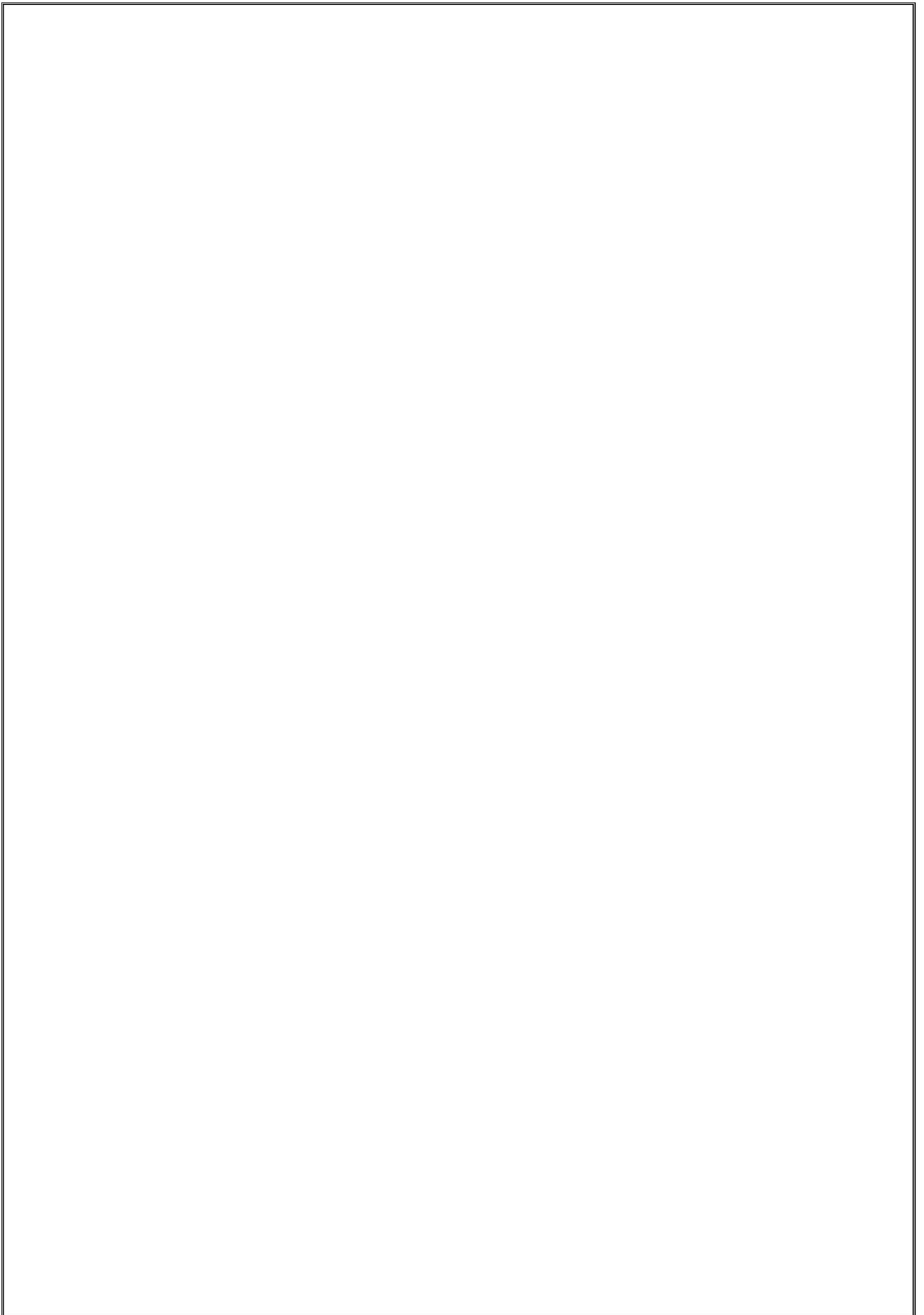


King's Norton Boys' School

Behaviour for Learning Policy

Adopted by the Governing Board: September 2017
To be reviewed by: September 2019



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Statement of intent

We believe that in order for students to achieve their full potential at King's Norton Boys' School, and to enable effective teaching and learning to take place, good behaviour in all aspects of school life is necessary.

