



Almondbury Community School

Behaviour for Learning Policy

SLT Responsibility:	Kathy McCauley/Simon Wood
This policy was reviewed on:	September 2017
This policy will be reviewed:	Annually
This policy will be reviewed by:	Heads of House
Review Date:	September 2018

Statement of Principles

At Almondbrury Community School we are proud to be at the heart of our local community. We aim to provide a world class education for all our pupils in a safe, happy and caring environment. We recognise the talents of all our pupils and take pride in what we do. We encourage and support individuals to aim high and to be the best that they can be.

Introduction

This policy sets out to establish the ways of working that all stakeholders should follow in their work within the school. It highlights the boundaries and methods that are in place to regulate the attitude to learning of pupils in the school. The climate of positive achievement and student welfare has been central to the development of this policy. This policy relates to several other policies such as the Relationships and Anti-Bullying Policy, the Equality Policy the E-Safety policy, the Policy on Alcohol, Drug and Other Substance Misuse or Abuse, as well as all other non-named pastoral policies.

Aims of Policy

The aim of this policy is to provide all staff, parents, governors and pupils with an understanding of how positive attitude to learning can encourage positive achievement and progress/success in school. It also details the ways in which the school can help to develop and deal with less than positive attitudes to learning and behaviours when they arises with our pupils.

Roles and Responsibilities

Staff

All staff will apply a consistent and fair approach to supporting good behaviour by:

- Developing and supporting mutually respectful relationships between pupils, parents/carers and staff
- Following clearly defined procedures as set out in this policy
- Rewarding good behaviour and learning achievements
- Applying sanctions fairly, consistently, proportionately and reasonably
- Implementing appropriate teaching strategies to enable all pupils to achieve their potential
- Maintaining high expectations of all pupils
- Providing support through the pastoral system
- Informing parents/carers of their child's behaviour – good as well as bad, use appropriate methods of engaging them and, where necessary, support them in meeting their parental responsibilities.

Parents/Carers

The school sees parents/carers as important partners in encouraging good pupil behaviour, attendance and punctuality. Parents/carers are expected to sign and follow the Home School Agreement.

Parents/carers can help by:

- Developing and supporting mutually respectful relationships between pupils, parents/carers and staff
- Sending their children to school on time, every day, in the correct uniform, with their homework completed and with all the necessary equipment as specified in the pupil planner
- Supporting the school in its high expectations of pupil behaviour and high standards of achievement
- Maintaining regular communication with the school, including providing absence notes, advance warning of term time holidays (of an exceptional nature only), attending parents' meetings, keeping appointments and signing the planner every week
- Signing the Home School Agreement in the pupil planner
- Informing the school of concerns which may affect the child's learning
- Encouraging and supporting their children's academic progress
- Providing the school with feedback on how policies and practices might be made more effective

Pupils

It is expected that pupils will

- Respect the school and all people within it.
- Arrive in school/class on time and remain all day
- Come to school prepared and ready to learn
- Attend regularly and punctually in correct uniform with homework completed and all necessary equipment for class
- Always produce their best work and allow others to do the same
- Always carry their school planner (if appropriate)
- Respect the rights of teachers to teach and pupils to learn
- Listen carefully and follow directions the first time they are given
- Show respect for others
- Deal with conflict in a non-aggressive manner
- Accept sanctions in an appropriate way
- Respect school property and the property of others
- Not smoke, drink alcohol or take any illegal substances in school
- Not bring into school any item which could, in the judgement of the school, endanger the safety of self or others
- Not to gamble in school
- Not use a mobile phone, MP3 player or gaming devices in lessons
- Sign the Home School Agreement in the pupil planner

Governing Body

- To ensure that the school's attitude to learning policy promotes positive behaviour, is non-discriminatory and the expectations are clear
- To ensure the policy is promoted to pupils and parents/carers
- To support the Headteacher in the monitoring of exclusions of different groups of pupils including looked after children, SEND pupils and those from the six protected characteristics identified in the schools equality policy.

Strategies to encourage positive behaviour

Positive Language

All adults are encouraged to use positive language at all times. Emphasis is placed on what pupils should do rather than what they shouldn't do. For example – 'Don't run down the corridor' becomes 'Remember to walk down the corridor'.

Positive Gestures

Adults are expected to be good role models for children and show positive gestures towards each other as well as the children (e.g. smiling, giving eye contact, offering help and support etc.)

