



Byron College

Behaviour for Learning Policy

Issued: September 2017

Review Date: September 2019

Distribution: To all teaching & support staff

INTRODUCTION

Purpose

The purpose of this policy is to produce a working document which reflects the current needs of the school. The policy is intended to build upon previous practice and has been the result of review and evaluation.

Aims:

The policy aims to put strategies in place which help develop a positive culture of praise and reward within the school, where students feel empowered and are able to successfully manage their own behaviour.

The main aim of the policy is to promote excellent behaviour for learning throughout the school community so that every pupil

- reaches their potential
- becomes an independent and self-motivated learner
- develops the confidence, social skills and emotional intelligence to do well in all areas of school life and beyond
- is part of a highly cohesive school community with a positive ethos, contributing towards their spiritual, moral, social and cultural education

This policy is intended to provide the clarity, practice and systems that enable every member of staff to implement successfully and be supported when an instruction is given to a pupil, with reinforcement all the way up to the senior leadership team.

Scope:

The policy applies to the whole school day, extra-curricular time, the journey to and from school and the entire duration of any trip.

The policy:

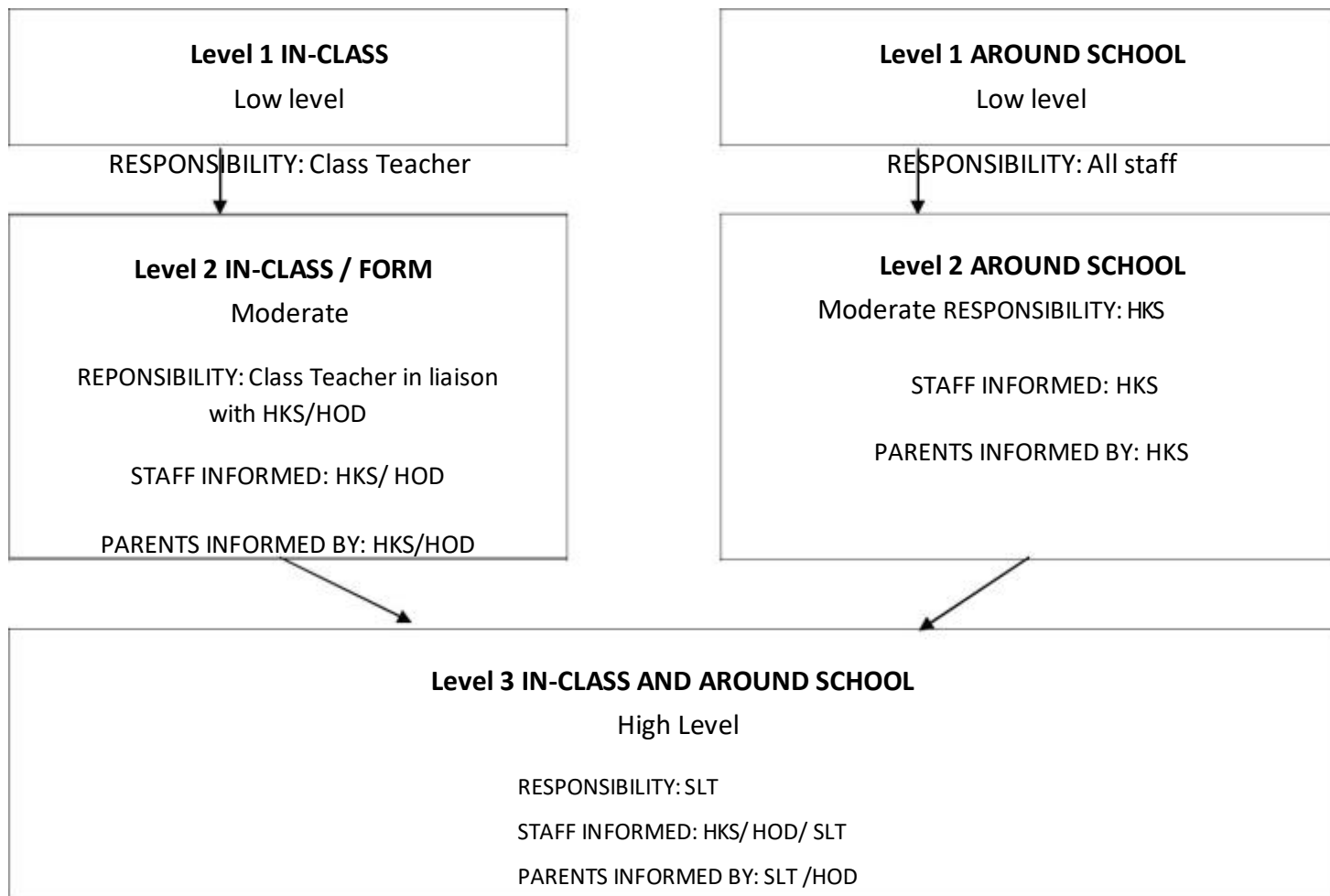
- a. defines expectations with regard to behaviour for learning for all members of the school community;
- b. recognises that praise plays a very significant part in improving behaviour for learning;
- c. presents a series of consequences and sanctions which follow if pupils display unacceptable behaviour;
- d. provides a clear system for monitoring and tracking behaviour for learning at whole school and individual levels;
- e. makes clear the roles and responsibilities of all staff in managing behaviour and implementing rewards and sanctions;

