

C1 Behaviour for Learning

The Behaviour for Learning policy operates in conjunction with the following policies and documents:

- Anti-bullying policy
- Drugs policy
- Physical Intervention policy
- Additional Educational Needs (ALN) policy
- Equality Duty (2010)
- The United Nations Convention of the Rights of the Child (UNCRC)
- Equal Opportunities policy
- Attendance policy
- Child protection policy

St Cyres aims to provide a **safe** atmosphere in the classroom which is conducive to good teaching and learning and which promotes in pupils a **respect** for the needs of others and the fabric and environment of the School.

A key aspect of this is to ensure that we develop positive relationships with all pupils and use praise and reward to actively promote, teach and support positive behaviour to enable **progress** for all.

Our 'Behaviour for Learning' policy applies to Years 7-13 pupils and must be applied consistently by all staff. St Cyres approach to behaviour is underpinned by a need for **safety, respect and progress**.

Aims of St Cyres' Policy

- To share expectations of behaviour with all members of our school community;
- To encourage young people to think about their behaviour and attitudes and to learn self-control;
- To give young people the chance to make decisions about their work and social time so they can learn about responsibility and independence;
- To improve outcomes for all students by ensuring that they **progress** in a **safe** environment;
- To create an environment which encourages and reinforces positive **respectful** attitudes;
- To make the boundaries of acceptable behaviour clear;

- To treat young people politely and fairly so that they learn to be polite and fair;
- To teach young people to **respect** other people, their property, beliefs and feelings and to understand their differences;
- To prevent bullying;
- To praise and reward good work, behaviour and attitudes;
- To involve parents in all aspects of school life, including their children's behaviour and wellbeing;
- To ensure a consistent approach to behaviour;
- To set out consistent sanctions for inappropriate behaviour where it contradicts our values of **respect, safety and progress**.

Behaviour for Learning

Our Behaviour for Learning policy recognises that the core activity of any school is learning and that pupils learn effectively when:

- Lessons are well planned and interesting.
- Regular encouragement and praise are given.
- There is a positive working environment.
- We actively promote, teach and support positive behaviour.
- We are consistent in our approach.
- We ensure that prevention rather than punishment is central.

PROCEDURES FOR CLASSROOM MANAGEMENT

1. Give clear instructions at all times and ensure that pupils are always fully aware of the aim(s) of the lesson.

2. Prepare work carefully, ensure that it is suited to the abilities of the pupils and deliver the curriculum in a challenging and stimulating way. Make sure that all resources are available at the beginning of the lesson.

3. Offer the opportunity for individual guidance and counselling to pupils to develop, monitor and review behaviour and achievement. Allow pupils to show that they can assume responsibilities and act maturely and involve them actively in lessons. Encourage positive behaviour at all times.

4. Mark and return work promptly and regularly, offer appropriate advice for improving the work and use appropriate rewards and sanctions to improve a pupil's performance. Homework should be set regularly to develop pupils' organisational skills and self-discipline.

5. Use praise to encourage pupils. Use merit and praise postcards to reward pupils. Actively promote, teach and support positive behaviour and use demerits and our procedures for discipline when necessary.
6. Ensure that written work is neat and accurate and that each piece of work is dated with headings underlined.
7. Ensure that pupils enter and leave the classroom in an orderly manner and that they sit where you want them to sit.
8. Check attendance by calling a register at the beginning of a lesson.
9. Be punctual for lessons and do not leave classes unattended. The bells are a reminder for teachers to give instructions to pupils to end the lesson.
10. Ensure that pupils move around the school in a quiet and orderly way. Pupils should not be allowed to wander around the school during lessons.
11. Discourage the use of the toilets during lessons unless there are known medical problems. The need to leave a lesson for this reason should, for the vast majority of pupils, be a very rare occurrence.
12. Ensure that pupils care for the building, furniture etc.
13. Ensure that the teacher is always in full control and that the relationship between the teacher and pupil is friendly yet respectful. Overfamiliarity may lead to a loss of respect and control.
14. Be courteous and polite to pupils, refer to them by their forenames and expect pupils to address staff and visitors in a respectful manner (Sir, Miss, Mrs, Ms) and open doors for them. The vast majority of our pupils respond to 'please' and 'thank you' and will respond in an equally courteous manner.
15. Inform Heads of Faculty/HoYs/parents (as appropriate) at the earliest opportunity of concerns about achievement or behaviour and of successes.
16. When appropriate liaise with outside agencies to develop strategies to help pupils. Our Behaviour for Learning Policy has been produced as, despite our best endeavours all staff will, on occasions, be faced with unsatisfactory work or pupils' misbehaviour.
17. Whenever possible deal with the problem yourself firmly.
18. It is more effective to deal with individuals rather than groups or entire classes. Whole class punishments are strongly discouraged.
19. Always listen to reasons before making judgements, but do not accept feeble excuses. Be fair and consistent when dealing with pupils.

