminder of a basic rule quietly, to an individual
- Re-arrange seating arrangements
- Praise pupil who has been misbehaving and has chosen to behave
- Reminding a pupil of choices and consequences linked to warnings.
- Talk calmly and quietly to pupils who are agitated and aggressive.

Sanctions

- Detention/Catch up session after school or lunchtime.
- Send to Head Teacher
- Letter Home
- Give C1, 2, or 3 and log on CPOMS and link in Behaviour Lead
- Opportunity for two minute reflection outside the classroom if appropriate
- Comment about behaviour on the six weekly report form
- All incidents will be discussed at 'Progress Review Meetings' with parents, pupil, mainstream school and partner agencies (if involved).

Head Teacher/Inclusion manager will monitor and discuss the behaviour with the pupil and teacher.

For serious misbehaviour in the classroom:

- If possible send for a member of SLT or the pupils linked adult
- Write incident report on CPOMS and link in the Head teacher or Inclusion manager

Sanctions/consequences exemplars

Lack of equipment for lessons:

- Send a letter to parents (standard letter)
- Equipment loaned for lesson
- If continues, equipment loaned, note in planner, recorded, detention given
- If no improvement teacher should formally refer to Head Teacher or Inclusion manager who will take action.

Late for lessons:

- Check reason and record
- If regular occurrence, complete a note slip to go home to parents and give detention;
- If no improvement teacher should formally refer to Manager or Inclusion manager who will take action.

Uniform Infringements:

- Pupils not in correct uniform should be sent to the Inclusion manager.

Please note:

Issues during lesson time will generally be dealt with by subject teacher.

All staff must follow the Behaviour Ladder.

Attendance issues and behaviour issues during break time and lunch time is usually dealt with by the members of staff on duty and/or SLT.

Internal Exclusion

Pupils may be placed to work outside the Head Teachers office or interview room following a discussion with Head Teacher. Teachers may phone parents but it is important that parents are informed formally of the reason their son/daughter is being placed in detention. All calls to parents must be recorded.

Internal Exclusion Room Rules - Pupils:

- Are isolated and sit in silence
- Complete work set by subject teachers
- Follow specific directions given by member of staff supervising
- Stay until 3:30pm
- Write targets for improved behaviour (if appropriate)

Exclusions (Shepwell Learning School pupil only-ARP)

ALSO REFER TO FULL EXCLUSIONS POLICY

Fixed Term - Pupils are at home (if safe) and the exclusion is formally registered with the Local Authority.

Pupils will be externally excluded for some incidents, (fixed term exclusion). This is a serious formal sanction and parents, management committee and the LA are informed. For a Fixed Term Exclusion or a Category 2 Exclusion parents/ carers must meet with a member of SLT before a pupil returns to normal lessons. The pupil has to set targets for improved behaviour following fixed term exclusion.

In most cases fixed term exclusions will be kept to one/two days.

Permanent Exclusion from the Learning Centre is the ultimate sanction and only used as a last result after consultation with the SEN Team and partner agencies involved with the family.

All exclusion data must be reported to the management committee as part of the Head Teachers termly report.

All exclusions will be reviewed twice a year by a Sub Committee comprising of Head Teacher, Chair and Vice of Management Committee.

Disciplinary Procedures

Pupils whose behaviour is a concern will be placed on report and pupils on report are monitored by the Head Teacher/Deputy Head Teacher/Inclusion manager at the end of each day.

Following a number of detentions/ incident forms pupils will be supported to improve their behaviour through working with Inclusion manager, Head Teacher and any partner agencies involved.

The stages involved are:

- 1st warning – Head Teacher/Pupil/Parents
- 2nd warning – Head Teacher/Pupil/Parents/Partner Agencies
- Written contract – Head Teacher/Parents/pupil

Pupils on the disciplinary procedures will have a variety of support. This may be from the Connexions, Behaviour Service or other professionals.

Additional Whole School Support for Improved Behaviour

Academic mentoring and regular academic, social and behaviour assessments.

Implementation of the agreed behaviour policy. Implemented by all staff, consistency is essential.

Completion of behaviour incident reports to highlight negative and positive attitudes.

Behaviour Curriculum

All staff act as role models for pupils and should teach appropriate behaviours and specific classroom behaviours sometimes through circle time or group work.

Other Agencies

Pupils and staff should be supported by other agencies these include:

- Educational Psychologist
- Careers Service
- Youth Service
- Health Professionals including CAMHS, School Health
- Behaviour Support (if applicable)

To implement the behaviour policy and to raise standards and expectations.