Dealing with inappropriate Behaviour:

At Byron College we are very fortunate that there is very little inappropriate behaviour and it is usually not of a serious nature. We will at all times try to reassure the pupil that it is the behaviour and not him/her that is disliked or unacceptable.

RANGE OF ACTIONS TO BE IMPLEMENTED BY RESPONSIBLE STAFF

SUMMARY



IN-CLASS BEHAVIOUR

THE LIST OF EXAMPLES OF BEHAVIOUR PROVIDED AT EACH LEVEL IS NOT EXHAUSTIVE OR MEANT TO BE PRESCRIPTIVE. THE EXAMPLES ARE GUIDELINES AND TEACHERS ARE EXPECTED TO USE PROFESSIONAL JUDGEMENT AND CONSIDER THE *EXPAND* OF THE BEHAVIOUR WHEN DETERMINING IF ANY, OR WHAT, ACTION MAY FOLLOW .

LEVEL 1**LOW LEVEL CHALLENGING BEHAVIOUR (in class) RESPONSIBILITY FOR ACTION:****CLASSROOM TEACHER**

Examples	Suggested strategies	Recommended actions taken by CT
<p><u>Disruption e.g.</u> Chatting /shouting out/ noisy distracting others not listening to instructions out of seat without permission late to lesson</p> <p><u>Silliness e.g.</u> throwing things passing notes time wasting teasing / play fighting inappropriate comments</p> <p><u>Non-disruptive off-task: e.g.</u> chewing daydreaming fiddling rocking on chair uniform/applying make-up etc</p>	<p>Clear entry and exit procedures* (<i>appendix 1</i>) Classroom boundaries * (<i>appendix 2</i>) Well-planned lessons Pupils on task immediately Change of activity Refocusing Varied teaching style Deployment of T.A. Time limits on tasks Countdown / wait for silence Seating plan / change plan Low-key, quiet voice Walking round room Verbal & non verbal praise: smile/ wink/ thumb up Sign work as walk around Calming down, heads down Diffusing with humour</p>	<p>Talk to pupil Move seat Catch up missed work Note to parent in homework diary Lose free time / detention Community service in classroom e.g. tidy books / chairs up / pick litter in class Set possible new deadline for hw</p>

LEVEL 1 contd.		
<u>Homework</u> Fails to hand in or complete	See appendix for homework strategies* <i>(appendix 3)</i>	
<u>Lesson truancy</u> One lesson		detention to catch up work
Mobile phone		Confiscation of equipment. Pass to office. Return to pupil as per mobile phone policy or at the discretion of Heads of School/ pastoral AHD only

