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# Behaviour for Learning Policy

## Version 18/19-1.0

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# CONTENTS

## SECTION

1. Introduction
2. Aims of Policy
3. Principles
4. Expectations
5. Rewards
6. Sanctions
7. Exclusions
8. Bullying
9. Staff
10. Consistency

***Appendix 1***

***Appendix 2***

## **I. Introduction**

The Department for Education states that ‘Schools must apply their behaviour policies in a consistent, rigorous and non-discriminatory way and all areas of their application must be monitored routinely to satisfy legal requirements under race, disability and gender discrimination law’. This policy, along with the associated policies and the school’s monitoring and self-evaluation process, fully takes the aforementioned requirement into account. The aim of this policy is to be inclusive, fair and equitable whilst managing and improving behaviour.

“Good behaviour in school is important to their (pupils) future success. Pupils have the right to come to school and focus on their studies, free from disruption” (*Department of Education White Paper 2010*)

“Behaviour is crucially linked to motivation, achievement and hence to standards” (*Lund 1996*)

“Effective behaviour policies separate the child from the behaviour. They say ‘we want you – we do not want this behaviour’” (*Lund 1996*)

In January 2017, Malet Lambert stakeholders including pupils and staff were consulted on the existing behaviour policy. Initial changes were trialled and the contents of this policy reflect the outcomes of the most impactful strategies and systems which create the most positive climate for learning at Malet Lambert school.

## **2. Aims of the Policy**

- To promote a positive environment in teaching areas and around school where learning can be effective and staff and pupils feel safe and respected
- To minimise low level disruption so that the maximum amount of time is available for learning
- To encourage and develop a sense of personal responsibility and accountability by pupils and emphasise that they make clear choices regarding their behaviour
- To ensure that pupils, staff, parents & governors are fully aware of:
  - i) the expected behaviour of pupils within lessons and around school
  - ii) clearly defined and graduated rewards for good behaviour and consequences for poor behaviour
- To develop systems of recording that ensure detailed information on pupil behaviour, positive and negative, can be easily accessed by staff as required
- To communicate with parents quickly where significant positive, or negative, intervention has taken place

### 3. Principles

- Excellent teaching and learning incorporating the formation of professional, purposeful positive relationships with all children is fundamental to high standards of pupil behaviour
- Behaviour management is a key function of the classroom teacher and so is their direct responsibility and should therefore be accountable for it
- Expected behaviour needs to be clearly expressed to pupils, taught and reinforced regularly
- The understanding that removing a child from their routine learning environment as an intervention is a serious action and should therefore be only used when absolutely necessary
- All pupils have equal rights to be treated with respect and fairness
- Systems must not be the end result but rather the means to achieve improvement and consistency. However rigour and routine are fundamental to behaviour management

### 4. Expectations

#### Expectations in the classroom

It is the responsibility of all teaching staff to ensure that a positive environment for learning is created within their classrooms. Teachers should greet pupils at the door and ensure a calm entrance to the classroom. All teachers must implement seating plans which they should review regularly and for which they must use the school IT package, Mint Class.

#### Start of the Lesson

Pupils must arrive calmly and on time and be prepared for learning. All pupils are expected to stand behind their chairs with equipment including the school planner on the desk. Pupils must wait to be told to sit down by their teacher.

#### During the Lesson

- **Signal for silence!** The teacher will raise their hand. This is the signal used across the school to indicate that all pupils should be silent and focussed on the teacher
- **Have respect!** Listen in silence when the teacher and others are talking
- **Want to speak?** Hands up and wait until given permission
- **Follow instructions given!** Don't wait to be told twice
- **Focus on your activity!** Remain on task and allow others to remain on task
- **Be guided by and respond to the step system :** Ensure that early warnings modify behaviours

#### End of the Lesson

Pack away quickly and calmly and wait to be given permission to leave.