All Staff are expected to:

- Monitor behaviour, uniform, jewellery etc. on a daily basis and report to Inclusion manager/Head Teacher
- Staff are to send pupils not in full uniform to the Head Teacher or Inclusion manager
- Note concerns re: behaviour and discuss with pupils
- Note good or improved behaviour, praise/reward pupils
- Deal with low level disruptive behaviours
- Monitor pupil attitudes/ equipment and refer as appropriate to Head Teacher
- Monitor lateness and absences, put on report as appropriate following discussion with Head Teacher
- Share concerns with SLT line manager;

All subject teachers are expected to deal with:

- Uniform infringements
- Lateness to lessons
- Lack of equipment
- Non completion of homework
- Low level disruptive behaviours
- Rewarding achievements, including good or improving behaviour
- By implementing the agreed behaviour for learning policy.

It is important that subject teachers praise/reward pupils for good or improving behaviour.

Head Teacher and Inclusion manager are expected to:

- Ensure as a team implement the agreed behaviour for learning policy consistently ;
- Follow up incidents of poor behaviour
- Support individual staff with strategies
- Plan with team a range of strategies
- Discuss concerns with the parents/carers and appropriate partner agencies
- Request immediate support from Youth Worker, social Worker and SLT when appropriate
- Ensure improvements in behaviour are noted and rewarded
- Support all staff in implementing the agreed behaviour for learning policy
- Issue appropriate reports/ sanctions
- Ensure improvements in behaviour are noted and rewarded
- Monitor detentions and discuss behaviour with pupil, give after school detentions, inform parents etc.
- Monitor attendance, lateness and take action if required

Support staff are expected to:

- Deal with incidents or request help
- Report incidents of poor behaviour to the appropriate member of staff, depending on seriousness of incident
- Praise and reward good behaviour
-

Head Teacher is expected to deal with:

- Serious or continuous disruptive behaviour
- Verbal or physical abuse of staff
- Persistent bullying
- Incidents of crime
- Where there is physical danger to staff or pupils

Parents/carers are expected to:

- Support the school's behaviour policy and code of behaviour
- Support the school in its use of rewards and sanctions
- Take responsibility for the behaviour of their children
- Accept help and support if required

Management committee members are expected to:

- Support the agreed behaviour policy
- Regularly review the behaviour policy
- Acknowledge the achievements of staff in managing behaviour issues

Shepwell School Codes

RIGHTS AND RESPONSIBILITIES CODE

"Treating others with respect"

At the Shepwell School these rights include:

- The right to learn
- The right to feel safe
- The right to respect
- For teachers the right to teach.

Responsibilities of pupils include:

- Recognising the need for a code of good behaviour, with clear boundaries between acceptable and unacceptable
- Understanding, accepting and abiding to the definitions of good and acceptable behaviour in the context of our school
- Making choices regarding their behaviour and accepting the consequences of their choices
- Recognising the rights of other pupils to learn without disruption

Classroom Rules:

- Follow directions given by staff straight away
- Bring all appropriate equipment to lessons
- Keep hands, feet and objects to yourself
- No swearing, yelling, name calling or put downs
- Listen to the person who is talking

Pupils have responsibilities these include:

- Getting to lessons on time
- Entering classroom quietly
- Not wearing coats in the School
- Wearing full school uniform correctly including jewellery and makeup
- Sitting where told by the teacher or any member of staff
- Having equipment and books for lessons, getting these out quickly and quietly, including pupil planners
- Following classroom procedures
- Following instructions given by the staff members
- Settling to learning quickly

- Listening attentively to the teacher who will explain the lesson, what you are going to do, why and how
- Putting your hand up and waiting to speak
- Using appropriate language (acceptable)
- Listening to others' ideas and working co-operatively
- Caring for the classroom and resources, respecting others property
- Valuing individuals and their contributions to lessons
- Mobile phones switched off during lessons
- Accepting responsibility for their behaviour

CODE OF CONDUCT

'We all belong to this school'

'We are all important'

'We will treat other people with respect'

We need school rules so that:

- We can feel safe
- We can feel confident
- Our possessions are treated carefully
- We can be listened to
- We can hear what others have to say
- We can work in clean, tidy and attractive surroundings
- We can work undisturbed

ANTI-HARASSMENT CODE

Definition of bullying

- Bullying is harassment.