King's Norton Boys' School's Behaviour for Learning Policy aims to develop a student's sense of responsibility and independence for their own actions, and to ensure that they do not affect the education of others due to poor behaviour.

Each member of staff has responsibility for upholding standards of behaviour in school, both within their classroom and around the school site, as well as implementing this policy both fairly and consistently.

This policy will be abided by staff members and students at all times, and reviewed at regular intervals.

Signed by:

_____ Headteacher Date: _____

_____ Chair of governors Date: _____

1. Legal framework

1.1. This policy has due regard to statutory legislation, including, but not limited to, the following:

- The Education Act 2011
- The Equality Act 2010
- The Education and Inspections Act 2006
- The Health Act 2006
- The School Information (England) Regulations 2008, and the amendments made in 2012 (as amended)

1.2. This policy also has due regard to DfE guidance, including, but not limited to, the following:

- DfE 'Behaviour and discipline in schools' 2016

2. Definition

2.1. The phrase 'behaviour for learning' conceptualises the following three relationships experienced by a student:

- Their relationship with themselves, e.g. their self-confidence as a learner
- Their relationship with others, e.g. how they socially interact
- Their relationship with the curriculum, e.g. how best they learn

2.2. In order to foster a positive learning environment in King's Norton Boys' School, these relationships must be developed and supported.

2.3. Most social, emotional and behavioural skills are learned, with behaviour for learning being a theoretical approach to the learning experience.

2.4. Rather than focussing on unwanted behaviours, the behaviour for learning approach puts value on positive behaviours, which enable and maximise learning.

2.5. This approach helps students understand the behavioural skills they need, what the teacher wants them to do, and why this will help them to learn.

3. Roles and responsibilities

3.1. Staff members will:

- Implement the school's Behaviour for Learning Policy at all times.
- Maintain a positive and well-managed learning environment.
- Be positive ambassadors of the school at all times, through their professional behaviour and conduct.

- Use the school's house point (VIVO) reward system and hierarchy of sanctions to promote good behaviour.
- Use the rules and consequences outlined in this policy clearly and consistently.
- Treat all students fairly and equally, seeking to raise their self-esteem and develop to their full potential.
- Undertake comprehensive planning to provide challenging, interesting and relevant lessons, which are appropriate to the age, ability and individual needs of students.
- Record all behavioural events, both positive and negative, on the school's management information system (SIMS), by following the correct reporting procedure.
- Raise any concerns regarding students' behaviour with the relevant Head of House.
- Take the necessary steps to effectively manage student behaviour, such as placing students on report where appropriate.
- Support other members of staff with behavioural issues involving individual students or groups of students.
- Liaise with other members of staff and the senior leadership team (SLT) in order to implement effective behaviour management.
- Organise detentions where appropriate.
- Intervene promptly when they encounter poor behaviour or unexplained absence.
- Immediately contact the headteacher and the rest of the SLT when there has been a serious breach of the school's rules.
- Contact parents/carers regarding their child's behaviour where necessary.
- Continuously keep parents/carers informed of any behavioural management issues concerning their child.
- Act in accordance with the Local authorities Exclusion Policy when dealing with more serious breaches of school conduct.
- Monitor the attitude, effort and quality of the students' work.
- Make referrals to external agencies where necessary, e.g. the behaviour support service.
- Inform the Head of House of relevant behaviour data and trends.
- Ensure that all records are kept up-to-date, such as the pastoral register and racist incident log.

- Consistently develop their understanding of behaviour for learning and relevant techniques as part of their CPD.

3.2. Students will:

- Abide by the Home-School Agreement and the school's Behaviour for Learning Policy at all times.
- Act as positive ambassadors and representatives of King's Norton Boys' School through their exemplary behaviour.
- Be polite and respectful of others in the surrounding community.
- Work to the best of their ability and effort at all times, whilst allowing other students to do the same.
- Cooperate with other students and members of staff in order to create a positive learning environment.
- Be ready to learn by ensuring regular attendance to all lessons and arriving at school with the correct equipment.
- Correctly present themselves in King's Norton Boys' School's uniform, in accordance with the school's Uniform Policy.
- Respect and value the environment and their surroundings, as well as each other.
- Not act in a manner which is disruptive to the learning of others.
- Under no circumstances put the health and safety of others at risk.