#### Expectations around the school

- Do as you are asked by all staff
- Arrive at lessons on time – you will need a note from a member of staff if you are late
- Be polite, use inoffensive language and respect the feelings of others
- Eat and drink in the areas provided. Remember no chewing gum

- Place litter in the bins provided
- Wear full school uniform in class, whenever you are in a building and when moving between lessons
- Keep to the left when walking around the building
- **Must not use any prohibited items or substances**

## 5. **Rewards**

The school community is committed to recognising the achievements of pupils and rewarding these achievements appropriately. We believe that praise and positive reinforcement of good attitude, progress and behaviour is an effective motivator.

The school believes in regularly reviewing its reward systems in response to continuous pupil voice.

### **a) Focused Points**

From September 2017 all pupils start every lesson with a **Focused Point** (through SIMS). Pupils retain said points unless they reach step 1 or above on the behaviour system. Retention of said points transfers to specific rewards which are advertised to the pupils. Specific rewards are then given to qualifying pupils on a termly basis. Rewards vary but include

- positive parental contact,
- extended break times,
- free snacks,
- high street vouchers
- access to a large inflatable assault course,
- ICT recreational time,
- film viewings.

### **b) Hull Coin**

Within Half Term 3 of 2018/19, the school will launch as the “first school in the world” to use Hull Coin as an innovative rewards system. Pupils will collect “E-Coins” for manifesting a wide range of positive behaviours. These can then be converted into financial savings and offers at a wide range of local shops and businesses.

### **c) House Points**

Pupils are awarded House Points for effort and participation in a raft of wider school activities. These contribute towards each House’s total points score for the academic year which results in the awarding of the House trophy.

## 6. **Sanctions**

Where a pupil chooses not to follow the agreed expectations, sanctions should be used in a hierarchical way to support learning as shown below: The sanctions are all clearly displayed at the front of all classrooms.

- Learning Statement
- STEP 1 – Removal of Focused Point  
Automatically applied for lateness without a valid note
- STEP 2 – 15 mins, next day, lunch time detention. (Recorded on SIMS )  
Contact with home within 24 hours (Centrally generated)
- STEP 3 – Displacement from classroom (Recorded on SIMS)

Same day contact with home (Centrally generated)

20 mins, next day. Lunchtime detention

- STEP 4 – Isolation until 3.45pm (Recorded on SIMS)  
Meeting with parents

Underpinning the step system is the clearly articulated expectation that classroom teachers are responsible for managing behaviour in their own classrooms which is supported by positive purposeful relationships. As such, where a child is placed into the centralised lunch time detention by a class teacher, there is a clear expectation that the teacher visits the child during that detention for the purpose of a restorative discussion.

If a pupil fails to attend a lunch time detention about which they are given three reminders beforehand, they are normally isolated from 1pm to 3.45 pm. Parents are notified and this is recorded as a step 4. **In the case of Year 11 pupils such isolations in the first instance will be done after school.**

Removing a pupil from a lesson is a significant action and so is used as a last resort to avoid disruption to other pupils' learning. Pastoral staff and SLT will support individual pupils and staff by visiting lessons (zonings) and recording positive observations alongside any concerns which are then swiftly and suitably followed up on.

A clear report system sits alongside the step system which always begins with the classroom teacher.

Further sanctions may include:

- Fixed Term Exclusion
- Governors Behaviour Panel
- Permanent Exclusion

When applying a sanction, teachers should focus on the behaviour and not the individual. For example, 'your behaviour is preventing you from learning'. Staff will also state a clear reason why a sanction has been given. There should be no need for confrontation. Pupils who argue will automatically move to the next sanction up. Refusing to leave if 'Step 3' is reached will result in an immediate step 4. Misbehaviour will not be tolerated. Regular staff training is provided on all aspects of positive behaviour management.

#### Isolation from lessons

- Some pupils will be isolated from a number of lessons. These could be an individual lesson or a series of lessons
- CCTV is in operation in the isolation room and there is clear signage for this
- The expectations of pupils in the isolation room are made clear to the pupils through signing a single page document summarising the various expectations.
- Isolations normally run until 3.45pm
- Pupils will have work set by class teachers and this needs to be taken to the isolation room. The work will be returned to staff for them to assess.

