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St Peter's Church of England Middle School

BEHAVIOUR FOR LEARNING POLICY

This policy was adopted on 24th April 2015

This policy is under review 2019

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Behaviour for Learning Policy

Behaviour Principles

You yourselves like living stones are being built up– Aspire, Believe, Grow, Achieve

(Quote taken from: 1 Peter, 2:5) You yourselves like living stones are being built up- valued by God- and a unique member of our school community. You will continue to build firm foundations for life in all its fullness– spiritually, academically, socially and emotionally, as this is at the heart of everything we do. We want you to become a wise, compassionate and responsible citizen in today's multi-faith modern Britain.

Values and Ethos:

At our core are the values of: Wisdom, Integrity, Trust, Compassion and Fellowship. Through God and these values we will live out our Motto:

To **Aspire** to be the very best we can, to **Believe** in our own abilities and those of the people around us, to **Grow** and develop continually and to **Achieve** the very best we can.

Behaviour in Curriculum and Learning

We believe that an appropriately structured curriculum and effective teaching and learning contribute to positive behaviour. It follows that lessons should have clear objectives, be understood by the students and differentiated to meet the needs of all students. There will be regular opportunities within the curriculum to teach the skills for positive behaviour. It is essential to point out, however, that we expect very few students to be doing anything other than enjoying working well at school and receiving the rewards and benefits from our positive approach.

Behaviour for Learning Expectations

In order to achieve our principles and aims for positive behaviour for learning, all students must follow our Code of Conduct which forms part of the home school agreement.

Code of Conduct

I will:

- Follow the school rules;
- Treat other students and staff courteously and respectfully;
- Demonstrate kindness, helpfulness and forgiveness;
- Take responsibility for my own learning, completing all classwork and homework on time and to the best of my ability;
- Attend school regularly and arrive punctually;
- Bring all the equipment I need for learning every day;
- Be proud of my appearance and wear the school uniform;
- Be aware that when wearing school uniform I represent the school and everything it stands for.
- Treat the school's and other people's property with respect and keep the school free from litter and graffiti;
- Use the internet and other technology safely;

School Rules

All staff are responsible for ensuring the school rules are followed, when they are not staff should follow the sanctions procedures detailed in appendix 2, remembering that a quiet, friendly word often quickly results in a change in behaviour.

Expected Behaviour

We want all of our students to reach their full potential and we expect our students to work with us to achieve this by behaving in a safe and responsible way; intimidation or humiliation either physically or verbally (name calling) or via the phone or internet is not accepted as this is bullying (see anti bullying policy). Students are also expected to work in lessons without disruption or distraction so all those in the class can learn.

School Dress:

Students are expected to wear school uniform at all times (unless specified by the Headteacher). This includes to and from school. Full details of uniform expectations can be found on the website, along with our supplier. Girls' skirts must be knee length. All staff will ensure dress code is being followed when students leave the classroom. Students will be given 24 hours to rectify any issues with school uniform.

Property:

St Peter's operates an ethos of mutual respect for other people's property. Anyone damaging or removing any person's or the school's property is expected to reimburse the owner and receive the appropriate sanction for theft.

School Bags:

School bags are purchased from our supplier of school uniform. No other bag is allowed. PE bags must be kept in lockers all day, except for during PE lessons. These should be purple with gold trim or plain black.

Eating:

Eating is only permitted in the dining room and no food is to be consumed out of this area. Chewing gum is not permitted on the school grounds.

Make up:

Make up is not permitted in school except if it is a medical cream for a skin condition.

Jewellery:

For reasons of safety, jewellery is limited in school to a watch and one single plain ear stud in the lobe of one or both ears. Ear studs will need to be removed or taped for PE to avoid injury. Any more will be confiscated and placed in reception for collection.

Hair:

Hairstyles should be in good taste, no colouring or shaven heads. Grade 2 is the shortest permitted hair length. Long hair needs to be tied back at all times. Fringes will only need to be tied back if they obscure a student's vision.

Mobile Phones:

If mobile phones are brought to school for safety reasons, they must be left in the school office for the duration of the day. They will be confiscated if found and placed in reception for collection. Tablets are not currently permitted.

Deodorants:

Spray deodorants are not allowed in school and will be confiscated as they can trigger asthma attacks in some students. Roll on deodorants or wipes are permitted.

Banned articles:

No one is permitted to bring inappropriate or unlawful items into school. Cap guns, replica guns, catapults, laser pens, knives and/or illegal or age restricted substances will be confiscated and appropriate sanctions given.

Behaviour Choices:**Rewards**

Students' positive behaviour is recognised throughout the school with appropriate rewards (see Appendix 1 Rewards). We consider it is important that praise and rewards should have a considerable emphasis within school and students will thus achieve recognition for a positive contribution to school life. The school operates a system of rewards which aims to encourage students to reach the highest standard of which they are capable. Praising students' efforts and successes has a strong motivational effect. Students receiving genuine and well deserved praise and rewards are unlikely to present behavioural problems.

