



## **Behaviour for Learning Policy**

The School has a moral duty to all students, parents/carers and staff to maintain an environment where everyone can work in physical and emotional security, free from the negative effects of unacceptable or anti-social behaviour.

### **The Aims of the Policy**

The aims of this policy are

1. To promote positive behaviour for learning
2. To define the role of teachers in promoting good standards of behaviour
3. To state what is expected of students.
4. To state what is expected from parents and carers
5. To provide guidance on available rewards and sanctions.

### **Procedure**

#### **Positive Behaviour for Learning**

It is the aim of the school to provide a working environment where all students can realise their full potential in an undisruptive, happy and stimulating environment.

1. Students learn more effectively and enjoyably when there is a sense of order and the behaviour around them is polite and reasonable.
2. By making the expectations of good behaviour explicit, the school can create a positive atmosphere that supports effective learning.
3. Students must be taught to understand the advantages of good behaviour in pursuit of happy and positive relationships with others both now and into the future.
4. Staff and students must share the responsibility for ensuring that health and safety obligations are not jeopardised by unruly behaviour.
5. Some young people display emotional, behavioural and social difficulties. When this occurs, the aim of the school is to remedy, or at least positively manage, such difficulties to ensure that these students are properly included in the educational experiences and opportunities provided and that the learning of their peers is not impeded.

## **Role of Teachers/Staff**

Teachers set the tone for good learning behaviour by maintaining positive attitudes at all times and promoting high expectations for all school activities. The school learning and teaching policy promotes teaching approaches that help to promote positive learning behaviour.

1. Teachers should ensure that learning intentions are clear, lessons well organised, interesting and appropriate and that work is sensitively differentiated.
2. In the classroom, teachers should set clear expectations be fair and engage students while applying a positive approach towards discipline.
3. The basic rules for the classroom and the protocol for recognition and reward and disciplinary consequences should be displayed and used consistently and persistently.
4. Teachers should show appropriate appreciation for effort and achievement by students, using encouraging words and appropriate rewards. These may include positive calls home, SIMS achievement points, referral to the Head or Deputy for special congratulations for excellent work and effort, certificates of achievement handed out in school assemblies and letters/email/texts to parents and carers.
5. Teachers and support staff are expected to demonstrate to young people courteous, considerate, polite and pleasant behaviour at all times, and never use any form of abusive or humiliating remarks.
6. Teachers should always aim to manage behaviour positively and especially when dealing with challenging behaviour, help the students maintain dignity and be able to make a fresh start.
7. Staff should only use restraint in lawful circumstances, for example to prevent students from hurting themselves or others (refer to School Policy on the use of Restrictive Physical Interventions).
8. The school may search students for illegal substances or weapons. Only staff who have been specifically authorised by the Head Teacher will normally conduct a search. The search process should follow the Welsh Government guidelines (Safe and effective intervention – use of reasonable force and searching for weapons).
9. Teachers should ensure they update their understanding and skills in managing behaviour effectively by taking regular advantage of relevant professional learning opportunities.

## **Travel Behaviour Code**

Student safety is very important. Students must behave responsibly and safely when travelling to and from school or college, whether they go there by bus, train, taxi, bicycle, walking or any other way. If students get a bus to school or college, they must also follow the rules in the School Bus Travel Behaviour Code.

If they do not follow this Code, for their own safety, and other people's, the school can take action against the student. This might involve taking away their right to school transport and even excluding them from school.

***Student Responsibility***

- Always respect others, including other students, drivers and the public.
- Always respect vehicles and property.
- Always be polite.
- Never drop litter.
- Always obey the law.

***Student Safety***

- Always behave well when travelling.
- Always follow the driver's instructions when travelling.
- You must not distract drivers.
- Always cross the road safely and sensibly.
- Always travel by a safe route.

***Student Rights***

- To be safe when travelling.
- To be treated fairly and with respect.
- To tell someone if somebody or something is causing you problems.
- Not to be bullied or picked on.

**Students should tell a teacher, parent or driver about any bad behaviour or bullying they see.**

**Student School Bus Travel Behaviour Code**

1. When at the bus stop, students should always wait sensibly, off the road (if possible on a pavement).
2. Students should make an agreement with their parents what to do if the bus does not arrive or if they miss it.
3. When the bus arrives, students should wait for it to stop. Never push or rush for the door.
4. Students should show their bus pass (if they have been given one) when they get on the bus.
5. On a school bus stay in their seat for the whole journey.
6. On a public bus find a seat if one is available.
7. Never block the aisle with a bag or other belongings.
8. Always wear a seatbelt if one is provided.
9. Do not distract the driver when he or she is driving.
10. Never eat or drink on the bus.
11. Never throw anything in or from the bus.
12. Never damage or vandalise any part of the bus.