<p>LEVEL 2</p> <p>MODERATE LEVEL CHALLENGING BEHAVIOUR (in class / form)</p> <p>RESPONSIBILITY FOR ACTION: <u>CLASS/ FORM TEACHER</u> in liaison with HOD (class) / HKS (form)</p> <p>STAFF INFORMED: HOD(class) / HKS (form)</p> <p>PARENTS INFORMED BY HOD (class) / HKS (form)</p>	
Examples	Recommended actions taken by CT / HOD / HKS A selection may be used from the (non exhaustive) list below
<p>Persistently arguing back</p> <p>Constantly stopping others from working</p> <p>Constant lateness to lesson / form</p> <p>Repeated lesson truancy</p> <p>Repeated lack of class work / homework</p> <p>Bullying (refer to anti-bullying policy)</p>	<p>Remove to HOD /HKS /another classroom* (<i>appendix 4</i>)</p> <p>HOD/ HKS phone call. Letter home if unable to contact by phone. * (<i>appendix 5</i>)</p> <p>Community service within department</p> <p>Set extra work to ensure the pupil completed learning missed</p> <p>BIP level 1 or 2</p>

BEHAVIOUR AROUND SCHOOL

LEVEL 1**LOW-LEVEL CHALLENGING BEHAVIOUR (General / around school)****RESPONSIBILITY FOR ACTION: Staff on Duty.****ALL STAFF RESPONSIBLE FOR GENERAL BEHAVIOUR AROUND SCHOOL**

Examples of behaviour outside the classroom	Suggested strategies	Suggested actions taken by any staff A selection may be used from the (non exhaustive) list below
Running on corridors Shouting on corridors Loitering Dropping litter Uniform/make up	Staff present on corridors at lesson change-over. Prompt return from break and lunch. Establish expectations of lining up for lesson. Act as role model e.g. pick up litter, walk on left Staff to refrain from eating / drinking on corridors. Reinforce expectations in form time, lessons and assemblies.	Remind pupils of safety rules. Ask students politely to pick up litter / put sweets etc away and direct them to a bin. Refrain from shouting at student in front of audience; rather talk him /her to one side.

LEVEL 2

MODERATE LEVEL CHALLENGING BEHAVIOUR (General / around school)

STAFF RESPONSIBLE FOR ACTION : HKS

PARENTS TO BE INFORMED BY HKS

Examples

Recommended actions taken by HKS/AHT
A selection may be used from the (non exhaustive)
list below

Off-site at break /lunchtime without permission

Persistent lateness to school

Contact parents* (*appendix 5*)
Lose breaks for a set period
Lunch time detention
BIP 1 or 2

GENERAL ISSUES

Issue	Staff responsible for action	Staff to be informed	Parents to be informed	Recommended action
Level 1 Late once	FT			Warning
Level 2 More than once	FT	HKS	X	HKS detention
Level 3 Persistent	HKS	HKS/ AHT	X	HKS detention HKS contact with parent BIP 1 or 2 HKS discretion
Lack of correct uniform / make-up / hair				
Level 1 Occasional	FT / all staff			Warning (removal of make up)
Level 2 Regular	FT in liaison with HKS	HKS	X	Standard letter to parents* <i>(appendix 7)</i> Supply correct uniform if possible.
Level 3 persistent lack of co-operation	SLT	HKS/ AHT	X	Parental interview HKS /AHT

LEVEL 3**HIGH LEVEL CHALLENGING BEHAVIOUR****RESPONSIBILITY FOR ACTION : SLT****STAFF INFORMED: HOD / HKS / SLT****PARENTS INFORMED BY SLT****Examples****Recommended actions taken by SLT
A selection may be used from the (non
exhaustive) list below**

Overt refusal to follow instructions

Out of control / dangerous behaviour / health and safety risk

Verbal abuse to staff

Physical contact with member of staff

Racist remarks

Fighting

Repeatedly off-site without permission

Smoking / drugs / alcohol

Persistent defiance / non-co-operation of school rules e.g.