Teaching and Learning

The teaching of good behaviour is to occur both explicitly and implicitly. Respect, politeness, punctuality, conflict resolution and conflict avoidance are to be taught implicitly and modelled on a daily basis. There are also aspects of behaviour that are to be taught through explicit areas, for example PSHCERE, Tutor Time, Assemblies and X Curricular Days.

The relationship between good teaching and good behaviour is well understood. The better the teaching, the better the behaviour will usually be. Good relationships, planning and preparation remain the cornerstone of good lessons and learning. It is acknowledged that some pupils will need additional support beyond quality first teaching. The school has a graduated approach to behaviour management with clear procedures that are followed and understood by all; as set out in the sanctions section of this policy.

Rewards

Positive behaviour is encouraged and rewarded through the house system in which pupils earn house points for a range of different reasons. These can include, attitude towards others, attitude in lessons and academic progress. These are recorded on SIMS and teachers regularly talk to pupils about their house points. Pupils are rewarded continually for the numbers of house points earned through a range of activities eg. Postcards, certificates, badges, assemblies, reward days.

See appendix 1

Behaviour Management Stages

The school has 6 stages of behaviour management. This is a differentiated and graduated progression of sanctions in regard to inappropriate behaviours displayed in lessons.

See appendix 2 & 3

All negative behaviours are recorded on SIMS and will incur a behaviour point. These will be used as a guide to how a pupil is performing in terms of their behaviour around school.

Exclusions

The school will use isolation and fixed-term exclusion when a serious incident occurs or persistent misbehaviour and disruption of others' learning continues after other sanctions have been used.

See appendix 4, 5 & 6

There are exceptional circumstances where, in the Head Teachers judgement it is appropriate to consider permanently excluding a child for a one-off or first time offence.

These can include:

- Serious, actual or threatened violence against another pupil or member of staff
- Sexual abuse or assault
- Supplying or using an illegal drug
- Possession of an offensive weapon (e.g. knife, kitchen implement, tool, firework, scissors, etc) with an intent to injure others.
- Deliberately setting off the fire alarm

Conduct such as but not exclusively defined by these could have serious repercussions for the good order and running of the school as well as harming the welfare of the pupils or the community.

These guidelines apply to pupils on the way to and from school, when pupils are in uniform or are easily identified as a member of the school community – whenever that might be including weekends, on school trips, visits and overseas excursions.

All incidents are fully investigated and pupils and staff are given the opportunity to make a written statement on a Serious Incident Form. They are also asked to identify any racist or homophobic part to the incident – which if found is investigated and logged by a member of SLT. The Head teacher will consider all exclusions in line with current regulations.

Where isolations are issued, an Isolation/Exclusion Proposal Form is completed, parents or carers will be contacted and a date and time for a re-integration meeting will be set up before the pupil will be permitted to re-join lessons. Work for the pupil who is isolation must be set by staff and sent for by the isolation manager. The pupil will be placed on a SLT red report.

Where exclusions are issued, telephone and letter will inform parents/carers of the nature of the incident, the length of exclusion along with the date and time for the re-integration meeting prior to the pupil being re-admitted to school. During days one to five of an exclusion parents/carers are legally responsible for their child's whereabouts, with the possibility of a penalty notice if the child is found in a public place without reasonable justification. School should provide work for pupils who are excluded. As part of the re-integration process the pupil will be required to spend a day in seclusion. The pupil will be

placed on SLT red report. The school is always exploring alternatives to exclusions. Permanent exclusion is only ever used as a last resort.

Use of Restraint

The DfE guidance on reasonable force July 2013 states that:

Reasonable force can be used to prevent pupils from hurting themselves or others, from damaging property, or from causing disorder.

- In a school, force is used for two main purposes – to control pupils or to restrain them.
- The decision on whether or not to physically intervene is down to the professional judgement of the staff member concerned and should always depend on the individual circumstances.
- The following list is not exhaustive but provides some examples of situations where reasonable force can and cannot be used.

Schools can use reasonable force to:

- remove disruptive children from the classroom where they have refused to follow an instruction to do so;
- prevent a pupil behaving in a way that disrupts a school event or a school trip or visit;
- prevent a pupil leaving the classroom where allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the behaviour of others;
- prevent a pupil from attacking a member of staff or another pupil, or to stop a fight in the playground; and
- restrain a pupil at risk of harming themselves through physical outbursts.