20. Speak firmly to pupils. It is rarely necessary to shout and you should never lose your temper or use abusive language. It is essential to remain in control of a situation.

21. Never hit, or throw anything at, a pupil. Only restrain a pupil if it is to prevent injury to yourself or a third party. Only use the minimum amount of restraint for the minimum amount of time.

22. Never make a threat you cannot carry out. With firm, fair and consistent approaches the relationship between teacher and pupil will be enhanced. Develop positive relationships with pupils, be friendly, supportive and encouraging and never be over-familiar.

23. Never send a pupil to stand outside your classroom unless as a safety valve to prevent a difficult situation developing. There are clear procedures in our Behaviour for Learning Policy to deal with classroom disruption.

24. Your Head of Faculty should be the first person with whom you discuss a discipline issue. The Head of Year will be consulted and involved according to the procedures for classroom discipline in our Behaviour for Learning Policy. A member of the Leadership Team may then become involved at this or a later stage.

However, it is essential that poor behaviour is not tolerated and must never be allowed to disrupt learning. The policy spells out a clear set of procedures to be followed if a pupil disrupts the lesson and prevents effective learning.

All these steps should be followed in a positive, non-confrontational way and the consequence of non-compliance explained clearly and calmly.

PROCEDURES FOR CLASSROOM DISCIPLINE

At the start of a lesson:

- Ensure the basics are right.
- Pupils are welcomed at the door and enter in an orderly and positive manner.
- They must sit according to the seating plan (if appropriate).
- iPads and basic equipment are taken out and checked.
- High expectations are clearly established.

Summary of key steps

- S1. Verbal warning**
- S2. Movement within classroom**
- S3. Final verbal warning**
- S4. Movement to a partner class**

- S5. Collection by relevant staff member if disruption continues**
- S6. LT to assist if needed**
- S7. Pupil to remain in supervised designated area awaiting parental involvement**

FURTHER GUIDANCE ON EACH STEP

- S1. Verbal warning** (Discretionary teacher sanction, e.g. demerit)
- S2. Movement within classroom** (Discretionary teacher sanction e.g. demerit, detention - lunch-time or after-school) Enter information on SIMS in the usual way if behaviour does deteriorate further.
- S3. Final verbal warning: If no change in behaviour S4 will follow** (this may be given outside the classroom if deemed necessary)
- S4. Movement to a partner class-** this now leads to i) departmental/faculty detention ii) contact home iii) completion of Pupil Incident Report (PIR) by teacher.
- S5. Collection by relevant staff member** (Pupil taken to designated area but the member of staff does not become involved in disciplining the pupil)
- S6. LT to assist if needed** (This makes the incident more serious)
- S7. Pupil to remain in Internal Isolation awaiting parental involvement** This will lead to parent/HOY or parent/LT meeting. Further sanctions will be possible and will depend on the nature of the incident. Pupils should only be placed in a supervised designated area by a member of LT.

Whenever possible the pupil involved in misbehaviour should return to the class teacher and apologise.

RULES AND GUIDELINES

Teachers are professionals and will always be expected to use their professional judgement when assessing situations. However, the following are extremely useful guidelines that can inform these decisions.