make-up / uniform / unacceptable haircut

Bullying/ prejudiced and discriminant behaviour

Theft

Serious damage to school property

Detention at AHT
Parental interviewCommunity service
Fixed term / permanent exclusion* (*appendix 8*)
BIP 2 / 3 report at SLT discretion

APPENDICES

1. ENTRY AND EXIT PROCEDURES FOR ALL CLASSROOM TEACHERS
2. CLASSROOM RULES
3. HOMEWORK STRATEGIES
4. REMOVAL TO HOD
5. CONTACTING PARENTS
6. DEPARTMENT REPORT CARD
7. STANDARD LETTER: APPEARANCE
8. EXCLUSION
9. INCIDENT REPORT FORM

Appendix 1

ENTRY AND EXIT PROCEDURES OF PUPILS FOR ALL CLASSROOM TEACHERS

ENTRY

1. Be there on time. Whenever possible anticipate the bell e.g after lunch, after a free period
2. Stand by your door on the corridor to greet pupils courteously.
3. Pupils line up.
4. Pupils enter room quietly.
5. Teacher waits for quiet.
6. Teacher greets class as a whole.
7. Class sit.
8. Teacher takes register.

EXIT

1. Pupils pack away in plenty of time.
2. Pupils tidy up and check tables and floor for litter.
3. Pupils stand behind chairs.
4. Teacher stands by door and exit one row / group at a time.

Bell 1: movement bell

Bell 2: everyone is where they should be ie: Teachers have entered the classroom and children are at their desks for learning to commence

**PUPILS SHOULD BE SUPERVISED AT ALL TIMES ON
CORRIDORS AT LESSON CHANGE-OVER.**

Appendix 2

CLASSROOM RULES

1. Speak courteously to each other.
2. Follow instructions
3. Listen to the teacher at all times.
4. Stay in your seat.
5. Keep the room tidy and litter-free.

Appendix 3

HOMEWORK STRATEGIES

Please check your department's homework policy.

Some strategies that can help you to manage the prompt completion and handing in of homework.

- Set relevant tasks
- Use hw for preparation for next lesson / consolidation
- Research tasks
- Differentiated tasks
- Set tasks with time limits
- Ensure pupils record homework in planner with deadline
- Make homework the focus at start of lesson
- Keep a homework register
- Set clear deadline for completion.
- Establish policy of notes from parents for any excuses
- Ensure all understand
- Clear explanations
- Set before end of lesson

Appendix 4

REMOVAL TO HEAD OF DEPARTMENT

1. A pupil should be sent to HOD in the first instance if he/she is causing persistent disruption which prevents the learning of others.
2. A pupil should only be removed if the class teacher has attempted to stop the unwanted behaviour.
3. The pupil should be sent by the class teacher with a pass, and the HKS notified of the removal by way of note via another pupil.
4. Should the removed pupil fail to arrive, HOD should contact SLT
5. Should SLT find the pupil, the pupil will be placed with HOD

The department needs to know where the HOD is at all times. The HOD should be available to accommodate the removal of students.

RESPONSIBILITY FOR DEALING WITH THE PUPILS LIES WITH THE HOD, NOT SLT.

Should the HOD be unavailable for a particular reason, departmental staff should be notified and arrangements made for removal to the HKS.

Appendix 5

CONTACTING PARENTS

(Level 2 and 3 only.)

By phone or letter

CONTACT BY PHONE OR LETTER SHOULD ONLY BE MADE BY:

HKS (L2)/ HOD (L2) / SLT (L3)

Key staff above who wish to contact parents by letter should use the **standard letter template** as shown in this document.

Alternatively, you can e-mail the details of the incident to the office will complete the form.

Parental meetings

THESE SHOULD ONLY BE HELD BY HODs, HKS and SLT.

It is important that HODs, HKS and SLT try and involve the member of staff who initiated the referral whenever possible.

IN ALL CASES THE ABOVE PROCEDURES MUST BE ADHERED TO BY ALL STAFF.