It is good practice for the school to inform the parent where the use of force has been applied and also to record it down in the schools serious incident book.

Involving Other Agencies

The school works closely with a number of other agencies in order to best support pupils:

- The Police, Health Services, Social Services, CAMHS, Connexions, Drug liaison service (The Base) , ASBU, YOT, YPS, TYS, Victim Support, Family Support Coordination group and Attendance and Pupil Support Officers (APSOs) may be involved in dealing with concerns and in responding to serious incidents of misconduct
- The school will always work closely with the Police when a crime has been reported
- These and other support services may be involved in supporting pupils where severe or persistent concerns arise
- The most important support from outside school comes from parents/carers and we will inform and involve parents/carers when any significant concerns arise.

Pupils with a Disability

We recognise that this behaviour policy and the practice it supports needs to be responsive to individual needs. The school believes that our response to children who have additional

needs relating to a disability must take into account the legislation of the Equality Act 2010 for the 6 protected characteristics and equality impact assessments. School must not discriminate against disabled pupils and consequently may be required to make reasonable adjustments to ensure their educational and social experiences at our school are as positive and inclusive as possible. For children who display inappropriate behaviour for reasons related to a disability, for example autism, Asperger's Syndrome, Tourette's Syndrome etc the school response may need to be differentiated in recognition of the additional difficulties these children may have in managing their actions.

We firmly believe however that it is our responsibility to support and help such pupils to behave in a socially acceptable manner and the effecting positive behavioural change is always possible. However, the methods of achieving this may vary depending on the individual circumstances of the pupil concerned.

The school will ensure all staff are aware of individual needs where behaviour and disability is likely to be an issue. Individual guidance will be circulated to every teacher about how they may most effectively manage the behaviour of individual children with these difficulties.

Whilst recognizing that some children will require a differentiated approach in relation to their behaviour, we cannot condone nor will we accept violent or abusive behaviour towards staff or other pupils and any such incidents will be the subject of close scrutiny. In very rare cases we may be unable to impact positively on behaviour where violence and abuse are major concerns. If such pupils have statements of special needs then a review of their statement will be held to determine if it is still appropriate to name Almondbury Community School as their school. If no statement exists then the process for an SEN assessment will be undertaken. However we envisage such circumstances to be very rare and would never be undertaken lightly or without due consultation with parents, Governors and the child.

Monitoring, evaluating and reporting procedures

The Head of Phase engagement, the Heads of House and the Every Child Matters Committee of the Governing Body will monitor the use of rewards and sanctions to ensure that individuals and groups are not unfairly treated or disproportionately represented.

The identification, recording, monitoring and evaluation of behaviour will be undertaken by reviewing the following sources of information:

- Achievement and Behaviour records on SIMS
- Attainment/achievement record on SIMS/SISRA
- Attendance and punctuality data
- Time Out data
- On-call data
- Isolation/exclusion data
- Rewards log
- Pupil surveys
- SEN Register
- Pupil Files – parental communication
- Champions Of Learning data
- Intervention Records/Impact Meeting Minutes
- Outside Agency involvement
- Pupil Planner
- Bullying and racist logs

In applying the Ofsted descriptors of behaviour, we seek to recognise clearly the full range of behaviours that pupils present. Through recording and monitoring, good behaviour can be rewarded and similarly the reasons for poor or unacceptable behaviour can be identified and addressed.

Once the data has been analysed a systematic and rigorous intervention programme is put in place to ensure that support is offered to the right pupils in a timely and measured way.

Appendix 1 – Rewards

Rewards:

Rewarding achievement is an important aspect of life at Almondbury Community School. Our system allows recognition to be paid to those achieving their best and is based on House points.

House points are awarded for a number of different reasons

- * Positive Role Model
- * Pupil of the Lesson
- * Great contribution
- * Good News Card
- * Good Answer

Reward assemblies will take place at the end of each half term. Certificates will be given to individuals for the most house points in each year for the half term in each house.

Each term the house with the most house points will have a reward afternoon chosen by the children
At the end of the year a prize is given to the pupil with most house points in each house.

