

Behaviour For Learning Policy

SLATED ROW SCHOOL

Headteacher: Mr J Budd

SLATED ROW SCHOOL | Old Wolverton Road, Wolverton, Milton Keynes MK12 5NJ





Written	Zoë Baines (Assistant Headteacher)	December 2014
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Policy on Promoting Positive Pupil Behaviour

1. VISION

At Slated Row, we are a vibrant and successful centre of learning, with the highest expectations of attendance and behaviour. We will ensure that we promote positive outcomes by facilitating self-managing behaviour, appropriate communication, collaborative problem-solving and the development of meaningful relationships for all pupils. As such, the school will promote an ethos which enables all staff and pupils to feel safe, pupils to learn effectively and have full access to a personalised curriculum.

2. INTRODUCTION

This policy will:

- Make clear our expectations and rules for positive conduct
- Set the framework for rewarding positive and responsible behaviour
- Make explicit the procedures to be followed and sanctions for behaviour falling below our high expectations

As a community it is essential that we recognise that this policy must apply to the behaviour of all its members and to all adults (teachers, other staff, parents/carers and visitors) as well as to our students. Only by example can we teach and demand good standards of behaviour from our students.

Please also refer to other related school policy statements/guidance:

1. *Safeguarding*
2. *Anti-bullying*
3. *Intimate Care*
4. *Risk Assessment*
5. *Team Teach*



3. VALUES

Restorative Climate

We seek to develop communication practices that build relationships of mutual respect on a consistent and long term basis:

- All adults practice Restorative Principles of: Respect, Inclusion, Fairness and Responsibility, in collaboration with the Restorative Foundation.
- Adults consistently create appropriate contexts, where pupils learn how words and actions respect others and relationships.
- Pupils show high levels of engagement, courtesy, collaboration and co operation in and out of lessons.
- Pupils report feeling safe in school at all times.
- Instances of bullying are extremely rare.
- Children and young people manage their own behaviour in a manner that reflects community values.
- Respectful relationships are fostered within school, with parents, other schools and with a variety of groups and organisations in the wider community.

High Performance

We strive for consistently high levels of performance in all aspects of our work.

Respect, Honesty and Dignity

We treat everyone with respect and dignity. We encourage openness and honesty and we recognise each others' contributions and achievements.

4. EQUALITY STATEMENT

Slated Row encourages, celebrates and values the diversity of all our community. We actively promote the principle of equality for all. We aim to ensure that everyone within our community is treated fairly, with respect and dignity. We seek to eliminate any form of inequality, bullying or discrimination.



5. AIMS

At Slated Row we aim to:

- Provide every student with the knowledge, skills, self-belief and motivation to be successful in their learning and in their lives.
- Welcome, value and respect all who come to the school.
- Build a community based on Restorative Justice principles and a sense of personal responsibility.
- Provide opportunities for all to participate in our community, developing a sense of tolerance and understanding of others.
- Provide a safe and supportive environment for all.

Our students will be taught to:

- Wear their uniform with pride.
- Be prepared for learning.
- Communicate politely and effectively with each other, staff, members of our local community and visitors to the school.
- Make sensible choices and take responsibility for their behaviour.
- Avoid risky behaviour.
- Respect themselves and others.
- Become positive and effective citizens.
- Support others in the community.
- Play an effective role in teams.



6. PRACTICES AND PROCEDURES

It is understood that most appropriate behaviours are promoted with much problem behaviour avoided or minimised by ensuring that:

1. An appropriate match between activity and ability/interest.
2. All staff approach pupils in an agreed, consistent manner, communicating clearly and calmly.
3. Pupils are appropriately supervised.
4. All relevant staff have a clear understanding of what constitutes acceptable/non-acceptable behaviour for individual pupils.
5. Rules and routines are made clear to all (pupils and staff) and are applied and followed consistently.
6. Students and volunteers are briefed on pupil behaviour and appropriate approaches.

In a small number of cases, problem behaviour may become defined as 'severely challenging' and require an individualised approach to ensure effective and safe management. A Behaviour Support Plan (BSP) will, in such cases, be devised. A BSP is a documented systematic approach towards:

1. Assessing causes of the behaviour.
2. Understanding what is reinforcing or maintaining the behaviour planning, implementation and evaluation of intervention.

Behaviour support plans (BSP) should:

1. Be based on careful assessment of the behaviour in question.
2. Remain the responsibility of the class teacher who devises it, in collaboration with staff who work daily with the pupil.
3. Work systematically towards promoting behavioural self-control, utilising positive teaching strategies and Restorative Justice practices.



4. Be clear in terms of the behaviour(s) it aims to reduce and emphasise skills to be learned, that will decrease the likelihood of the problem behaviour occurring.
5. Have a specified time limit and include regular review meetings of the staff involved, in order to look at the data, discuss results and make any necessary amendments.
6. Be discussed and agreed with the pupil's parents/carers and, in certain cases, their active support requested.
7. Be included and fully reported in EHCPs.

TEAM TEACH

The aim of physical intervention is to bring temporary assisted control to a pupil who has lost self-control and is engaged in behaviour that is dangerous or damaging to self, others or the environment.

Physical intervention may form any part of a BSP in order to provide safety in situations in which positive methods have not worked or in which unexpected, dangerous or damaging acts are occurring. Note:

1. Physical intervention is not to be used as a punishment or as a substitute for a positive BSP.
2. Physical intervention must be carried out by trained staff, in a sympathetic way, that provides a caring and safe situation for the pupil.
3. Physical intervention must be carried out only as a last resort, in a manner that preserves the dignity of the pupil; where possible it must not take place in public.
4. Physical intervention used must be recorded and reported.



EXCLUSION

Occasionally, students reach the point where their behaviour is persistently breaching (or has resulted in a serious breach) of the Slated Row's Behaviour for Learning Policy and/or allowing the student to remain would harm the education or wellbeing of themselves or others at the school.

At this point, the Headteacher may take the decision to exclude a student from the school. This may be for one or more fixed periods (up to a maximum of 45 days per academic year) or permanently.

When exclusion is imposed the parents will be informed immediately and given a full explanation of the :

- Reason for the exclusion
- Duration of the exclusion
- Steps taken to avoid the exclusion
- Arrangements for appeal against the decision to exclude

If we are to achieve our full potential:

Learning is important in this lesson and every lesson, day in day out.

Our behaviour is our choice and we need to make the right choice in this and every lesson.

Our behaviour affects the learning of others around us; we all have a responsibility to the learning of others.



SANCTIONS

The Behaviour for Learning Policy is only effective if systems are applied consistently to every student.

DEALING WITH POOR BEHAVIOUR IN LESSONS

Type 1 - Behaviour

Learning disrupted by persistent low-level disruption and/or failure to follow the expectations of Slated Row School.

Warning - For a first misdemeanour, issue a verbal warning, identifying the unwanted behaviour.

Yellow Card - For a second offence, students should be given a yellow card;
Staff show pupils a visual yellow card.
The aim is to rebuild relationship and refocus learning.

Red Card - For a third offence, students should be given a red card;
Staff show pupils a visual red card.
The aim is to make up for lost learning and reset the scene for the next lesson to be positive.