#### Internal exclusion

- Most pupils will work in isolated booths to promote pupil focus. However alternative seating arrangements will be made for pupils in response to specific needs, physical or otherwise.

- Appropriate work will be set for them to complete and they will be on task throughout this time
- Internal Exclusions will run from 8.40 am until 3.45pm. Pupils will be in internal exclusion over lunch time

## 7. **Persistently Disruptive Behaviour (P.D.B)**

This will be monitored on a half termly basis. PDB will be defined as any of the following:

1. An average of at least part of one day per week spent in the isolation room for inappropriate classroom or school behaviour over a term.
2. An average of at least two lunch time behaviour detentions, for step 2 and above over a term
3. PDB will also be defined in terms of Fixed Term Exclusions on a cumulative basis. Two Fixed Term Exclusions will be defined as PDB.

### **Sanctions for PDB**

These include but are not limited to:

- Parental meetings
- Governor panel
- Use of PSP (Pastoral Support Plan)
- Placement at a Pupil Referral Unit
- Permanent Exclusion.

## 8. **Exclusions**

This can be fixed term or permanent and only the Head of School (or the Deputy Head of School in their absence) can exclude a pupil.

A decision to exclude a pupil permanently should only be taken:

- in response to a serious breach, or persistent breaches, of the school's behaviour policy; and
- where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school (para 15, DfE Guidance 2012/2015)

Exclusion will be considered when:

- There is an assault (or attempted assault) on a member of staff or pupil
- A pupil is in possession of a weapon/prohibited substance
- There is extreme rudeness/abuse towards a member of staff
- A previously agreed contract has been broken
- There is cumulative misbehaviour
- There is significant or persistent defiance/disruption
- There is repeated refusal to accept sanctions (detentions, displacement, unit referral)
- Serious and unacceptable behaviour causing distress to pupils (for example, cyber-bullying/racism/homophobic bullying)
- Serious and unacceptable behaviour causing distress to staff

A pupil dealing in prohibited substances or brandishing an offensive weapon can expect to be permanently excluded.

Pupils may spend time in the isolation unit whilst an incident is fully investigated and to ensure that exclusion does not take place in the 'heat of the moment'. Pupils will be given opportunity to provide statement(s) and 'when establishing the facts in relation to an exclusion decision the head teacher must apply the civil standard of proof, i.e. 'on the balance of probabilities' it is more likely than not that a fact is true, rather than the criminal standard of 'beyond reasonable doubt'. (para 7, DfE guidance 2012/2015)

Parents will be informed of any exclusions through the use of a phone call and/or face to face meeting. The exclusion will be put in writing to provide clarity and all relevant supportive information for the parent and child.

### **Fixed Term Exclusion & Sixth Day Provision**

A pupil can be excluded for one or more fixed periods which, when aggregated, do not exceed a total of 45 school days in any one school year. The decision to exclude a pupil will be taken on a **balance of probabilities** and will take into account the seriousness of breaches of the school's behaviour policy, including persistent disruptive behaviour.

Where it becomes clear that fixed period exclusions are not deterring poor behaviour the school will consider alternative strategies for addressing that behaviour. For example a pupil may be referred to: Educational Behavioural Psychology Support Team; Learning Support Centre; Pupil Referral Unit. A pupil may also be offered a personalised Alternative Learning Package or access to a Managed Move or Planned Transfer to reduce the risk of permanent exclusion. Where there is a persistent lack of parental co-operation and this is affecting the child's behaviour, the school or local authority may consider applying for a Parenting Order.

In the majority of situations fixed term exclusions will be between 1 to 5 days - work will be set by the school during this period. Pupils who are excluded for a period of 6 days or longer will be provided with alternative educational provision, which will normally be off-site. For Children In Care alternative provision will be provided from the earliest date possible, preferably from the first day of exclusion. Pupils may be required to engage in a phased reintegration (particularly for assaults) and will access support in the Learning Support Centre.