3.3. Parents/carers will:

- Abide by the Home-School Agreement, ensuring the attendance and punctuality of their child, as well as reporting any absences.
- Encourage good behaviour and for their child to be an ambassador of the school at all times, in line with the Behaviour for Learning Policy, by reinforcing school rules.
- Share any concerns they have regarding their child's education, welfare, behaviour and life at King's Norton Boys' School with the student's Form tutor, Head of House or Senior Leadership Team.
- Support their child's independent learning.
- Support the school's decisions in relation to behavioural issues, whilst having the right to question King's Norton Boys' School decisions regarding their child's behaviour.
- Ensure that their child correctly presents themselves as a student of King's Norton Boys' School, in accordance with the school's Uniform Policy.

4. Classroom behaviour

- 4.1. School rules are clearly set out for students.
- 4.2. Dealing with behavioural problems is primarily the responsibility of teaching staff.
- 4.3. Teaching staff will use seating plans and a range of de-escalation techniques to encourage good behaviour and create an effective learning environment.
- 4.4. Praise will be used to set high expectations at the start of the lesson, in conjunction with non-verbal cues and private corrections in order to focus students on learning.
- 4.5. Lessons will be structured, in order to allow students to understand what is being taught and how it links to what they already know.
- 4.6. All staff members will support students' emotional wellbeing and welfare within the learning environment by encouraging students to develop effective social relationships.
- 4.7. Staff members will remind students that at each stage of the process they have the opportunity to amend their behaviour, rather than escalate it.
- 4.8. De-escalation techniques will be used at all times.
- 4.9. In general our approach to managing student behaviour is:
 - Stage 1 – the classroom teacher themselves, will manage behaviour strategies and sanctions.
 - Stage 2 – if poor behaviour persists, their curriculum team leader and/or pastoral staff will become involved in managing the behavioural incident.
 - Stage 3 – serious breaches of conduct and persistent offenders will be dealt with by the headteacher or another member of senior staff.
- 4.10. The overall aim of the structure of lessons is to actively engage students and to develop their learning skills systematically so that their learning becomes increasingly independent.
- 4.11. Whilst using the school corridors and surrounding area of the school building, students will act in a responsible and respectful manner, as would be expected in a classroom.

5. Rewards and praise

- 5.1. King's Norton Boys' School recognises that students should be rewarded for displaying consistently good behaviour.
- 5.2. Praise will be used to help raise student achievement and will be given for progress, not simply for high-quality work.

5.3. Positive behaviour will be promoted and reinforced by the school's clear reward system.

5.4. Praise will:

- Be given in relation to a specific task or action.
- Be earned, ensuring that the recipient is clear about what they are being praised for.
- Reinforce King's Norton Boys' School's core values and ethos.
- Not be awarded for vague accomplishments or be given too easily and spread too widely.
- Not be in a manner which is selective, exclusive or causes the recipient embarrassment.
- Always have a positive effect upon others as well as the recipient.
- Be used to motivate students and help them to feel valued.

5.5. King's Norton Boys' School has a reward system in place which rewards students for displaying good behaviour and progressing their learning, through the following methods:

- Certificates
- Verbal praise
- Written praise
- Phone call home
- Headteacher commendation
- Comments at parents evening
- House Points (VIVO Points)
- Prizes purchased with house points

5.6. Termly assemblies are held to praise and reward students achievements and effort.

5.7. Reward activities are arranged for groups of students at the end of the year.

6. Behavioural support

At King's Norton Boys' School we believe that student's behavioural issues should receive support, to assist in resolving and lowering incidents, these may include, but are not limited to:

- Staff mentoring via the pastoral team
- Being placed on report

- signing a behaviour contract
- Referral to an external agency or inclusion support (including child psychologists)

7. Disciplines and sanctions

7.1. Sanctions and disciplines will be given when a student's behaviour is unacceptable/inappropriate, in order to help them to develop a sense of right and wrong.

