



**EDEN PARK**  
HIGH SCHOOL

# **BEHAVIOUR FOR LEARNING POLICY**

**Date of Last Review:** February 2016

**Date of Next Review:** February 2019

**Responsibility:** Mrs E. Codling

**Advisory Body Signature:**



The School's ethos is built upon empowering young people and adults to be the best that they can be. In terms of Behaviour for Learning, this ethos is expressed through a culture that promotes self discipline; reflection upon behaviour; choices about how to behave and consequences of behaviour; certainty with respect to consequences and empathy for how any individual's behaviour affects the learning of others. Positive behaviour for learning characteristics will be encouraged and rewarded. These positive learning behaviours are:

- **Readiness for learning**
- **Resourcefulness when learning**
- **Responsibility for your own learning**
- **Resilience in learning**
- **Reflection on your learning**

The School acknowledges its legal duties under the Equality Act 2010 in relation to safeguarding and SEN. Additionally this policy has been reviewed in the light of DfE guidance issued in January 2016: 'Behaviour and Discipline in Schools'.

### **Principles**

To enact this ethos and culture, the Behaviour for Learning Policy is built upon the following principles:

- It is recognised that the vast majority of students in the School community are unlikely to behave in any way which may prejudice an opportunity for all to learn.
- All members of the School community have a right to a work-centred, orderly, safe environment and have a responsibility to maintain such an environment. Disruption will not be tolerated. Those who do not co-operate will be dealt with firmly, fairly and (consistently) in accordance with school policy.
- Support for behaviour. All students will be given support to improve behaviour that falls short of our community expectations. This support may take many forms, but all support will focus on empowering the individual to improve their behaviour so as not to damage the learning of others and their own learning.
- Policy and practices are developed by the School staff in partnership with relevant stakeholders.
- Members of the School community have different academic and social needs and as such, will need different types and levels of support to meet those needs. The nature of the support and its accessibility will be

communicated to the relevant staff.

- All staff will appropriately challenge unacceptable behaviour and reward positive behaviour through the School's Rewards System. This includes behaviour outside of the classroom.
- All staff will model the behaviour and social skills that lead to positive behaviour for learning amongst students. All staff will follow the Behaviour for Learning Policy and Department/Progress Team responses to it.
- Liaison with parents and other agencies. The School welcomes and encourages the contribution of parents/guardians to their child's education. All communication with parents/guardians will be based upon the School expectation that students are "the best that they can be".
- The School environment. Behaviour and learning are improved when students and staff can enjoy an attractive, safe and clean environment. Students have a duty to maintain this environment. All members of staff have an accountability to promote positive behaviour throughout the School, including corridors, toilets, playgrounds and other communal areas. Staff should intervene and address any unacceptable behaviour in these areas.
- All behaviour that detracts from the smooth and positive running of the School is included in this policy. This includes behaviour that is off site, at weekends/holidays (and), whether the students are in uniform or not. Any behaviour that negatively influences the smooth running of the School will be addressed. This includes behaviour on ICT devices (cyber behaviour) and any infraction of the Student AUP.
- Sanctions will be reasonable in all circumstances as per the DfE guidelines 2016.
- The School retains a commitment to consider continuing disruptive behaviour in the light of possible unmet educational needs and to consider multi-agency involvement if applicable.

### **Expectations of Students to Promote Positive Behaviour for Learning**

Our ethos expects all students to conduct themselves with respect and a commitment to excellence to promote positive behaviour for learning. The characteristics of positive behaviour for learning are:

- **Readiness for learning**
- **Resourcefulness when learning**
- **Responsibility for your own learning**
- **Resilience in learning**
- **Reflection on your learning**

Further exemplification of the 5Rs can be found in Appendix I.

To show respect for themselves and others, students are expected to:

- Aim to be the best that you can be in all aspects of life.
- Behave positively to allow learning for themselves and other students to take place without interruption.
- Treat all guests and visitors in an exemplary fashion.
- Engage positively with all the staff at our School.
- (Aim to be the best that you can be in all aspects of life.)
- Treat all School property and the School environment to the highest standards of care.
- Wear the School Uniform/Dress code (Post 16) properly and with pride, both in and out of School and whilst on School business. This includes travelling to and from School.
- Positively reject all forms of anti-social behaviour or attitudes at all times including travelling to and from School and when using digital technology.

To show a commitment to excellence by:

- Attending School at all times. Every student should (aim for 96% attendance as a minimum) aspire to maintain a 100% attendance.
- Arriving at School and to all lessons (including Tutor time) punctually and with all the appropriate equipment.
- Always showing positive behaviour for learning for your benefit and the benefit of others.
- Giving your best in contributing to all aspects of School life, both within and outside the classroom.
- Rejecting all forms of bullying or discriminatory behaviour (anti bullying policy).