13. Never operate the bus doors or exits, except in an emergency.
14. Always follow the instructions of the driver or passenger assistant at all times.
15. If there is an accident, stay on the bus until told to leave. If it is unsafe to stay on the bus then leave by the safest exit.
16. Never try to get on or off the bus until it has stopped.
17. Always get off the bus sensibly, taking all belongings.
18. Never cross the road in front of or close behind the bus.

## **Behaviour Expected from Students**

### **Ready to Learn**

Students are required to observe the following basic rules in the classroom in order that all students can learn to the best of their ability and make good progress:

1. Arrive on time, within five minutes of the bell
2. Sit where you are told
3. Show you are ready to learn
4. Listen respectfully when others are talking
5. Keep off task conversations for social times
6. Work in silence when adults ask you to
7. Allow others to learn
8. Stay in your seat
9. Don't eat or drink (only water is allowed in lessons)
10. Speak to others with respect

A rule-break in class results in the student receiving a warning. A second rule break results in that student being sent directly to the Isolation Room.

Staff may refer students to a red card lunchtime detention if they display poor behaviour around the school outside of lessons.

Any inappropriate use of mobile phones/electronic devices will result in the item being confiscated and only returned to a parent/guardian.

### **Partnership with Parents/Carers**

1. The school is not required to notify parents of red card detentions at lunchtime.
2. Parents will receive a text via our 'in-touch' system to inform them that their child has been sent to the Isolation Room. Students working in the Isolation Room finish school at 3.40pm.
3. Parents are notified via telephone call or letter if their child has been referred to our internal exclusion facility (ACE Room). Students working in the ACE Room finish school at 4pm.

4. Parents will be informed by the relevant senior leader when sanctions have not succeeded.

## Guidance on Rewards and Sanctions

### Rewards

It is the school policy to recognise, acknowledge and reward individual achievements by students. The following are examples of areas considered to be worthy of individual recognition.

1. Consistently improved standards of work.
2. Good or outstanding pieces of work.
3. Effort in class or for homework.
4. Outstanding effort or achievement in extra curricular activities.
5. Service to the school or local community

Each term, students who have recorded an exceptionally high number of SIMS achievement points will be invited to take part in a school trip or experience.

### Sanctions

It is important for sanctions to be used consistently and for teachers and other staff to make it very clear to the recipient why a sanction is being applied. Assertive discipline strategies are displayed in all classrooms.

1. Referrals on Sims (school information systems) are used as a means of communication between members of staff about students who are disruptive in lessons or otherwise giving cause for concern.
2. Red Card detentions may be given at lunchtime for unsatisfactory behaviour around the school. Failure to attend this detention will result in a referral to the Isolation Room.
3. Students who break rules more than once in a given lesson will be sent directly to the Isolation Room.
4. Students may be placed on report whereby they are required to carry a report card that has to be signed after every lesson. The card is to be monitored daily by the form tutor and/or progress co-ordinator
5. Any member of staff may phone a parent or carer to discuss any student's behaviour or the quality of their work **if they have first discussed their concerns with a senior teacher.**
6. For persistent poor behaviour, there are a series of referrals that can be considered by the Learning Support Team and the relevant senior teacher. These are:
  - a. Referral to the educational welfare office for investigation and supporting visits to parents
  - b. Referral to external agencies via internal Pupil Panel meetings.

- c. Referral to the Educational Psychologist for assessment, guidance and direct work with individuals.

7. Internal fixed term isolation may be used for the following offences:

- a. Racism and/or any other bullying and harassment behaviours.
- b. Persistent disruption, defiance or any other behaviour that compromises their own or others' safety and welfare
- c. Verbal abuse directed at staff
- d. Misuse of the Internet.

8. Fixed term exclusion may be used for the following offences:

- a. Harm with intent, for example, violence or threatening behaviour towards staff or other students
- b. Repeated disruption and defiance, following time in the ACE room
- c. Repeated verbal abuse
- d. Possession of drugs

9. Permanent exclusion will be applied if the behaviours described are persistent and all other reasonable steps have been taken to address the young person's behaviour and attitude. Permanent exclusion will also be used as a response to extreme acts of violence, supplying drugs, and for persistent incidences of defying criminal law. The governors' discipline committee must hear all cases of permanent or fixed term exclusion that exceed 15 days.