





<b>St Cyres School</b>	
<b>Policy: Behaviour For Learning</b>	
<b>Committee: Pupil Progress &amp; Provision</b>	
<b>Member of staff responsible:</b>	<b>SMD</b>
<b>Date Adopted/approved:</b>	<b>4<sup>th</sup> March 2024</b>
<b>Signature of Headteacher:</b>	
<b>Signature of Chair of Governors:</b>	
<b>Date to be reviewed:</b>	<b>March 2025</b>

## **C1 Behaviour for Learning**

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

- G4 Schools Substance Misuse Policy
- G50 Physical Intervention policy
- G12 Additional Educational Needs (ALN) policy
- G8 Attendance policy
- G11 Safeguarding policy
- G10 Anti Bullying policy
- C2 Praise and Reward Policy
- Exclusions from Schools and Pupil Referral Units 2019 Guidance

- Equality Duty 2010
- The United Nations Convention of the Rights of the Child (UNCRC)

### St Cyres Culture

St Cyres School believes that positive behaviour ensures all learners enjoy, and therefore succeed in their learning. St Cyres School prides itself on the behaviour of its pupils and views positive behaviour as key to succeeding in our mission statement of ‘Strive Together; Challenge Yourself Realise Everyone Can Succeed’.

The three tenets of Behaviour for Learning; **Be Safe, Show Respect, Make Progress** communicate how we would like pupils to succeed through St Cyres School. Through the use of Trauma Informed approaches, we place the experiences and voices of the learners at the heart of engagement with any challenging behaviours, whilst sharing values and ethos from the outset with pupils, parents, staff, Governors and outside agencies. St Cyres School places co-operation at the heart of its approach to Behaviour for Learning.

St Cyres prides itself on a whole school approach to behaviour which is clear, patient, understanding and where required, restorative. St Cyres school understands the responsibility to not only teach subject matter, but to enable growth and development in social and behavioural areas and as such, St Cyres reiterates its expectations for all individuals in St Cyres to **Be Safe; Show Respect; Make 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 respectfully and equitably 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, clear and fairly applied approach to behaviour;

- To set out consistent sanctions for inappropriate behaviour where it contradicts our values of **Be Safe; Show Respect; Make 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:

- pupils attend lessons which harness a range of pedagogical principles as shaped by the Teaching, Learning, Assessment and Feedback Policy, experiencing pace, engagement, progress and have tasks and content appropriately differentiated.
- pupils receive praise and encouragement, building resilience to problem solving and challenge, making cross curricular links across subjects whilst understanding how to improve and progress.
- pupils feel safe and valued, and enjoy teaching and learning across all classrooms.
- pupils understand and can realise the need to actively promote, teach and support positive behaviour, in order to create ethically informed, capable and valued members of society.
- pupils experience consistent, Trauma Informed approaches to scaffold and support learning, where St Cyres staff ensure that relationship building, and enabling all to feel safe, is prioritised over sanction and punishment.

### **Procedures For Establishing an Environment Which Encourages Positive Behaviour For Learning**

- Prepare work carefully, ensure that it is differentiated to the abilities of the pupils, that provision is universal and that the four purposes of the curriculum are delivered in an appropriately challenging and stimulating way, enabling all learners to thrive.
- Engage with the needs of all individual learners within your classroom, wherever possible.
- Build trust and a culture of safety. Allow pupils to show independence and creativity, involve them actively in lessons. Encourage positive behaviour at all times.
- Mark and give feedback promptly and regularly, offer appropriate advice for improving the work and use appropriate rewards and sanctions to improve a pupil's performance. Independent learning should be set regularly to develop pupils' organisational skills and self-discipline.
- 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.
- Ensure that written work is as neat and accurate as possible and that each piece of work is dated with headings underlined.