### **Behaviour for Learning: Practices and Procedures**

The vast majority of students behave in a positive manner at all times. This positive behaviour will be recognised and rewarded through the School Rewards System.

The expectations the School Community holds with respect to positive behaviour will be communicated and reinforced to all students through:

- The student contact book
- Assemblies
- Tutor time
- Departmental activities
- Rewards to recognise and encourage behaviour that leads to a positive learning environment
- Reward ceremonies

- Student groups such as the Student Improvement Group
- Publication of this Policy on the School website
- Induction processes at Year 7 and Year 12 and on transfer from Year 9 to KS4
- Contact with home (letters, e-mails and telephone calls)

Student behaviour will be monitored through SIMS behaviour log; securus software; reports from staff; reports from the wider community and from the students. Where student behaviour for learning falls below the expected standards, a range of support and intervention strategies will operate dependent upon the nature of the disruption caused. Students are required to provide written 'statements' when requested to do so by staff. It is our expectation that students are honest at all times and they both tell the truth and write the truth when asked. We do not accept students attempting to hide the truth by omission or refusal to co-operate with this Policy. This would be considered to be a serious incident of misbehaviour. We expect all students to support in the pursuit for any lost or banned items and if a search is required to locate these items, this action may be carried out without prior parental consent. Staff may also search a student without their own consent where they have reasonable grounds for suspecting that the student may have a prohibited item. If required staff can use such force as is reasonable, given the circumstances, to conduct a search for prohibited items if required. Details of these items may be found in Appendix 4. Reasonable force may also be used to prevent students from hurting themselves or others, from damaging property or from causing disorder, it may also be used to remove disruptive students from the classroom where they have refused to follow an instruction. For further information please refer to the DfE document on the use of reasonable force.

### **Low Level Misbehaviour**

This Policy identifies a number of different stages of low level misbehaviour:

- Low level disruption of learning and/or the School community
- Repeated low level disruption of learning and/or the School community
- Persistent low level disruption of learning and/or the School community
- Serious persistent disruption of learning and/or the School community (examples of these are listed in Appendix 2)

At each stage, the School will deploy interventions and support to improve the behaviour to acceptable standards.

## **Stage 1**

### **Low Level Disruption of Learning and/or The School Community**

At this stage, a student will be displaying incidents of behaviour that disrupt the learning of others at a low level. This may include, for example, calling out; lacking equipment; not engaging in the tasks set; lack of home learning (see Appendix 2: Low Level Disruption) and/or poor behaviour when off site i.e. travelling to and from School.

<b>Strategies to Support Behaviour Improvement</b>	<b>Person Responsible</b>
Detention after School/lunchtime	Subject Teacher
Contact with parents	Subject Teacher
Conversation with the student	Subject Teacher
Record on SIMS behaviour log	Subject Teacher
Change seating arrangement	Subject Teacher
Discuss referrals from subjects	Form Tutor
Where considered necessary due to multiple behaviour logs, inform parents	Form Tutor

## **Stage 2**

### **Repeated Low Level Disruption of Learning and/or The School Community**

Indicative threshold: 10 to 30 behaviour logs - Form Tutor

At this stage, a student will be showing continued incidents of behaviour that disrupt the learning of others/the School Community at a low level, despite the application of appropriate strategies at Stage 1.

For students at this stage, example strategies to improve behaviour and those responsible for their enactment are:

<b>Strategies to Support Behaviour Improvement</b>	<b>Person Responsible</b>
Referral to Head of Department	Subject Teacher
Discussion about teaching set with head of cluster	Head of Department
Removal from social areas at break times	Pastoral Team
Exclusion for bringing the School into disrepute	Headteacher
Internal seclusion for bringing the School into disrepute	Behaviour for Learning Director /Assistant Headteacher/Deputy Headteacher Pastoral
First phase behaviour for learning conversation(s)	Form Tutor
Contact with parents	Form Tutor
Consider referral to SEN register	Subject Teacher/Form Tutor
Daily monitoring of student behaviour log	Form Tutor
Referral to peer court for assessment	Pastoral Team
Consider CAF referral	Pastoral Team

### **Stage 3**

#### **Persistent Low Level Disruption and/or School Community**

Indicative threshold: 31 to 60 behaviour logs - Year Leader/Director

At this stage, a student will have had a number of supportive interventions. However, low level disruption is continuing. The **Year Leader / Director** will now assume responsibility for managing the students' behaviour for improvement.