Classroom Rules

Pupils are expected to:

- Be punctual.
- To remove all coats and jackets.
- Bring required equipment (including a fully charged iPad).

- Listen to, and follow, instructions immediately.
- Work quietly and let others work without interruption.
- Work to the best of their ability and ensure homework is submitted on time.
- Raise their hand if they need attention, and wait until the teacher is ready.
- Follow the safety rules.
- Obey all school rules.

Behaviour guidelines around the school

Pupils are expected to:

- Behave **respectfully, safely** and in a way which does not hinder the **progress** of others.
- Move around the school quietly. Walk and keep to the left.
- Wear correct school uniform at all times.
- Be polite: show respect and consideration for others, for their property, and for our shared environment.
- Remain on site unless given permission to leave by a senior member of staff.
- Refrain from eating or drinking in any area other than the dining hall.
- Put all litter in litter bins.
- Pupils are only allowed in designated areas during break and lunch time.

Use of mobile phone:

- Mobile phones should not be seen in school: students are encouraged not to bring them to school or, if essential, mobile phones should be turned off and placed in a bag out of sight whilst on school premises (with the exception of designated 6th form areas). Phones will be confiscated without warning if seen during the school day.
- Under no circumstances should mobile phones be used as a substitute for an iPad.
- Confiscated phones should be kept until the end of the school day and then returned to the pupil. Where pupils exhibit challenging behaviour regarding phones HOY and parental involvement may be necessary. A PIR (for information) **must** be completed when a phone is confiscated.

THE ROLE OF THE TEACHER AT ST CYRES

- Ensure that the school rules and expectations are enforced consistently in their teaching room, and that their class behaves in a responsible manner during lesson time.
- To consistently follow the Behaviour Policy.
- To make contact with parents to explain any sanctions that have been issued.
- To treat each student fairly and with respect and understanding.

- Address behavioural issues throughout the school environment.
- To be aware that staff are never off duty while on the school premises.

SOME ST CYRES EXPECTATIONS BEFORE THE LESSON

- All staff maintain a presence around the school, praise responsible behaviour and deal with the inappropriate.
- All staff proceed to teaching areas by 8.25 a.m. to arrive before children.
- All staff greet children at the door of their classroom and thereby monitor/ influence corridor behaviour. Where a neighbouring teacher has been delayed, colleagues can let their class in unless it is a specialist room (e.g. a science lab)
- Where there is any mess in a corridor the teacher instructs pupils (whether or not responsible) to clear it up.

IN THE CLASSROOM

- Children enter the classroom quietly, take coats off, stand in places, get books/equipment out and wait for teacher to start lesson. Lesson starts as soon as the teacher is ready with a clear 'Good morning/afternoon everyone' from the teacher and response from class.
- The class sits where the teacher says and according to the seating plan, if appropriate.
- Uniform is checked as pupils arrive. Uniform check includes – no coats, v-neck pullovers only, no trainers, no additional jewellery, and no make-up.
- Under no circumstances may pupils eat, drink in class or in corridors. Chewing gum is not allowed in school. Eating and drinking is allowed only in the dining hall. Pupils may drink water from a clear plastic bottle with the permission of the teacher.
- All staff must implement the Behaviour for Learning Policy. It is most important that praise is given in recognition of our standards being met and demerits used where this is not the case. Praise is essential to support and encourage pupils.

- The register is called at the beginning of each lesson and all suspicious absences investigated.
- Where pupils are late the subject teacher deals with this in the first instance. Extra work and detentions should be used. The HoF is involved where this problem continues and the Behaviour for Learning Policy used when necessary.
- Where staff are absent work is set either from the normal scheme of work or from the supply of 'teacher away' resources which all Faculties should have. A standard instruction sheet should be used. In most cases the absent teacher will have set this but it is the responsibility of the HoF to check this, ensure that the 'cover' teacher receives this work and that the children receive clear instructions.
- Where a class is slow settling down the teacher insists on absolute silence before (re)starting the lesson. The class is always required to make up the work lost.
- Homework is set in accordance with the homework policy in all but the most exceptional of circumstances and is uploaded to Google Classroom.
- Classes are dismissed at correct time – never early.
- Pupils are only allowed out of class with an exit pass and good reason (Laminated exit passes will be supplied to all staff). Pupils only allowed out on own unless a child is ill and needs to be accompanied by another responsible individual. No detours on way to wherever sent. Regular requests to go to toilet are reported to Head of Year to investigate. All staff should challenge any pupil out of lesson and insist on seeing the exit pass. Pupils without an exit pass should be sent back to their lesson.

