



Behaviour for Learning Policy

Core Purpose statement

- **It is the right of every child** at Stoke Park to feel safe and secure at school and have every opportunity to enjoy learning without distraction from others.
- **It is the right of every teacher and adult** at Stoke Park to be able to teach without obstruction and to work in a mutually respectful and professional environment.
- **It is the right of every parent** to know that their child is safe, treated fairly and will be supported to develop the skills necessary to enable them to engage positively in our communities.

Other documents

This policy should be read in conjunction with the following; Consistency Framework; Teaching and Learning policy; Anti-bullying Policy; Uniform and Personal Property Policy; e-Safety Policy; Safeguarding and child protection policy.

Rationale

At Stoke Park School we believe that fostering an ethos of mutual respect and giving students clear guidance about our expectations for learning creates a positive learning environment. We encourage students to take responsibility for themselves and for others whilst taking pride in their own and others' abilities and achievements. We strive to deliver engaging learning opportunities to motivate our students in and out of the classroom. All staff have high expectations of learners. We are proud of our strength in building relationships with our students and their families. Together with a clear structure of supporting individuals to overcome barriers to learning, this enables all to progress confidently and be the best that they can.

Aims

As a school we recognise that for students to learn they need to behave appropriately. To support this, all staff have a responsibility to understand our shared aims, consistent with school routines and the systems in place.

- To create an environment that encourages and reinforces positive behaviour.
- To be fair and consistent when addressing the details of routines and expectations.
- To encourage all to treat each other with mutual respect and understanding of difference.
- To ensure all students act appropriately in learning environments including outside spaces.
- To assist students in gaining an understanding of the expectations of the wider community with respect to behaviour and the way we interact.
- To develop in our students a sense of self control and an acceptance of responsibility for their own actions.
- To promote a culture of praise and encouragement in which all students can achieve.
- To deal with any disruptions quickly and effectively to minimise the impact on others learning.

Staff Responsibilities

Teaching and support staff encourage positive behaviour for learning in the following ways

By planning and delivering effective teaching and learning:

- *Quality first teaching* (inclusive, fun & inspiring) supported by outstanding planning and ongoing assessment that informs planning as well as lessons which are in process.
- *Marking which provides feedback*, achievable targets that encourage positive learning and 'can do' attitudes as well as marking that prompts the student to improve the learning.
- *Avoiding an over reliance on 'time out'* in other classrooms as this restricts a teacher's ability to teach the class fully, undermines their authority, severely restricts learning opportunities and can cause greater disruption to other classes.

By building positive relationships:

- *Each teacher having ownership of the behaviour in their classroom* using school systems to promote positive behaviour and resolve incidents of poor behaviour
- *Rewards* – e.g. actively noticing good behaviour, providing praise, achievement points etc
- *Good relationships with parents* by phoning home for positive reasons as well as to discuss issues and concerns.
- *Remembering a teacher's own role in the behaviour of a class* & being aware of the reason that may lie behind certain behaviours e.g. through inappropriate activity, lack of challenge, or timetabling, breaks in routine, accessibility of resources, building positive & quality relationships.
- *Balance of reward & sanction* ie not punishing a whole class for the actions of individuals and using sanctions proportionate to the behaviour.
- *Knowing the students as individuals*. This means where they are in their learning, how they learn, what sort of people they are, and the best way to support them encouraging confidence, self-esteem and positive relationships with other children and adults.
- By recording significant contact with parents and carers using the agreed school record keeping systems

By modelling and teaching learning behaviours

- Helping students become independent and active learners, by listening and acting on their knowledge and understanding, encouraging them to think for themselves, develop their own opinions, and to organise their own time and resources effectively, and provide support as necessary
- By refusing to engage in shouting matches and knowing that an extremely agitated or angry child will not listen until they have calmed down.
- Knowing that de-escalating a situation through humour and other strategies can be an extremely powerful behaviour management tool.
- Adults giving explicit direction and being clear with reasons for actions and consequences for actions e.g. *'I have moved you because you were disturbing other children and if you continue to talk I will sit you on your own'*

- By not engaging students in protracted discussion about incidents but simplifying them in relation to school expectations e.g. *'I understand that you are upset but you are disturbing the learning of other children and I cannot allow you to do that' / 'You kicked someone and even though you were provoked it is still unacceptable'*
- To clearly set the expectation that respect means pupils not raising their voice at you or answering back.
- By utilising a variety of positive redirection techniques (see Appendix A) e.g. choice direction e.g. *'You can either complete this work now or you can complete it at break, it is your choice.'*
- By taking pupil concerns seriously and applying the schools policy on bullying fairly and with an awareness that bullying occurs in every school and is a hindrance to a positive learning climate for both pupils and adults.
- Facilitating restorative meetings and conferences to support pupils in working through issues in a controlled and respectful manner to allow them to repair any harm.

The Parents'/Carers' Responsibilities

For students to achieve to their full potential it is essential that there are links and clear communications between home and school. Central to this is the understanding that teachers, parents and carers *all* want their children to succeed and be safe and happy within school.

Parents can support their child to adhere to the expectations of the school community by:

- **Explaining to your child** what school is for: a place for learning where he/she will be working alongside other people and that means sharing – books, equipment, adult attention and co-operating with others.
- **Helping your child with his/her learning:** This means showing an interest in what your child has done at school, sharing reading books, ensuring homework is completed, looking after and returning borrowed books or resources and attending parents' meetings and open evenings to discuss your child's progress with the class teacher.
- **Supporting the school.** Any worries or concerns should usually be shared in the first instance with the tutor. **Please** make an appointment if you wish to come into school and speak to us.
- **Acting on messages from the school:** This may mean praising your child at home for actions at school; discussion and sanctions at home to support those imposed at school.
- **Understanding that the school can act to prevent and stop bullying.** Bullying takes many different forms and the school will always take a balanced view and listen to all sides of a story before acting.
- **By working with the school to deal with issues** by communicating concerns, attending meetings and supporting sanctions.
- **Understanding that children also learn from watching the behaviour and actions of their parents and siblings:** If the parent / carer criticises the school or acts in an antisocial way, the child will do the same, and this will affect his/her learning. Parents / carers who do not co-operate reasonably with school staff or who become abusive will be asked to leave the school premises and will not be allowed back until the situation has been resolved. Any abusive or aggressive phone calls will be terminated and parents will be directed to contact the headteacher.

- **Sending your child to school on time: Every day.** If he/she is not well enough to come make sure that he/she returns at the earliest opportunity and absence should be reported to the school.
- **Sending your child to school ready to learn:** Children to need concentrate to learn, and therefore need to be fit and well, to have had enough sleep, to have eaten, and to be suitably dressed in full school uniform.
- **Communicating with the school** any special medical needs: Or any special circumstances at home that may affect your child's learning.

Staff and students must adhere to the school's Consistency Framework.

Reward Systems

The most effective form of behaviour management is one which notices where good behaviour is occurring and promotes it.

At Stoke Park we actively praise behaviours which are supportive of positive learning climate. Students have a weekly assembly where achievements are celebrated as well as in Star assembly which recognises good attendance, effort and excellence in subject areas. Commendations evenings and Annual Prizegiving are further opportunities to recognise significant achievement and contribution from individual students. Students are given roles and responsibilities such as school council membership and student leaders.

Formopoly boards are used in each tutor room to support the positive reward system. Departments award stickers and certificates, send positive postcards, text and call home.

Support systems

In order to support children who experience difficulty in adopting successful learning behaviours the school uses a range of support strategies. The most important aspect of this is to have full parental support in the wider aims and ethos of the school in promoting positive behaviour for learning.

Other such strategies include:

- A system for logging incidents which allows for an analysis and tracking of issues and the identification of pupils at risk of exclusion, as well as any patterns of bullying.
- Weekly/Daily behaviour reports with individual targets that are monitored by senior members of staff and communicated home
- Social skills work for students who present particular difficulties.
- Conversations to agree positive resolution facilitated by the class teacher, HOD, HOY or pastoral manager
- Re-integration meetings with pupils returning from exclusion
- Subject, Tutor, HoY, HoD, Senior Leadership Reports.
- Participation in a behaviour modification programme whilst a student is isolated from lessons

Sanctions

The sanctions ladder (Appendix B) outlines a hierarchy of sanctions and record keeping to guide teachers in consistency of approach across the school.

The guiding principle throughout is to avoid escalation of an incident or issue, and to encourage the student to comply.

Staff members have the right to confiscate items such as jewellery, mobile phones, and energy drinks and keep them in a safe place until the end of the day/school term/until collected by a parent or carer. The wearing of inappropriate clothing or shoes as outlined in Stoke Park Uniform policy will result in a letter home or parents will be contacted and requested to deliver replacement of any uniform that is incorrect. The student may be isolated until they are in full school uniform.

Repeated absence or lateness as recorded by school systems will trigger interventions including detention.

Where detentions are set by the class teacher, these may take place at break, lunchtime or after school. Parents will be contacted to inform them of the incident and the sanction. Failure to attend a detention will lead to increased detention time or further sanctions involving the Head of Department or Head of Year as appropriate.

All staff have an active responsibility to intervene at any point or any stage where behaviour is deemed to be inappropriate. Only the Head teacher can undertake exclusions or Deputy Head teacher as delegated by her.

The isolation room sanction serves as an internal exclusion, requiring a student to be isolated from all contact with classmates during the school day, including break times & assemblies, and to be supervised by the isolation room manager, or other designated person. Whilst in isolation, the student will be required to undertake targeted intervention and restorative work, along with subject-specific classwork.

Exclusion will be used as a serious sanction where other strategies have failed or in response to a breach of discipline that is serious enough to put student's learning opportunities at risk, and/or the health and safety of other students or staff. (see Appendix C)

Fixed term exclusions will be escalated where repeated poor behaviour is displayed. Fixed term exclusions will begin at 1 day and progress to 2 days, 3 days, 5 days, 10 days and 15 days. Where behaviour is deemed to be of a more serious nature early stages may be missed.

Mobile Phones

Mobile phones or head phones are not to be seen or heard in classrooms or corridors at any time. If a student is found to be using a mobile phone in lessons, he / she will be reminded of this rule and asked to put it away. If this request is not complied with, it will be confiscated and locked away until the end of the day. A repeat occurrence will require a parent/carer to come in to school to collect the phone.

See: Uniform and Personal Property Policy

Behaviour Outside of School

Stoke Park expect pupils to represent the school positively in the local community and whilst on school trips. Our behaviour code applies to off-site trips and visits. For behaviour outside of school, for example on the way to and from school, sanctions will apply if there is a clear link between that behaviour and damage to the reputation of the school or maintaining good behaviour and discipline amongst the pupil body as a whole.

See: Consistency Framework

Sexualised Behaviour

Whilst it is normal for children to exhibit curiosity with regards their own bodies and physical development it is essential that clear boundaries are set to protect all children from abuse and to reflect cultural and societal expectations.

If a child discloses inappropriate serious sexual behaviour involving other children or adults it is the legal duty of the adult to inform the designated child protection teacher immediately.

Repeated or serious sexualised behaviour will result in a referral to Children's Social Care/Police Services

See: Safeguarding and child protection policy

Bullying

Bullying can happen anywhere, however it prevents equality of opportunity and it is everyone's responsibility to prevent it from happening and to deal with it robustly when it does occur. Bullying can include racist, sexist, homophobic or other types of prejudiced behaviour.

See: Anti-bullying Policy

Positive Redirection Strategies for the Classroom

- **Tactical Ignoring** for a short period of time
- **Tactical pausing** – pause emphasises attention and focus
- **Non Verbal Cueing** – a clear, discussed cue that gives message
- **Focus on the task** – engage the student one-to-one in talking about the activity, rather than the behaviour
- **Take up Time** – providing time for the pupil to follow instructions. Check back instruction has been completed
- **Name Reminder** – Integrate name into teacher talk
- **Proximity Praise** – praising a pupil for following expectation as a means of directing another pupil without drawing attention to the undesired behaviour
- **Catch them being good** – find or create an opportunity to give attention for a positive reason
- **Distraction/Diversion** – keep brief so it does not become too distracting!
- **Behavioural Direction** – use name to initiate attention, focus behaviour required rather than what is going wrong, finish with thanks, keep direction brief
- **Rule Reminder** – Do not have to give the rule each time, Could ask question ‘what is our rule for....?’
- **When you have.....then you can.....** Keep focus on desired outcome
- **Partial agreement** – partially agree then redirects. Keep focus on required behaviour and not discussion. I understand that you feel/think...but I would like you to.....
- **Stuck Record** – repeating the direction keeping the voice calm, without getting drawn into discussion e.g. ‘I would like you to.....’ ‘The rule is.....’
- **Direct Questions** - ‘what’ when’ how rather than why are you? Moving the responsibility for behaviour to the pupil
- **Directed choices** – within known rules or routines – refer back to rights, roles and responsibilities
- **Assertive comment/direction/ command** – degrees of assertion in language and voice. Clear, calm voice. Voice may be louder than normal. Non aggressive eye contact

Appendix B

Sanctions Ladder

	Behaviour	Appropriate Sanctions
Stage 1 – Aggravations	<ul style="list-style-type: none"> • Calling out • Wandering about classroom • Running in the school building • Not putting hand up to talk • Interrupting other pupils • Ignoring minor instructions • Silly noises/Minor Annoyances • Inappropriate comments to other students • Pushing in the line • Talking during silent work • Minor Playground Incidents • Not listening • Having your mobile phone out • Not settling quickly • Not lining up quickly 	<ul style="list-style-type: none"> • Eye contact • Reminders • Verbal telling off • Warning • Statement of inappropriate behaviour and consequences for repeating it • Change of seating • Tactically ignore • Non-verbal signal • Quiet 1:1 discussion • Conversation at the end of the lesson
	Behaviour	Appropriate Sanctions
Stage 2 – Less Serious	<ul style="list-style-type: none"> • Repeated stage 1 behaviour • Eating in class • Drinking in class (other than water) • Refusal to work/Unacceptable output • Accidental damage through carelessness • Cheek, off hand comments • Minor challenge to authority • Minor, non-directed swearing • Leaving class without permission • Disturbing the learning of others • Refusal to put mobile phone away • Deliberately throwing small objects with intention of harming or breaking them. • Play fighting • Outdoor skirmish • Spitting 	<ul style="list-style-type: none"> • Separation from the rest of the class within classroom • Detention issued • Repair/clean-up of damage • Confiscation of mobile phone • 15/20 minute same day detention • Phone call home • Move to work in another classroom (use of department parking rota)
	Behaviour	Appropriate Sanctions
Stage 3 – More Serious	<ul style="list-style-type: none"> • Repeated Stage 2 Behaviour • Intentionally causing physical harm to another student, including spitting • Careless or dangerous behaviour which results in physical harm to another student • Damage to school/pupil property • Repeated refusal to do set tasks • Repeatedly leaving the classroom without permission • Repeatedly disturbing the learning of others • Deliberate rudeness to adults • Harmful/offensive name calling/Directed swearing at another child • Bullying including cyber bullying • Smoking on school site 	<ul style="list-style-type: none"> • Report system (HOD / tutor / HOY as appropriate) • Isolation by HOD/HOY • Formal contact with parent • Withdrawal from whole school events e.g. trips • Fixed term exclusion with formal parental contact • 30-60 minute detention

	Behaviour	Appropriate Sanctions
Stage 4 – Very Serious	<ul style="list-style-type: none"> • Repeated Stage 3 Behaviour • Fighting in the classroom • More serious outdoor incident • Serious fighting & intentional physical harm to another student • Throwing large dangerous objects • Significant non-compliance • Serious challenge to authority • Verbal abuse/swearing to any staff or parent • Bringing the school into disrepute e.g. on public transport, locality. • Vandalism/Graffiti • Stealing • Persistent or serious bullying including cyber bullying • Racist/Homophobic incidents • Truancy • Malicious or inappropriate use of new technologies eg circulating images intended to humiliate 	<ul style="list-style-type: none"> • Report system • Isolation room. • Formal contact with parent • Fixed term exclusion with formal parental contact • Withdrawal from whole school events e.g. trips
Stage 5 – Extremely Serious	<ul style="list-style-type: none"> • Repeated Stage 4 Behaviour • Extreme danger or violence • Very serious challenge to authority • Physical abuse to any staff • Possession of a weapon considered being dangerous by an adult • Intentionally setting off the fire alarm • Possession of illegal drugs or substances believed to be a danger to pupils' wellbeing by an adult at Stoke Park 	<p>Immediate removal by SLT</p> <p>Exclusion fixed term or permanent.</p>

Appendix C
Exclusions

Types of Behaviour likely to incur fixed term or permanent exclusion	Sanction
<ul style="list-style-type: none"> • Regular non-compliance. Exclusion when no attempt to correct inappropriate behaviour. • Harming someone • Damage to school/pupil property • Bullying including cyber bullying • Repeatedly leaving the classroom without permission • Throwing large dangerous objects • Serious challenge to authority • Verbal abuse/swearing to any staff • Intentionally setting off the fire alarm • Bringing the school into disrepute e.g. on public transport, locality. • Vandalism/Graffiti • Stealing / unauthorised removal of school property; • abuse of the school’s computer system and of the internet and non-compliance with any policy issued by the school addressing these matters specifically; • bringing the school into disrepute or acting in a manner deliberately to undermine the school’s principles or ethos to the detriment of students and staff. • Malicious or inappropriate use of new technologies (see also ICT policy) • Serious fighting & intentional physical harm to other children • Racist/Homophobic incidents 	<p>Fixed term exclusion 1 or more days</p>
<ul style="list-style-type: none"> • Extreme danger or violence • a serious breach of safety requirements likely to endanger other people or yourself, or to cause damage to school property; • sexual misconduct, abuse or assault • Very serious challenge to authority • Verbal physical abuse to any staff • Possession of a weapon considered being dangerous by an adult • Possession of illegal drugs or substances portrayed or believed to be a danger to pupils’ well being by an adult at Stoke Park School 	<p>Immediate Exclusion fixed term or permanent exclusion 2 or more days</p>