<b>Strategies to Support Behaviour Improvement</b>	<b>Person Responsible</b>
A variety of intervention reports	Year Leader/Pastoral Director
Meeting with parent	Year Leader/Pastoral Director
Timeline started and shown to parent	Year Leader/Pastoral Director
Behaviour for learning conversation(s)	Year Leader/Pastoral Director
Regular (twice weekly) meeting to monitor behaviour	Year Leader/Pastoral Director
Rebuild meetings with staff	Pastoral Team
Discuss fixed term exclusion with Deputy Headteacher Pastoral	Year Leader/Pastoral Director
Allocate a staff mentor/coach	Year Leader/Pastoral Director
Direction to lunchtime/after School clubs	Year Leader/Pastoral Director
Discuss internal seclusion with Deputy Headteacher Pastoral	Year Leader/Pastoral Director
Consider CAF referral	Pastoral Team
Peer Court and mentoring	Year Leader/Pastoral Director
Further support strategies which are within reasonable accessibility to staff	Year Leader/Pastoral Director
Engaging input / support from SENCO	Year Leader / Pastoral Director / SENCO

## **Stage 4**

### **Serious Persistent Disruption of Learning**

Indicative threshold: 61 to 80 behaviour logs - Behaviour for Learning Director

At this stage, the student is continuing to exhibit disruptive behaviour that is clearly damaging the learning of others and the student themselves.

Management of the behaviour now passes to the **Behaviour for Learning Director**. The student is now at risk of permanent exclusion.

<b>Strategies to Support Behaviour Improvement</b>	<b>Person Responsible</b>
Meeting with parents to discuss seriousness of situation	Behaviour for Learning Director
Behaviour for learning conversation	Behaviour for Learning Director
Consider CAF referral	Behaviour for Learning Director / Assistant Headteacher
Emergency review of statement of SEN	Behaviour for Learning Director / SENCO
Consider application for statement of SEN (learning difficulties)	Behaviour for Learning Director SEN Key worker
Referral to external agencies as appropriate	Behaviour for Learning Director / Assistant Headteacher
Consider specific intervention programmes	Behaviour for Learning Director / Assistant Headteacher
Consider internal seclusion and make recommendation to Deputy Headteachers/Assistant Headteachers	Behaviour for Learning Director
Discuss planned move with parents and student. Recommend to Deputy Headteachers	Behaviour for Learning Director / Assistant Headteacher
Referral of student to peer-led behaviour improvement panel	Behaviour for Learning Director / Assistant Headteacher
Referral to School progress panel	Behaviour for Learning Director / Assistant Headteacher
Timeline updated & given to student/parent	Behaviour for Learning Director / Assistant Headteacher
Recommend fixed term exclusion to Deputy Headteacher Pastoral	Behaviour for Learning Director / Assistant Headteacher
Further support strategies which are within reasonable accessibility to staff	Year Leader/Pastoral Director

## **Stage 5**

Indicative threshold: 81+ behaviour logs – Assistant Headteacher / Deputy Headteacher Pastoral

If the student continues to show disruptive behaviour, the Deputy Headteacher Pastoral /Assistant Headteacher will inform parents and the student that a period of ‘blind reporting’ (usually two weeks) will now be put in place to monitor the student’s behaviour.

If necessary improvements are not seen, the Deputy Headteacher Pastoral /Assistant Headteacher will recommend to the Headteacher a fixed term exclusion is put in place to allow a full file review. The outcome of this could be Permanent Exclusion for persistent, defiant behaviour.

All reasonable attempts will be made by the School staff to improve a student’s behaviour in the four stages of low level disruption that precede permanent exclusion. The professional judgement of staff will be deployed when selecting strategies/programmes that may benefit each individual student. Hence, the strategies identified at each stage are only examples and all do not need to be employed at each stage before progression to the next stage. Equally, the professional judgement of staff will be employed when applying the indicative thresholds identified for behaviour logs and a student’s subsequent referral through the policy stages.

### **Incidents of Serious Misbehaviour**

The School has a system of removing students from a lesson/communal areas should there be serious misbehaviour. The student will be placed in internal seclusion whilst the incident is investigated and parents informed.

Serious misbehaviour includes:

- Damaging in any way, School equipment or property
- Using foul and abusive language
- Any form of physical violence (see section on reasonable force page 4)
- Preventing learning by total defiance of reasonable instructions
- Repeated breaking of uniform rules (see Uniform Policy)
- Refusing to provide a ‘written statement’ or refusing to tell the full truth either verbally or in writing (i.e. omitting information)
- Any serious violation of the School AUP/Digital Citizenship code of conduct
- Any form of bullying including cyber bullying on any form of social media.

The School will also deal with serious misbehaviour whilst students are off site and on School business or not. This includes behaviour at weekends etc. that has a detrimental effect on the smooth running of the School. Initially, the Inclusion Manager will investigate the incident and formulate an appropriate response.