LEARNING COACHES

- The SIMs/Emerge registration (or paper replacement) is used at all times and the history kept up to date in accordance with published procedures.
- Learning Coaches and Head of Year office vigorously pursue all unauthorised absences and take appropriate action when attendance falls below 90%.
- Learning Coaches closely monitor the extent to which their classes meet the above expectations and intervene whenever necessary.

TRAVEL BEHAVIOUR CODE

Young people are entitled to safe travel. While the majority of learners behave well whilst travelling to and from school, poor and disruptive behaviour is a real threat to safety and can have tragic consequences.

The Travel Behaviour Code (**Learner Travel (Wales) Measure 2008**

Travel Behaviour Code Statutory Guidance) promotes safe travel for all learners, by setting out the standards of behaviour required.

When and to whom does the Code apply?

The Code is compulsory for all learners up to the age of 19 years (or over 19 if they started their course before reaching 19). It applies to all modes of travel to and from education institutions. This includes contract buses, public buses, public trains, walking, taxis, scooters and motorbikes, cycling and journeys in learner's own or other's cars.

Learners must comply with the Code whilst travelling to and from their place of learning. This will include journeys between institutions during the day, not just at the beginning and end of the day.

The Code is part of a school's Behaviour Policy.

ROLES AND RESPONSIBILITIES

Pupils are expected to:

- Comply with the Code whilst travelling to and from their place(s) of learning, including journeys between education institutions during the day.
- Be aware of the implications of a breach of the Code, including the potential sanctions that could be imposed.
- Report breaches of the Code to a teacher or the Assistant Headteacher, Student Support, bus driver, parent or other appropriate person.

The school is expected to:

- Publicise and raise awareness of the importance of good behaviour and the consequences of failing to comply with the Code (Appendix 3).
- Enforce the Code (Appendix 3), where appropriate.
- Incorporate the Code (Appendix 3) into their existing behaviour policy.
- Train relevant staff in the content and application of the Code (Appendix 3).
- Alert the relevant local authority to alleged breaches of the Code (Appendix 3) if the local authority is responsible for transport as soon as is practicable, and provide information and assistance that is reasonably required.
- Co-operate with the LEA in the handling of disciplinary action for breaches of the Code (Appendix 3), including involvement in the interviewing of learners as part of any investigation.

- Maintain records of all reported incidents that they are responsible for investigating. If the local authority is responsible for investigating an incident then they must pass them this information immediately.
- Ensure that transport operators are aware of the Code (Appendix 3) and their responsibilities.
- Report suspected criminal offences or child protection matters to the relevant person.

The headteacher is able to take action against pupils who misbehave when they are travelling from home to school, but not on the premises of the school and are not under the lawful control or charge of a member of the staff of the school.

The headteacher will make judgements about what is the most appropriate action to take in particular circumstances where misbehaviour has taken place and apply appropriate sanctions.

Appendix 1

USING THE PUPIL INCIDENT REPORT – SIMS Report - Procedure

1. This has to be filled out by the class teacher if S4 is reached.
2. Report should be forwarded to the appropriate HOF/Subject Leader.
3. HOF/Subject Leader should record detentions given or other action taken.
4. HOF/Subject Leader should forward information to reception and email/text sent home.
5. Information is forwarded to relevant HOY Assistant.

PUPILS PLACED ON REPORT – Outline procedure

- Pupils will be on a particular report for a set duration only.
- Report to be issued following post-exclusion meetings.
- Post Step 7- (Involvement of PSC, IBP, possible exclusion, Governors).
- A white report will be used for positive monitoring.