### **Reintegration Interview**

A reintegration interview will be arranged with the parent/carer during or following the expiry of any exclusion. The aim of the reintegration interview is to assist the reintegration of the pupil and promote the improvement of his or her behaviour. A final warning letter may also be issued to outline expectations regarding a pupil's behaviour, the support on offer and consequence of non-compliance. The reintegration interview will also provide an opportunity to emphasise the importance of parents working with the school to take joint responsibility for their child's behaviour. Following on from the meeting the pupil will be allocated a mentor for a minimum of 3 weeks

Where a parent or other suitable family member is unavailable for the reintegration meeting the pupil will be re-admitted to the isolation room pending the meeting.

### **Exclusions and The Equality Act 2010**

The Equality Act 2010: Part 6, defines a disabled person as 'someone who has a physical or mental impairment which has a substantial and long term effect on his or her ability to carry out normal



day to day activities'. Pupils to whom this definition applies will receive support and intervention as outlined below but will also benefit from the two key duties summarised as:

- A less favourable treatment duty
- A reasonable adjustment duty

To prevent discrimination **the school will not:** treat pupils less favourably for a reason related to their disability than to someone to whom that reason does not apply, without justification. To prevent discrimination **the school will not fail** to take reasonable steps to ensure that disabled pupils are not placed at substantial disadvantage, in comparison with pupils who are not disabled, without justification.

The school will make 'reasonable adjustments' to the application of the behaviour policy. Reasonable adjustments are aimed at preventing discrimination and reducing the risk of exclusion. Reasonable adjustment can be taken in the form of:

- Use of individual behaviour plans (IBPs)
- Friendship circles, buddy, mentor
- Internal exclusion
- Inclusion in intervention programme
- Support from Educational Behavioural Psychology Support Team (EBPST), Special Educational Needs Support Services (SENS), Child Adolescent Mental Health Service (CAMHS)

### **Reasonable Adjustment and Justification**

The school will seek to make 'reasonable adjustments' to ensure that 'less favourable treatment' does not occur (unless the reasonable adjustment would not have made a difference to the particular case).

'The exclusion rates for certain groups of pupils are consistently higher than average. This includes: pupils with SEN; pupils eligible for Free School Meals; looked after children; and pupils from certain ethnic groups. The ethnic groups with the highest rates of exclusion are: Gypsy / Roma; Travellers of Irish Heritage; and Black Caribbean communities.

In addition to the approaches on early intervention set out above, Heads of Schools should consider what extra support might be needed to identify and address the needs of pupils from these groups in order to reduce their risk of exclusion. For example, schools might draw on the support of Traveller Education Services, or other professionals, to help build trust when engaging with families from Traveller communities'. (paras 20/21, DfE Guidance 2012/2015)

### **Exclusion Appeals and Reviews**

Fixed term and permanent exclusion letters include details of all appeal procedures. Where the Head of School has permanently excluded a pupil, the Governing Body will consider reinstatement of the pupil within 15 school days of receiving notification.

The Governing Body's duty to review the Head's exclusion decisions are summarised in Appendix 2. This process is in line with statutory guidance from the DfE. Should a Governing Body decide not to reinstate a permanently excluded pupil, parents may appeal that decision within 15 school days. The appeal will be heard by an independent review panel. An

independent review panel cannot make the Governing Body reinstate a pupil but may direct the Governing Body to reconsider its decision.

## **9. Bullying**

Bullying at Malet Lambert in any form is unacceptable. The school has a responsibility to “safeguard and promote the welfare of all pupils” (Education Act 2002) and to put policy and procedure in place to “prevent all forms of bullying” (Education and Inspections Act 2006).

Due to the importance of tackling bullying the school operates a separate ‘Anti-bullying Policy’ which pupils, parents and staff should familiarise themselves with.