## **Serious One-Off Incidents that may lead to Permanent Exclusion**

The following are examples of behaviour that are likely to result in permanent exclusion for a serious one-off incident of misbehaviour:

- Serious actual or threatened violence against another student or a member of staff
- Serious false and / or unfounded allegations against another student or member of staff\*
- Sexual abuse or assault
- Supplying or possession of an illegal, illicit drug, alcohol or illicit imagery
- Serious digital threats or comments
- Carrying an offensive weapon

These are only indicative examples and are not to be seen as an exhaustive list.

The DfE refer to malicious allegations against staff – these will be dealt with through investigation conducted by an appropriate member of staff as directed by the Headteacher. This may involve time in seclusion whilst an incident is investigated and may lead to a proportional and reasonable response from the school that may include exclusion.

The 5 Rs



- Punctual to lesson
- Properly equipped
- Positive attitude – want to learn
- Eager to participate
- Have a target for achievement
- Be prepared to learn in all lessons

Readiness for Learning



- Be curious..don't just accept
- Show initiative and learn in different ways
- Make use of all learning materials
- Ask relevant questions and make use of other people
- Make good use of your teacher
- Use skills you have acquired in other lessons
- Share learning with peers

Resourcefulness when Learning



- Take responsibility for your own learning
- Know right from wrong and make the right choices
- Work with others – help others learn
- Manage your emotions and consider the consequences of your actions

Responsibility for your own Learning



- Be persistent – stick at it; don't give up
- Have a positive attitude to learning and School
- Stay involved
- Set yourself targets and practise to achieve them
- Have a 'can do' attitude
- Never say: 'I can't', 'I give up'
- No task should be viewed as too difficult

Resilience in Learning



- Develop Personal, Learning and Thinking skills
- Be able to honestly describe the progress you have made
- Listen to and learn from feedback from all people
- Learn from mistakes – that is how we all learn!
- Give constructive feedback to others

Reflection on your Learning

## **APPENDIX 2**

To be used in conjunction with the Policy on Behaviour for Learning Policy

### **Low Level Disruption of Learning and/or The School Community**

Outlined below are examples of behaviours that the School considers to be disruptive of learning and/or to the School community.

The following are illustrative of such behaviours and therefore cannot be considered a definitive list.

- Lateness to School
  
- Organisation
  - Not wearing School uniform correctly
  - No contact book/Self-Assessment Book
  - No reading book
  - Lack of basic equipment
  - No exercise book/text book
  
- Disruptive behaviour
  - Lateness to lesson
  - Eating/Chewing
  - Failure to follow instructions
  - Rude to staff or other students
  - Persistent chatting
  - Calling out
  - Unnecessary noise
  - Leaving seat without permission
  - Sniggering
  - Misuse of IT technology - Please refer to Acceptable Use Policy

- Engagement with Learning / Defiant Behaviour
  - Slow to settle
  - Not working to the best of ability
  - Deliberately not engaging with support
  - Not engaging with the task
  - Not attending intervention sessions
  - Inappropriate use of ICT
  
- Home Learning
  - Not completing or submitting home learning on time
  - Insufficient or incomplete home learning

The following are considered **serious** incidents and will be dealt with accordingly

- SLT referral
  - Swearing/foul and abusive language
  - Bullying
    - ▲ Cyber
    - ▲ Emotional
    - ▲ Physical
    - ▲ Verbal
  - Fighting
  - Negative response to staff/poor attitude
  - Vandalism
  - Graffiti
  - Theft
  - Racial Incident
  - Homophobic Incident
  - Smoking off Site
  - Smoking on Site

## **APPENDIX 3**

### **Internal Seclusion**

Internal seclusion is an area where students are referred for periods of time for guidance and reflection. Whilst in seclusion every reasonable effort will be made to ensure students follow a full curriculum.

### **Detentions**

Issuing a detention outside of school hours is reasonable. A member of staff will consider whether parental notice is necessary. If deemed appropriate then a member of staff will issue notice to the parent.

## **APPENDIX 4**

List of banned items which may be searched for with or without student or parental consent.

Please note: staff can use reasonable force to conduct a search for the prohibited items if deemed to be appropriate.

Mobile Phones or any other 3G or 4G devices

Knives or weapons

Alcohol

Illegal drugs

Stolen items

Tobacco and cigarette papers

Fireworks

Pornographic images

Any article that a member of staff reasonably suspects has been, or is likely to be, used to commit an offence, or

To cause personal injury to, or damage to the property of, any person (including the student)

The above are illustrative of such items and therefore cannot be considered a definitive list.