Level 2 letter from HOD/HKS

Information letter

Dear Mr. and Mrs. _____

I am writing to inform you that your *son* _____ has been referred to me by his class teacher for

repeatedly failing to produce homework.

This matter is being taken seriously, as the department has high standards and is particularly keen for _____ to make sound progress in each lesson.

If the problem persists I shall invite you to come in to school to discuss it with me, along with his class teacher / form teacher.

However, I trust you will discuss our concerns with _____ and that from now on we will see a positive difference.

In the meantime, please do not hesitate to contact me if you wish to discuss the matter further.

Yours sincerely,

Miss X

Head of.....

Level 2 letter from HOD/ HKS

Parental meeting

Dear Mr. and Mrs. _____,

I contacted you recently about the referral that was made by _____ class
teacher for

repeatedly failing to complete homework.

I am concerned that there are still problems and I would now like to invite you
into school to discuss the matter further.

I would be grateful if you would attend a meeting on _____ at _____.

If this is inconvenient, please contact School to make an alternative appointment.

Yours sincerely,

Miss X

Head of

Level 3 letter from AHT

Parental meeting

Dear Mr. and Mrs. _____,

I have tried to contact you by telephone but have been unsuccessful.

Therefore, I am writing to inform you that your _____ has been referred to me by _____, Head of _____ for *repeatedly truanting from school.*

As this is a serious matter I would like to invite you into school to discuss the matter _____ *at* _____.

If this time is inconvenient please feel free to contact the school to rearrange the appointment.

Yours sincerely,

Mr X

Assistant Headteacher

Appendix 7

STANDARD LETTER: APPEARANCE

Dear ...

I wish to raise a concern with you regarding _____ appearance to school. *Sally* is continuing to *wear make-up* (specify), despite having already been addressed several times.

I trust you will ensure that your child's appearance is in accordance with school policy in future.

Please complete and return the slip below to acknowledge that you have received the letter.

Yours sincerely,

Head of

I acknowledge receipt of the letter regarding uniform and will ensure that _____'s appearance is in accordance with school policy.

Signed-----

This letter template is available in the server on W drive.

HKS ONLY MAY SEND THESE LETTERS. PLEASE ALERT
YOUR HOD SHOULD YOU REQUEST A LETTER TO BE SENT.

Appendix 8

EXCLUSION

Fixed term Exclusion

Exclusion is at the discretion of the Heads of School only, in consultation with the Senior Leadership Team.

Parents are contacted within 24 hours of the HT's decision to exclude by telephone and by registered letter.

Permanent Exclusion

The decision to exclude a child permanently is a serious one. It will usually be the final step in a process for dealing with disciplinary offences following a wide range of other strategies, which have been tried without success. It is an acknowledgement by the school that it has exhausted all available strategies for dealing with the child and should normally be used as a last resort.

There will, however, be exceptional circumstances where, in the Head teacher's judgement, it is appropriate to permanently exclude a child for a first 'one-off' offence.

Appendix 9

REPORTING AND RECORDING INCIDENTS

LEVEL1 behaviour is to be recorded directly onto RM INTEGRIS by classroom teacher.

LEVEL 2 : REponsibility for Action – CT in Liaison with HOD /HKS

This form (Incident Report) should be completed by the Reporter who may be: Class Teacher, Form Tutor or HOD/HKS.

If you are a CT or a FT It is good practice to **first** discuss the issue with your HOD/HKS.

The incident will then be placed onto RM INTEGRIS by HKS/HOD

LEVEL 3 : RESPONSIBILITY FOR ACTION - SLT

A Level 3 form is to be completed by the member of staff reporting: Class Teacher, Form Teacher, HOD or HKS

The incident should first be discussed with HOD/HKS prior to SLT referral. HOD/HKS should **discuss** the issue with SLT line manager AHT (exceptional cases may require immediate referral to SLT).

Should AHT decide appropriate action is necessary AHT will complete remainder of the form and place in office for entry onto RM INTEGRIS