## **10. Staff**

Where a member of staff feels that they require support with a group they should initially speak to their Subject Leader. Subject Leaders should support all members of their team in issues of classroom management. This may involve peer observations within the department to share good practice, meeting with the parents of demanding pupils and/or temporarily removing a pupil who is not responding. There will be an opportunity for staff to receive whole school training and INSET on an individual basis as part of the CPD.

Heads of House and other Pastoral Leaders will work to support members of staff and Departments when ‘patterns’ of negative behaviour have been identified which are across subject areas or when there is poor response to department strategies. Senior Leaders’ responsibility is to ensure consistency across year groups, houses, subjects and departments, ensuring a hierarchical, strategic deployment of resources and response to managing behaviour.

## **11. Consistency**

“The key characteristic of the successful policy is the consistency with which staff, having agreed a policy, apply it”(OFSTED)

It is vital that matters of behaviour management are approached in a positive and consistent way so that pupils can gain a clear idea of the boundaries, and so that they have a sense of ‘justice’ as any reward or sanction is given evenly. It also helps support the entire staff body if a collegiate approach is adopted and followed.

## **Appendix I**

### **Reports System**

An intervention that will be used to modify the behaviour of any pupils causing persistent disruption within lessons is a report. Whilst on report, pupils will be required to meet an agreed set of targets, which if met will result in a better learning environment for all and more progress made by the individual.

There are two types of report both of which will be underpinned by very simple clear target based language. The pupil will be responsible for the report at all times including the carrying thereof to and from lessons as appropriate.

#### **Subject Report**

When a pupil is causing persistent disruption within a subject area, the class teacher will place them on report for a minimum period of two weeks.

At this stage the class teacher must:

- Record action on SIMS
- Notify the relevant Deputy Head of House
- Make contact home

Following the agreed period on report, the pupil's behaviour will be re-evaluated. If the behaviour has improved then the pupil will be removed from the report.

However, if the pupil has not improved their behaviour to an acceptable standard, the pupil's report will be escalated to the Head of Department for a minimum period of two weeks.

At this stage the Head of Department must:

- Record action on SIMS
- Notify the relevant Deputy Head of House
- Make contact home

Following the agreed period on report, the pupil's behaviour will be re-evaluated. If the behaviour has improved then the pupil will be removed from the report.

However, if the pupil has not improved their behaviour to an acceptable standard, the pupil's will remain on report to the Head of Department alongside other interventions being implemented.

#### **Pastoral Report**

When a pupil is causing persistent disruption within several subject areas, their tutor will place them on report for a minimum period of two weeks. In some cases the DHOH will instigate the tutor report. Where a pastoral report is used the DHOH will ask subject teachers to set aside any subject reports.

At this stage the tutor must:

- Record action on SIMS
- Notify the relevant Deputy Head of House

- Make contact home

Following the agreed period on report, the pupil's behaviour will be re-evaluated. If the behaviour has improved then the pupil will be removed from the report.

However, if the pupil has not improved their behaviour to an acceptable standard, the pupil's report will be escalated to the Deputy Head of House for a minimum period of three weeks.

At this stage the Deputy Head of House must:

- Record action on SIMS
- Notify the relevant Head of House
- Make contact home

Following the agreed period on report, the pupil's behaviour will be re-evaluated. If the behaviour has improved then the pupil will be removed from the report.

However, if the pupil has not improved their behaviour to an acceptable standard, the pupil's report will be escalated to Head of House for a minimum period of three weeks.

At this stage the Head of House must:

- Record action on SIMS
- Make contact home

Following the agreed period on report, the pupil's behaviour will be re-evaluated. If the behaviour has improved then the pupil will be removed from the report.

However, if the pupil has not improved their behaviour to an acceptable standard, the pupil will be placed on a **Pastoral Support Plan** ( PSP ) which will involve a meeting with parents and the Deputy Headteacher for Pastoral . This will be used as a final strategy to avoid the need for alternative provision and/or permanent exclusion. The PSP will include very specific targets and a raft of additional support strategies.

## Annex A – A summary of the governing body’s duties to review the head teacher’s exclusion decision