The definition of harassment is threatening, abusing or insulting words or behaviour.

- Harassment is against the law.

Our Anti-Harassment Code:

- All pupils have the right to enjoy their learning and free time in a safe environment, free from fear
- We will not tolerate any unkind actions or remarks; whether they were made deliberately or not
- We are a 'telling school'. Pupils should support each other by reporting all instances of harassment
- Incidents of harassment will be taken seriously and investigated thoroughly
- We will accept others regardless of race, religion, culture, disability, and appearance

- Support is available to those involved in incidents of harassment both for the victim and the bully.

Evaluation of this policy

Success Indicators:

- Very few incidents of disruptive behaviour in lessons and throughout the school
- Improved standards of achievement
- Increase in numbers of Merits/Certificates awarded
- Effective implementation of policy.

Evaluation Process:

- Discussion at Staff Meetings
- Head Teacher feedback via individual meetings with staff members
- Discussion with the Management Committee, staff and pupil council 'Our Voice'

This policy supports:

Teaching and Learning Policy

Anti-bullying and Harassment Policy

Author: Stephen Pritchard-Jones

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Appendix A

Shepwell School a Short Stay School

INCIDENT FORM

*Please complete all sections of the form by marking the appropriate box(es).
More than one box can be marked in any section*

Pupil:	Year Group:
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Reported by:

Subject/ date/time of incident:

Day of the week:

Cover lesson: Yes/No

Location: Teaching room/ Outside/ Corridor/ Toilets/ Offsite/ Hall

Activity: Auditory/ Visual/ Kinaesthetic

Brief description:

Please highlight issues in the table below

1	2	3
Late to lesson	Failure to comply with direct instructions	Smoking on school premises
No equipment	Walking out of class without permission	Dangerous behaviour risking health and safety
Persistent talking	Swearing	Bullying
Shouting out in class	Poor standard of work	Misuse of ICT and other equipment
Out of seat without permission	Refusal to work	Disrespectful towards staff
Appearance/ jewellery/ make-up	Use of mobile phone/ personal sound system	Racist or sexist comments
Chewing Gum	Dropping litter and refusal to pick up	Verbal aggression
Failure to comply with a request	Failure to complete homework (will be completed in detention)	Physical aggression

Action taken

Section A

To be completed by staff	Yes/No
No further action taken	
Verbal reprimand	
Sent out of class to Head Teacher for 5 minute cool down period	
Detention issued: Break (10mins) Lunch (20mins) After School (30mins)*	
Withdrawn from lesson. Worked with:	
SLT member sent for	

**24 hours notice required, alternatively parents can give verbal permission over the phone. A formal notification slip/letter should be sent home via the Head Teacher.*

Section B

To be completed by SLT	Yes/No
Verbal reprimand	
Detention issued: Break (10mins) Lunch (20mins) After School (30mins)*	
Phone call to parents/carers	
Formal letter sent home	
PLP/PEP reviewed and agreed with pupil and parents/carers	
Mainstream school inform	

Fixed term exclusion: 1 – 5 days	

SLT Comment Box

Shepwell School a Short Stay School

INCIDENT FORM

*Please complete all sections of the form by marking the appropriate box(es).
More than one box can be marked in any section*

Pupil:	Year Group:
---------------	--------------------

Reported by:

Subject/ date/time of incident:

Day of the week:

Cover lesson: Yes/No

Location: Teaching room/ Outside/ Corridor/ Toilets/ Offsite/ Hall

Activity: Auditory/ Visual/ Kinaesthetic

Description of Incident:

Action taken

Section A

To be completed by staff	Yes/No
No further action taken	
Verbal reprimand	
Sent out of class to Head Teacher for 5 minute cool down period	
Detention issued: Break (10mins) Lunch (20mins) After School (30mins)*	
Withdrawn from lesson. Worked with:	
SLT member sent for	

**24 hours notice required, alternatively parents can give verbal permission over the phone. A formal notification slip/letter should be sent home via the Head Teacher.*

Section B

To be completed by SLT	Yes/No
Verbal reprimand	
Detention issued: Break (10mins) Lunch (20mins) After School (30mins)*	
Phone call to parents/carers	
Formal letter sent home	
PLP/PEP reviewed and agreed with pupil and parents/carers	
Mainstream school inform	
Fixed term exclusion: 1 – 5 days	

SLT Comment Box

Member of SLT:

Date:

