

Wyvern College



Courage
Commitment
Compassion

Behaviour for Learning Policy

Wyvern College strives to provide an excellent and enriching education for boys through our shared Christian values of Courage, Commitment and Compassion.

January 2017

Behaviour for learning policy 2017-18

At Wyvern College we believe that good behaviour and clear discipline is essential for good learning and teaching to take place. We believe that each student has the right to learn in an environment that is underpinned by the principles of Inclusion. We believe in clarity of expectation, sanction and reward.

Learning should be fun. The teacher, when planning lessons, must take into consideration the learners' preferred learning style and any other additional needs or requirements they may have or need to maximise their learning experience.

We believe that parents* should have an active involvement in their child's education. Staff of Wyvern College will actively seek to work with parents to make them aware of their child's progress in the School. Aside from regular contact with the parents to ensure that students are receiving regular praise for good behaviour, there may be times when it is necessary to involve parents when behaviour deteriorates and becomes a barrier to learning. *(The term parent refers to the parents/carers of the student)

There may be occasions, when this policy needs to be enacted alongside the College's Drugs and Responsible User Policies.

The fundamental principle underpinning this policy is unconditional respect.

The students and staff should all:

- feel safe;
- feel listened to;
- be treated with dignity and respect;
- be able to learn to the best of their ability;
- be valued as a member of the Wyvern College Community.

At Wyvern College we will always aim to reward positive behaviour and actively strive to raise self-esteem and wellbeing of each student.

All members of our community will be treated with respect. Respect is not conditional on past experience or current behaviour but given because we are one community.

The Compass Centre is an integral part of our inclusion and support. The Compass Centre Manager (hereafter CCM) is a key member of staff.

Roles and responsibilities

Poor behaviour can affect the safety and welfare of members of our community, the ability of the students to learn and the teachers to teach. It cannot be tolerated.

Behaviour management and good discipline is a whole school responsibility and all the adults have specific roles and responsibilities pertaining to supporting learning.

Teachers will:

- have clearly planned strategies for behaviour management in the classroom and use them consistently;

- differentiate to meet the needs of the students;
- meet and greet the students at the classroom door at the beginning of each lesson;
- support positive behaviours through the implementation of a seating plan;
- aim to resolve the situations as they arise in a professional manner;
- ensure that each student understands when they are being reprimanded that it is their behaviour that is unacceptable not themselves;
- make each day a fresh start;
- ensure that the Cover Supervisors and Teaching Assistants have clear guidance and direction when supporting and covering lessons.
- dismiss students in a timely and measured manner at the close of each lesson.

Support Staff will:

- support the teacher in behaviour management;
- understand their responsibilities for behaviour management within the School;
- be aware of the members of staff to whom they should refer any behaviour issue that they feel unable to deal with themselves.

Senior Leadership Team (SLT) / Heads of Key Stage will:

- be available to respond promptly to any serious incident;
- ensure that they are aware of any student whose behaviour may be affected by home or other circumstances and that they have shared this information with other personnel as necessary;
- be proactive and intervene early to prevent behaviour issues escalating;
- build positive relationships with the students to foster trust and mutual respect;
- provide direct support to individuals and groups of students and signpost them to external agencies when necessary.
- Liaise directly and frequently with parents and as necessary, with outside agencies.

Rules and responsibilities

The management of discipline at the school is underpinned by positive reinforcement of good behaviour. Within the framework there are different levels of rules. These rules are linked to expectations in the school classrooms. Generic expectations will be reinforced in lessons, tutor time, acts of worship and supervision around the site.

These focus on:

- treatment of others (manners, respect etc.);
- communication (noise level, hands up etc.);
- learning (how to get help, use resources etc.);
- movement (entry and exit, walking around the class);
- problem solving (how issues will be settled)

RULES:

- Always arrive to the school and lessons on time, in full uniform (see uniform policy) and with appropriate equipment;
- always show respect for people, property and the environment;
- put rubbish in the bin;
- always listen carefully to an adult and do as they ask;

- walk quietly around the school;
- good manners are essential. Speak quietly and be considerate to everyone.
- resolve problems and disputes calmly;
- do not use mobile phones or any other technology within lessons unless instructed to do so. If a student is seen with a mobile phone or using any other electronic item e.g. music player, headphones etc. when clear instruction has been given, the device will be confiscated and taken to the Compass Centre from where it will be returned at the end of the school day.
- no smoking on the school site or when in uniform. Students caught smoking, or clearly in the vicinity of others smoking will have it recorded on their behaviour file. A sanction will be applied, generally an after school detention. If repeated, the level of sanction will escalate. Parents will always be informed;
- jewellery and haircuts should be in line with the uniform policy;
- no eating/drinking in corridors;
- no ball games near to the buildings but are actively encouraged on the field and tennis courts.

Classroom Rules:

- the classroom is a learning environment that should be respected at all times;
- students are to attend lessons with the correct equipment for their learning
- stand outside the classroom and wait quietly to be invited in before entering – although the expectation is that lessons start and end promptly to minimise queuing;
- always sit according to the seating plan;
- always listen to an adult and follow instructions;
- apply the best effort towards learning;
- be polite;
- be helpful;
- show respect for people, property and the environment;
- no eating;
- only drink water, except where health and safety issues arise e.g. in a science laboratory;
- put rubbish in the bin;
- each teacher should employ the Respect positively framed agreement;
- students should endeavour to self-regulate their behaviour for learning and participate in restorative meetings when they make a mistake;
- no mobile phones, iPods etc. are to be used in lessons;
- all rules and agreements should be displayed in the classrooms.

Break Time Rules:

- always listen to adults and prefects and do as they ask;
- be considerate and respect others in the recreational areas;
- be aware of the safety of yourself and others;
- try to resolve conflicts and disputes calmly, and then talk to an adult if necessary;
- respect the restricted zones;
- show respect for the environment and property;
- put rubbish in the bin;
- no smoking;
- no leaving the site.

Assembly rules:

- proceed to the assembly from tutor bases in an orderly fashion and accompanied by the tutor;
- enter the hall quietly and line in single file;
- always listen to adults and prefects and do as instructed;
- represent Wyvern College as ambassadors through words and actions.

Fire practice rules:

- exit the site by the nearest fire escape;
- move quietly and efficiently to the field;
- line up in tutor groups in alphabetical order;
- be silent and attentive;
- await further instruction.

EXPECTATIONS

Everyone at the school has a responsibility to contribute to the promotion of good behaviour. This should be done following the principles of rights and responsibilities.

Rights

All members of our community have the right to:

- Feel safe
- Learn
- Achieve
- Be respected

Responsibilities

All members of our community have the responsibility to:

- Treat others with respect, unconditionally
- Support others in their learning
- Celebrate achievements

Students are expected to:

- Respect each other and all adults
- Take care of the environment
- Follow all school rules
- Apply maximum effort towards learning and achieving

Teachers are expected to:

- Read this policy and apply it in a calm and consistent way
- Promote excellent discipline by planning engaging lessons that are matched to the student's needs
- Provide the students with regular feedback on completed work/tasks, strategies for further improvement and time to respond
- Have high expectations of all the students
- Celebrate success, aim to praise students more often than they are reprimanded

- Let parents know when their child is behaving well, as well as when the behaviour is unacceptable
- Promote social inclusion and community cohesion inside and outside the School
- Establish good relationships with the students and their parents
- Take note of any individual circumstances and be aware of any specific needs a student may have
- Listen to and treat all students fairly
- Provide every student with a fresh start each and every day
- Actively seek out good behaviour and praise the students for it regularly

All staff are expected to:

- Take a lead in the consistent promotion of good discipline
- Provide every student with opportunities to amend their behaviour
- Monitor and review behaviour around the school
- Support the principles of inclusive education
- Update staff on a need to know basis regarding potential barriers towards a student's learning and achievement

Parents are expected to:

- Familiarise themselves with the school's ethos, home school agreement and have access to its key policies
- Work in partnership with the school to promote and reinforce positive behaviour, by supporting staff in respect to their behaviour management
- Inform the school of any change in circumstances that may affect their child's behaviour
- Show an interest in all that their son does at the school
- Encourage self-discipline

Recognition of good behaviour

We acknowledge the importance of recognising appropriate behaviour and personal achievement and have a range of strategies to do so. Adults should recognise that students respond differently to rewards so they need to be appropriate.

Good behaviour and achievement may be rewarded in the following ways:

- The College will actively seek to extend and enhance, the culture of rewards. Clarity, visibility and merit will be the guiding principles
- Praise – direct to the student and their parent by:
 - Letter/cards
 - text message
 - call home
- Stars/stickers/prizes
- Certificates and colours issued through assemblies – recognised distinctively through Courage, Commitment, Compassion.
- Full attendance awards
- Encouragement to represent the school in sports, clubs and other activities
- Leavers' Prom

Consequences of undesired classroom behaviour:

There will be circumstances when behaviour will be unacceptable and a hierarchical structure of consequences needs to be applied.

1. Classroom rule reminder
2. Opportunity 1 (to correct specified poor behaviour)
3. Opportunity 2 (move the student to another seat or area of the work room/space)
4. Opportunity 3 (student sent to work in a separate room for the remainder of the lesson and issued with afterschool intervention. Parents will be notified should their son receive afterschool intervention. Failure to attend intervention will be owned by the teacher in the first instance and then should be referred to the Head of Key Stage should the student fail to attend the following evening).
5. Informal chat with parent by class teacher.
6. Contact parent to have a formal meeting.
7. Request Head of Key Stage or CCM intervention (temporary accommodating of the student).
8. Inclusion Team to support (Individual behaviour Plan, Pastoral Support Plan)
9. Internal exclusion or Fixed Term exclusion
10. Student has a permanent change of lesson.

Consequences of undesired behaviour out of lesson

All incidents at break time should be reported to the teacher or duty leader who will support to deal with and record the incident. The teacher or duty leader will inform the form tutor and consult with the Head of Key Stage regarding appropriate sanctions after serious incidents such as fights, bullying etc. Behaviour that is not acceptable could lead to sanctions, including fixed term exclusions.

Students who arrive to the School late i.e. after 8.25a.m and without a valid reason (in the form of a note from the parent) will be recorded as late for that day. After school intervention will be issued for the end of the same day. Time missed through lateness must be made up (missed work will need to be provided by the teacher). No equipment and/or incorrect uniform will result in after school intervention. Action over punctuality will be initiated by the CC Manager. Persistent lateness may result in the School referring the student to the Education Welfare Officer. This is to ensure that this behaviour does not become a barrier to learning.

Sanctions for classroom misdemeanours will be initiated by the subject teacher, who are responsible for arranging and supervising interventions. Parents of students failing to attend will be notified. Students may have one further opportunity to rectify the matter with the Head of Subject before being referred to the HoKS for further sanctions.

Students who fail to follow the process above will be sanctioned by a member of the SLT and may then be expected to attend Friday afternoon, Saturday morning or Professional Development Day detentions.

All staff are expected to follow these consequences consistently and record all actions on the students behaviour management file on SIMs. Heads of Key Stage, the CC Manager and the DHT meet 3pm daily to review and decide on any immediate action.

Students with persistent emotional and behavioural difficulties

If a student persists with challenging behaviour, further steps will have to be taken to address the student's needs and ensure the effective running of the school in general.

The school will make every effort to identify students presenting with challenging behaviour as early as possible. Students, who do not respond to normal school policies, may require additional support and planning to meet their needs.

If a student's behaviour continues to cause a concern, a system of monitoring will be put into place with appropriate intervention.

Only Heads of Key Stage and the SENCO can authorise student going on report.

The SENCO should be notified of all students on report.

- Students on report must carry a weekly or daily card. The card will be issued by the Head of Key Stage who must check the report cards each day and discuss areas of concern.
- Every teacher in charge of a lesson the student attends must record a summary comment on the report card that provides information of the student's progress. The teacher must sign the report card and also register a score on how the student's behaviour supported their learning.
- A student can be taken off report on agreement with the HoKS if they have reengaged with learning and parents will be informed.

At every level, parents will be involved.

The school will seek to involve external agencies at the earliest opportunity as soon as the strategies do not bring about the desired improvement. The school has access to a shared Parent Support Worker.

Sanctions

Staff will typically avoid intervention at lunch time, but may ask students to stay behind for a short conversation to discuss specific barriers to learning and agree strategies to avoid further infringements of the school's rules. If a sanction is required, the after school slot is to be employed.

After School intervention will be undertaken in the Compass Centre and will be staffed by representatives from each Key Stage. Interventions will require both the member of staff and student to attend to agree the concern and to agree strategies/sanctions for remedying the situation. This is the most important aspect of this intervention. A reflective and if possible, restorative conversation undertaken in this manner can result in students modifying patterns of behaviour and relationships to be built. If extended intervention is required students should be issued with the work which they missed in order to ensure that the time is well used.

Parents should be informed of all sanctions.

Fixed Term Exclusions

Exclusion is the ultimate sanction that the school can use. Exclusion will only be used:

- In response to serious breaches of the behaviour policy
- If it is believed that allowing the student to remain in the school would seriously harm the education or welfare of the student or others in the school.

(Statutory Guidance Sept 2012)

Only the Headteacher can agree a fixed term exclusion. In the event of exclusion the Headteacher will follow the most up to date DFE and Local Authority guidance.

There are 3 types of exclusion:

1. Internal exclusion, where students have lunch and break at a different time to the rest of the school and work away from other students during lessons – generally within the Compass Centre.
2. Fixed term exclusion. The school will provide onsite education for all students from the 6th day of fixed term exclusion.
3. Permanent provision off site. Alternative provision will be sought for extreme behaviour and where the school feels it can no longer meet the needs of the student.

Students who receive 16 days' exclusion or more in a (long) term will be reviewed by the Governing Body's Exclusion Panel and parents will have an opportunity to appeal, if there are grounds.

Recording behaviour

- All behaviour that causes concern will be recorded in the student's file on SIMs.
- All communication with parents and professionals should be recorded on SIMs.
- Meetings with parents may need to be followed up with a letter summarising points from the discussion.
- CCTV will be secured if appropriate.
- Students will be invited to complete statements.

Monitoring

The effectiveness of this policy will be monitored to ensure that it fulfils all of its requirements and that it is being implemented in a consistent way across the School. This will be undertaken by:

- Lesson observations will include a review as to whether the Behaviour for Learning policy was adhered to consistently.
- Regular analysis of reported incidents of misconduct and exclusions by the CCM, SLT and where appropriate, the SENCo.
- This policy will be reviewed annually by the Governing Body.

Professional development

Issues surrounding discipline and behaviour management will be addressed through the School's staff development programme.

This policy will be accessible to all parents through the website or on request at the School. Parents will be invited to comment on its content. New parents will receive a copy when their child joins the School.

This policy is to be read in conjunction with the following policies: Child Protection, Attendance, Uniform, Equal Opportunities.