RAISING AN ALERT - Procedure

One reliable pupil should be sent to reception/year office to request assistance. The room number and teacher's name will be required. The office staff will then raise the alert.

Appendix 2

RECORDING A BEHAVIOUR INCIDENT

Please refer to SIMS Guide 1 'Recording a Behaviour Incident'

Appendix 3

Travel Behaviour Code

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

If you do not follow this Code, for your own safety, and other people's, local authorities, schools and colleges can take action against you. This might involve taking away your right to school transport and even excluding you from school.

Your Responsibility	Your Safety	Your Rights
<ul style="list-style-type: none">• Always respect others, including other pupils, drivers and the public.• Always respect vehicles and property.• Always be polite.• Never drop litter.• Always obey the law.	<ul style="list-style-type: none">• Always behave well when travelling.• Always follow the driver's instructions when travelling.• You must not distract drivers.• Always travel by a safe route.	<ul style="list-style-type: none">• 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.
<i>Please tell a teacher, parent or driver about any bad behaviour or bullying you see.</i>		

School Bus Travel Behaviour Code

- When at the bus stop, always wait sensibly, on the pavement and not on the road.
- Make an agreement with your parents what to do if the bus does not arrive.
- When the bus arrives, wait for it to stop. Never push or rush for the door.

- Show your bus pass (if you have been given one) when you get on the bus.
- On a school bus stay in your seat for the whole journey.
- On a public bus find a seat if one is available.
- Never block the aisle with your bag or other belongings.
- Always wear a seatbelt if one is provided.
- You must not distract the driver when he or she is driving.
- Never eat or drink on the bus.
- Never throw anything in or from the bus.
- Never damage or vandalise any part of the bus.
- Never operate the bus doors or exits, except in an emergency.
- Always follow the instructions of the driver or passenger assistant at all times.
- If there is an accident, stay on the bus until you are told to leave, If it is unsafe to stay on the bus then leave by the safest exit.
- Never try and get on or off the bus until it has stopped.
- Always get off the bus sensibly, taking all your belongings with you.
- Never cross the road in front of or close behind the bus.

Exclusion and Inclusion

St Cyres uses time away from the class as a time to reflect and change challenging behaviour in more serious cases of challenging behaviour. This can be done in the form of a Partner class move; some time with the HOY or HOF following a speight of challenging behaviour in 1 particular subject area; formally arranged time in the Inclusion space; Fixed Term Exclusion.

We engage with parents at every opportunity, though in some circumstances this must be done in more formal circumstances. We adhere to the most up to date Exclusions guidance- November 2019- and request a Behaviour for Learning meeting with the parents and the child following a sanction or period away from the mainstream St Cyres environment. As such we use the form below, to enable pupils to see the need for change.

These forms are used to structure a positive meeting, where change is needed, to safeguard the child from engaging in further problematic behaviour. The principles of **Safety, Respect** and **Progress** underpin these meetings.

Approved by Governors 7 March 2019

Updated November 2019

Behaviour For Learning Meeting.

Reason for Meeting: _____ Date: _____

Present: _____

Name of child and D.O.B	
Date and length/nature of Sanction	

Brief Outline of incident(s) by HOY:	
School support currently in place:	

Are you satisfied that the pupil understands the effects of his/her behaviour on other members of St Cyres?

Are you satisfied that the pupil understands the severity of this sanction and understands the need to change their behaviours?

Target for change 1:

Target for change 2:

Target for change 3:

School to support change through:

Risk Assessment needed:

SEN Action needed:

PSC needed:

Does the parent support the action the school has taken, and is willing to take, to aid change?

If no, please explain the reasons for the parents' concern and any further action required.

Is the pupils' continued attendance at St Cyres something which will benefit the child and the school?

Yes. / No, not at this time. / No.

Signature of Staff Member conducting interview.

Signature of parent. I confirm that the contents of this report represent a true and accurate record of the meeting and fully agree to work with the school in making change happen for my child.

Signature of pupil. I understand the contents of this report and promise to co-operate in full with the support and instructions given to me, in order to safeguard my successful future in the school.

Any further comments.