- Ensure that pupils enter and leave the classroom in an orderly manner and that they sit according to a seating plan. Greet them at the door on arrival, supervising their departure at the end of the lesson.
- Check attendance by calling a register at the beginning of a lesson.
- 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.
- Pupils should be discouraged from going to the toilet during lessons, unless there exists a specific reason as communicated by the HoY or PSC for this.
- Ensure that pupils care for the building, furniture etc.
- 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.
- Be courteous and polite to pupils, refer to them by their preferred and correct forenames and expect pupils to address staff and visitors in a respectful manner. The vast majority of our pupils respond to 'please' and 'thank you' and will respond in an equally courteous manner.
- Inform AoLL's/HoYs/parents (as appropriate) at the earliest opportunity of concerns about achievement or behaviour and of successes.
- When appropriate, liaise with colleagues or outside agencies to develop strategies to help pupils.
- Whenever possible, deal with and restore breakdowns in Behaviour for Learning yourself, but engage other key members of staff following this.
- Address behaviours with individuals rather than groups or entire classes. Whole class punishments are strongly discouraged.
- Always listen to reasons before making judgements and be fair and consistent when dealing with pupils.
- 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.
- Never hit, or throw anything at, a pupil. Only restrain a pupil, when appropriate and necessary, to prevent injury to yourself or a third party. Only use the minimum amount of restraint for the minimum amount of time. Please see St Cyres Restraint Policy for further information on this and report immediately to LT.
- Develop positive relationships with pupils, be friendly, supportive and encouraging. With firm, fair and consistent approaches the relationship between teacher and pupil will be enhanced.
- Understand and empathise with each individual pupil, see them as a person, recognising their difference in experiences and lifestyles to your own.
- Use the tenets of PROTECT<RELATE when engaging with all pupils- placing safety and worth at the forefront of your engagement with St Cyres pupils.
- Look upon behaviour as communication, and show worth to the pupil whilst challenging any negative behaviours which go against our tenets of **Be Safe;**

### **Show Respect; Make Progress.**

- Always engage with negative behaviours which go against our tenets of **Be Safe; Show Respect; Make Progress.**

### **Praise and Reward**

Nearly all pupils receive positive acknowledgement through Classcharts. Praise Postcards, parental communications, Student of the Fortnight nominations, Student of the Form awards and Student of the Year awards, and our Whole School Awards Evening at the end of each academic year, mark successes both small and large, in academic, sporting and community arenas.

We strive to establish positive contact with parents and communicate successes as consistently and openly as possible, from every area of school. Our Head of Year Offices organise and disseminate a variety of rewards, which are linked to both merit totals and successes made in the day to day of school.

For those whose behaviour falls below our expected standards, we have a system of sanctions which include demerits, after-school detentions used alongside restorative discussions and we will engage with parents throughout.

We believe strongly in keeping parents informed if problems occur.

### **Classroom Based De-Escalation to Restore Positive Behaviour for Learning**

When in the classroom, the diagram below articulates the steps in reducing challenging behaviours:

1. Verbal Warning-  
underpinned by Respect Safety Progress

2. Movement within  
classroom  
underpinned by Respect Safety Progress

3. Final verbal warning  
underpinned by Respect Safety Progress

4. Significant Behaviour in Class/  
Significant Behaviour in  
class-partner move

# Behaviour for Learning

- Demerit
- Discretionary sanction
- Added to Class Charts
  
- Class Charts notification
- Formalised contact home
- Department Detention.

ALERT: Available Senior Staff to assist if needed- Please send a reliable pupil to Reception or to a Pastoral Assistant. Do not send the challenging pupil to the Year office or to the PSC.

## Further Guidance on Classroom Based De-Escalation to Restore Positive Behaviour for Learning

**S1. Teacher to give a calm and clear verbal warning** (This can result in a discretionary teacher sanction, e.g. demerit), and a teacher will attempt to summarise the pupils' negative behaviour under one of the three tenets. They will attempt to restore positive behaviours. The teacher will record and communicate information on ClassCharts where appropriate.

**S2. Teacher to insist on a pupils' movement within the classroom** (This can result in a discretionary teacher sanction, e.g. demerit), and a teacher will attempt to summarise the pupils' negative behaviour under one of the three tenets. They will attempt to restore positive behaviours. The teacher will record and communicate information on ClassCharts where appropriate.

**S3. Final verbal warning: If no change in behaviour, S4 will follow** (This will result in a discretionary teacher sanction, e.g. demerit), and a teacher will attempt to summarise the pupils' negative behaviour under one of the three tenets. They will attempt to restore positive behaviours. The teacher will record and communicate information on ClassCharts.

**S4. Movement to a 'Partner Class'** - this now leads to i) Departmental restorative detention See Appendix ii) contact home iii) communication of information home to a parent via telephone if appropriate.

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**S5. Collection by relevant staff member** (Pupil will be taken to a designated area but

the member of staff on call does not become involved in disciplining the pupil)

**S6. LT to assist if needed** (This may make the incident more serious)

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Further sanctions are possible and will depend on the nature of the incident. St Cyres school engages with each pupil on an individual basis, and through Trauma Informed approaches may restore the three tenets of **Be Safe; Show Respect; Make Progress** with the engagement of a Emotionally Available Adult, Head of Year, with the aid of the Learning Support Centre, or the Pupil Support Centre amongst others. Outside agencies and parents are used when appropriate.

### **Exclusion and Use of the Restorative Space**

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

Pupils should only be placed in a supervised designated restorative space with the authority of a member of LT in response to restoring the three tenets. This space is used to help and support change in worth and restore positive Behaviour for Learning and is used sparingly.