Milestone House Points		
25 points	Postcard from the House Team	Well done
50 points	Postcard from the House Team	
100 points	Bronze badge award	
200 points	Silver badge award	
300 points	Gold badge award and afternoon tea with Headteacher	 

Appendix 2 – Behaviour Management stages

Behaviour Management	What does it mean if a child is in:-			How are parents informed at this stage?	Is there any further action if a child gets to this stage?
	Nursery - Year 2	Year 3 - Year 6	Year 7 - Year 11		
Stage 1 The Reminder	Pupils are reminded of the appropriate behaviour. Pupil's photo put on yellow spot.	Pupils are reminded of the appropriate behaviour.	Pupils are reminded of the appropriate behaviour.		
Stage 2 Formal Warning	Pupil is formally warned about their behaviour. Photo is moved to amber spot.	Pupil is formally warned about their behaviour. Pupil's name is written on the amber spot.	Pupil is formally warned about their behaviour.		
Stage 3 Time Out This allows the pupil time out to think about their behaviour	Pupil has time out on the red 'Thinking Spot' for 5mins. Photo is moved to the red spot.	Pupil has time out in their 'buddy class' for 10mins. Name is written on red spot.	Pupil is sent to work in a class within the dept for remainder of the lesson with work provided by the teacher. *No time out for Yr11 from formal warning to on call.	A text is sent plus: N - Yr2 - class teacher will inform parent Yr3 - Yr 6 - class teacher will write in planner Yr7 - Yr 11 a letter sent home	N—Yr4 If a child has 2 times out in a wk they will miss a play time. Yr5 - Yr11 - 2 times out in a day=lunchtime detention
Stage 4 On Call	Pupil is removed from class to a senior EYKS1 teacher to work separately for the remainder of the lesson.	Pupil is removed from class & taken to on call room to work separately for remainder of the lesson.	Pupils goes to the on call room to work separately for the remainder of the lesson.		Yr3– Yr11 Lunchtime detention for 20mins Yr 3-Yr11 2 on calls in one day = isolation 1 day Blue report card
Stage 5 Isolation	Under supervision the pupil works away from their peers for half a day.	Under supervision the pupil works away from their peers for a day.	Under supervision the pupil works away from their peers for a day.	You will receive a phone call from Head of House	N-Yr4 Sticker chart Yr5-Yr11 Red report card
Stage 6 Exclusion	Pupil is not allowed on the school premises and is given work to complete at home. This can be for up to 5days.	Pupil is not allowed on the school premises and is given work to complete at home. This can be for up to 5 days.	Pupil is not allowed on the school premises & is given work to complete at home. This can be for up to 5 days.	You will receive a phone call followed by a formal letter from the Headteacher stating the reasons for exclusion	1 day isolation and N-Yr4 Sticker chart Yr5– Yr11 Red report card to SLT.
Serious behaviour incidents which may not be covered above:					
Nursery - Year 4 Home contact will be made and a sticker chart put in place.					
Yr 5 - Yr 11 Headteacher Detention - The detention will take place on Thursday at 3pm in Headteacher's office and will last for 30 minutes. You will be notified by text by Wednesday at the latest if your child is attending a Headteacher Detention.					

Appendix 3- Report Card

Notice to Staff:

Please only tick and sign if achieved.

Any additional comments to Form Tutor separately.

Reviews/Outcome

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Report Card



Name.....

Form.....

Day

Date.....

POSITIVE ACHIEVEMENT RECORD

Please tick and sign if the following are achieved

PERIOD	TARGETS	AM REG	1	2	3	4	Ref Time	PM REG 5	6	Senior Manager Signature	Parent Signature
A	Mon										
	Tues										
B	Weds										
	Thurs										
C	Fri										

Appendix 4: Incident Report Form



Incident Report

Name:		
Year Group:	Class/Tutor group:	Date:
House: Amethyst <input type="checkbox"/> Citrine <input type="checkbox"/> Diamond <input type="checkbox"/>		
Location:		
Students involved:	Staff involved:	Witnesses:

Please tick

Statement

Statement given by:		
Signed:	Date:	Time:

Nature of the incident	Yes	No	
Do you consider this incident to be bullying?			If Yes HOH to enter on bullying/racist log
Do you consider this incident to be racist/sexist/homophobic?			
IS THIS A SERIOUS INCIDENT?			<i>If yes, complete the green serious incident log in the main office and make a note of the incident number here</i> <div style="border: 1px solid black; width: 150px; height: 30px; margin-left: auto; margin-right: auto;"></div>