7.2. Punishments will be issued sparingly and only where appropriate; however, if a student fails to follow instructions or their behaviour falls below the established Code of Conduct, staff members are able to discipline the students in question.

7.3. In order for the punishment to be lawful, the school will ensure that the decision to issue a discipline to a student is:

- Made by a paid member of school staff, or a member of staff authorised to do so by the headteacher.
- Made on the school premises or whilst the student is under the charge of a member of staff.
- Reasonable, will not breach any other legislation, and will not discriminate on any grounds, such as disability, race, special educational needs and disabilities – as per the Equality Act 2010, in respect to safeguarding students with special educational needs and disabilities, and any other equality rights.

7.4. The issuing of disciplines and sanctions will be recorded and the consistent use of sanctions will be monitored by Heads of House and Pastoral Team.

7.5. Sanctions will:

- Relate to a specific task or action and will be applied clearly.
- Be issued consistently and fairly, ensuring that the recipient is clear about what they are being reprimanded for.
- Reinforce King's Norton Boys' School core values and ethos.
- Not focus repeatedly on the same issue without progress.
- Not have a negative effect upon others.

7.6. King's Norton Boys' School implements a graduating scale of sanctions which staff members will apply to corresponding actions using their professional judgement. These include the following:

- Verbal warning/reprimand
- Repeating work of an unacceptable standard

- Behaviour concern entry on the management information system
- Withdrawal of privileges
- Lunchtime or after-school detention
- Removal from the classroom or specific area of classroom
- Meeting with the Pastoral Team.
- Meeting with the Headteacher.
- Meeting with the student disciplinary panel or governors' disciplinary committee
- Isolation for serious breaches of the behaviour policy
- Exclusion, including fixed-term and permanent exclusion for extreme breaches of the behaviour policy.

7.7. When a detention has been issued outside of school hours, the school will ensure that the student's parents/carers are informed, including why it has been given, when, where and the timescale of the detention.

- Parents/carers will be informed of detentions either via phone, email, post, letter sent home with student or face-to-face.

7.8. The school will consider each behavioural incident individually and issue the appropriate discipline according to each individual situation.

7.9. The headteacher has the ability to delegate the power to issue sanctions to volunteers, such as parents/carers who assist during an educational visit.

8. Exclusions

8.1. In cases of external exclusions, whether fixed-term or permanent, the local authorities Exclusion Policy will be followed at all times.

8.2. In the event of external exclusion, the headteacher or a member of the SLT will inform the student's parents/carers of the exclusion via written notification, which outlines the nature of the incident, the exclusion duration and any alternative provision supplied.

8.3. The decision to exclude a student is invariably done on the grounds that the student's behaviour constitutes such a breach of school conduct that other disciplines are not sufficient.

8.4. For serious breaches of school conduct, the student can be placed in internal exclusion.

8.5. During internal exclusion, the student involved will undertake all their work whilst in the inclusion room, which is separate to classrooms, whilst under the supervision of a member of staff.

- 8.6. For extreme breaches of school conduct, the headteacher can place a student on fixed-term exclusion, which will be completed by the student from their home and can last up to 15 days.
- 8.7. The relevant Head of House and staff members can recommend that a student is excluded; however, it is ultimately the headteacher's decision.
- 8.8. In the absence of the headteacher, the deputy headteacher will make the decisions concerning a student's exclusion.
- 8.9. The headteacher has the ability to permanently exclude a student who has seriously breached the school's rules, or who is a persistent offender.
- 8.10. Permanent exclusions will be considered by the governing body for authorisation.
- 8.11. The exclusion process outlined in the local authorities Exclusion Policy, will be followed at all times, ensuring that parents/carers are suitably informed and are made aware of their right to appeal.

9. Monitoring and review

- 9.1. This policy is monitored for effectiveness by the headteacher and pastoral care team, and will be reviewed by the Governing Board every two years.