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 from Schools and Pupil Referral Units 2019 Guidance 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 included in the appendix, to enable pupils to see the need for change.

### **Rules and Guidelines**



## **Be Safe.**

Be where you should be, when you should be there.  
Consider your surroundings and act accordingly.  
Follow requests and instructions from all staff.  
Mobile phones not to be used or seen.  
Be calm through the corridors.  
Allow everyone space.  
Listen for the bell.  
Stay to the left.

## **Show Respect.**

Treat others the way you want to be treated.  
Follow all instructions and requests.  
Be polite and kind to everyone.  
Listen to teachers, and pupils.  
Do not swear; insult no-one.  
Be understanding of others.  
Wear correct uniform.  
Care.

## **Make Progress.**

Value your learning and the learning of others.  
Manage deadlines and value homework.  
Come with all equipment in your bag.  
Respect your book and equipment.  
Work to the best of your ability.  
Ask for help if you need it.  
Listen to the teacher.  
Arrive on time.

# **BEHAVIOUR FOR LEARNING**

Strive Together; Challenge Yourself; Realise Everyone can Succeed.

## **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.

### **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 LA 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**

### **Detentions:**

### 4 Phase Detention Chart

Phase	Action Required	Following Detention
<p style="font-size: 2em; text-align: center;"><b>1</b></p> <p style="text-align: center;">Class Teacher</p>	<p>Detention issued by Class Teacher via Class Charts after notifying pupil</p> <p>20 minutes</p> <p>Detail as to why it was set</p>	<p>Log restorative solution to detention on notes</p> <p>Teacher updates attendance list, ensuring no upscaling is done until communications with pupil to ascertain reason for absence</p> <p>Parent contacted</p> <p>Subject Teacher to issue new detention, HOD notified</p>
<p style="font-size: 2em; text-align: center;"><b>2</b></p> <p style="text-align: center;">Class Teacher</p>	<p>Detention issued by Class Teacher via Class Charts and after engaging parent and notifying pupil</p> <p>20 minutes</p> <p>Detail as to why it was set</p>	<p>Log restorative solution to detention on notes</p> <p>Teacher updates attendance list, ensuring no upscaling is done until communications with parent to ascertain reason for absence</p> <p>HOD notified, HOY notified.</p>
<p style="font-size: 2em; text-align: center;"><b>3</b></p> <p style="text-align: center;">HoD</p>	<p>Detention issued by Head of Department via Class Charts and after engaging parent</p> <p>40 minutes</p> <p>Engage with the Head of Year for info.</p>	<p>Log restorative solution to detention on notes</p> <p>HOD updates attendance list, ensuring no upscaling is done until communications with parent to ascertain reason for absence.</p> <p>HOD/AoLL issues new detention, HOY notified.</p>
<p style="font-size: 2em; text-align: center;"><b>4</b></p> <p style="text-align: center;">AoLL</p>	<p>Detention issued by AoLL after discussion with parent.</p> <p>40 minutes</p> <p>Engage with the Head of Year for info.</p>	<p>Engage with class teacher, HoD, parent.</p> <p>LT and HOY engagement.</p>

## **Pupils Reports**

### **Pupils may be placed on report to monitor Behaviour for Learning**

- 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.

## **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.

<b>Your Responsibility</b>	<b>Your Safety</b>	<b>Your Rights</b>
<ul style="list-style-type: none"><li>● Always respect others, including other pupils, drivers and the public.</li><li>● Always respect vehicles and property.</li><li>● Always be polite.</li><li>● Never drop litter.</li><li>● Always obey the law.</li></ul>	<ul style="list-style-type: none"><li>● Always behave well when travelling.</li><li>● Always follow the driver's instructions when travelling.</li><li>● You must not distract drivers.</li><li>● Always travel by a safe route.</li></ul>	<ul style="list-style-type: none"><li>● To be safe when travelling.</li><li>● To be treated fairly and with respect.</li><li>● To tell someone if somebody or something is causing you problems.</li><li>● Not to be bullied or picked on.</li></ul>
<p><b><i>Please tell a teacher, parent or driver about any bad behaviour or bullying you see.</i></b></p>		

## **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.

**Appendix 4. Behaviour for Change Meeting Records**

These forms are used to structure a positive meeting, where change is needed, to safeguard the child from engaging in further challenging behaviour. The principles of **Safety, Respect** and **Progress** underpin these meetings. These forms can be used in the event of a return to school following FTE or when a pupil has restored Behaviour for Learning in the restorative space.

### 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: PCP/IDP Action needed: PSC needed: PSP 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.