Action Taken

Action taken by:		
Support staff <input type="checkbox"/>	Class teacher <input type="checkbox"/>	AHOH <input type="checkbox"/>
HOH <input type="checkbox"/>	Head of Phase <input type="checkbox"/>	
Summary		
Telephone call to parents <input type="checkbox"/> Met with parents <input type="checkbox"/> Detention <input type="checkbox"/> Isolation <input type="checkbox"/> Exclusion <input type="checkbox"/> Other <input type="checkbox"/>		
Signed:	Date:	Time:

Appendix 5: Isolation Proposal Form



Isolation Proposal

Name:		Tutor group:	Date:
House:			
Amethyst <input type="checkbox"/>		Citrine <input type="checkbox"/>	
Please tick <input type="checkbox"/> Diamond <input type="checkbox"/>			
Students involved:	Staff involved:	Witnesses:	Location:

Incident report summary attached

Please ensure that statements from those involved are attached i.e. staff, culprit, victim(s) and any relevant witnesses. Please highlight if there have been any previous incidents of a similar nature on this proposal.

	Yes	SEND level (where appropriate)	tick
Does this involve any sexual harassment?	<input type="checkbox"/>	N - No Special Educational Need	<input type="checkbox"/>
Is this a racial incident?	<input type="checkbox"/>	K - SEN support	<input type="checkbox"/>
Does this student have an MSP/ANP?	<input type="checkbox"/>	Statement/EHCP	<input type="checkbox"/>

Previous History

Previous Isolations/Exclusions:

Date	Isolation/Exclusion?	Number of Days	Reason for Isolation/Exclusion

Previous support and intervention:

Date	Intervention	Impact

Isolation period:	New total of days:	Exclusion:	Isolation:
Isolation from:	Return to lessons date:		
Reintegration date and time:	Signed: _____ (Headteacher)		

Isolation

Reasons for Isolation please tick

Physical assault against an pupil		Bullying	
Physical assault against an adult		Racist abuse	
Verbal abuse/threatening behaviour against a pupil		Damage	
Verbal abuse/threatening behaviour against an adult		Theft	
Persistent disruptive behaviour		Sexual misconduct	
Drug /alcohol related		Other <small>(please state)</small>	
Health and safety risk			

Reintegration Meeting

Date:	Time				
Present:					
Comments and targets agreed:					
Support agreed: <small>please tick</small>					
House support/mentoring		Home/school contract		Educational Psychologist	
Learning mentor		School Nurse		Other <small>please state</small>	

EHCP/Statement attached

 MSP attached

 ANP

Appendix 6: Exclusion Proposal Form



Exclusion Proposal

Name:	Tutor group:	Date:
House:		
Amethyst <input type="checkbox"/>	Citrine <input type="checkbox"/>	Diamond <input type="checkbox"/>
<small>Please tick</small>		
Students involved:	Staff involved:	Witnesses:
Location:		

Incident report summary attached

Please ensure that statements from those involved are attached i.e. staff, culprit, victim(s) and any relevant witnesses. Please highlight if there have been any previous incidents of a similar nature on this proposal.

	Yes			SEND level (where appropriate)	tick
Does this involve any sexual harassment?				N - No Special Educational Need	
Is this a racial incident?				K - SEN support	
Does this student have an MSP/ANP?				Statement/EHCP	

Previous History

Previous Isolations/Exclusions:

Date	Isolation/Exclusion?	Number of Days	Reason for Isolation/Exclusion

Previous support and intervention:

Date	Intervention	Impact

Exclusion period:	New total of days:	Exclusion:	Isolation:
Exclusion from:	Return to lessons date:		
Reintegration date and time:	Signed:		
	<small>(Headteacher)</small>		

Exclusion Letter

Reasons for Exclusion please tick

Physical assault against an pupil		Bullying	
Physical assault against an adult		Racist abuse	
Verbal abuse/threatening behaviour against a pupil		Damage	
Verbal abuse/threatening behaviour against an adult		Theft	
Persistent disruptive behaviour		Sexual misconduct	
Drug /alcohol related		Other <small>(please state)</small>	
Health and safety risk		Signed by:	Sent out on:

Reintegration Meeting

Date:	Time	
Present:		
Comments and targets agreed:		
Support agreed: <small>please tick</small>		
House support/mentoring	Home/school contract	Educational Psychologist
Learning mentor	School Nurse	Other <small>please state</small>

EHCP/Statement attached

MSP attached

ANP