Sanctions

Students are encouraged to make positive choices about their behaviour. Our procedures refer to a range of strategies that could be used to address inappropriate behaviour (see Appendix 1 and 2 Consequences). The strategies provide support and are designed to de-escalate behaviour problems. Some students will need extra behaviour support with early identification being made through regular monitoring. Students have a right to expect fair and consistently applied sanctions. An appropriate sanction is one which is designed to put matters right and encourage better behaviour in the future. The reason for the sanction will be clearly explained to the student/s and recorded. It will be emphasised that it is the behaviour and not the person which is unacceptable. The school operates a system of sanctions, with referral to more senior staff at the appropriate level. Consistency and fairness in the application of the sanction system will be maintained through regular recording and monitoring. Regular contact is to be made with parents before behaviour escalates to an internal or external exclusion.

Seclusion

There are situations when a student may benefit from a period of time outside the classroom. This is an opportunity for the student to calm down, reflect and break the cycle of poor choices. Where inappropriate behaviour is more serious or persistent in nature the option of internal seclusion will apply. This is a very serious sanction and is decided by a member of the senior staff. Parents / carers will be informed.

External Exclusions

In extreme circumstances of serious inappropriate behaviour or persistent breaches of the school behaviour policy and where allowing the student to remain in school would seriously harm the education or welfare of the student or others in the school, the Headteacher will consider the option of a fixed term exclusion or permanent exclusion. Parents will be notified initially by telephone and then in writing of the reason/s and length of the fixed term exclusion. A meeting will be held with the Headteacher, parents and student to discuss strategies to prevent a similar situation re-occurring. We will seek to address any underlying causes of disruptive behaviour including an assessment of whether appropriate provision is in place to support any SEN or disability that student may have. We will consider multiagency support for those students who require ongoing support.

The Behaviour Consequences can be applied to an infinite variety of situations and are designed to encourage students to develop responsibility for their own behaviour.

Physical Intervention: Contact and Use of Restraint

Staff will only ever use physical restraint as a last resort. The circumstances where reasonable force may be used by members of staff are for the purpose of preventing a student committing an offence; or causing personal injury to themselves or others. Our Support Staff team, SENCo and Headteacher have been trained in the principles of Team Teach, with all its steps, including restrictive physical intervention. A student will be physically held by school staff trained in Team Teach if their behaviour is

thought to be posing a serious threat of harm to self, others or property. See use of reasonable force policy.

Implementation

Procedures for rewards and sanctions will be followed by **all** members of staff to provide consistency in the school. All staff, parents and students are responsible for supporting the school in upholding positive behaviour. SIMS Behaviour management reports will be reviewed weekly by the Pastoral Leader and monthly by LT to monitor consistency of implementation of policy and early identification of students who may require extra support. A review of the policy is to be fed back to governors to report on the effectiveness of the policy in practice.

Behaviour out of class or school

All students are expected to uphold the behaviour policy whilst in uniform, travelling to and from school and when representing the school.

Appendix 1 Reward Procedure

We believe everyone should be acknowledged for the positive choices they make. On a daily basis we will acknowledge this through verbal praise; ensuring that we praise more often than we point out poorer choices. We will reward behaviour choices that contribute positively to learning and to the school community. Rewards are not sequential and students may progress to a higher level reward as required. The reward will be recorded on our SIMS system.

Code	Reward Examples
R1	1) Reward behaviour that will contribute positively to learning and to the school community . 1 merit point to be entered into diary and recorded on SIMS.
R2	1) Opportunity to reward consistency of behaviour that will contribute positively or work that is of an improved standard relative to the students abilities. 2 merit points to be entered into diary and recorded on SIMS. Postcards to celebrate outstanding achievement of students within their subject
R3	2) Rewarding work and behaviour of an exceptional standard, over and above what you would normally expect of the student. Headteacher award 3 merit points to be entered into diary and recorded on SIMS.
R4	1) Bronze, silver, gold awards certificates given in whole school assemblies to be recorded on SIMS.
R5	1) Letter home from Headteacher commending their outstanding contribution to the school , or highest accumulation of merit points - Platinum award to be recorded on SIMS.

Merit points accumulate to gain bronze, silver, gold and platinum certificates throughout the year.

Award	Number of Merit Points
Bronze	50
Silver	100
Gold	150
Platinum	200

Appendix 2 Sanctions Procedure

Staff will pick the appropriate sanction, depending on the severity of the student's actions and circumstances. Sanctions may move straight to a higher sanction level but the procedure will start with a clear verbal warning that a student's actions are not appropriate and positive reinforcement of what is expected of them. Staff will record the sanction on our behaviour management module in SIMS for the following.

Code	Sanction Examples
S1	Teacher led: If students' behaviour does not change in light of advice given to them or behaviour could be seen as aggressive, although not intended to be e.g. pushing, shoving, prodding or bullying - Up to 20 minute lunch time support , to discuss the behaviour and better future choices. To be entered into diary and recorded on SIMS.
S2	Teacher led: Failure to attend 2 support meetings with the teacher or Student attends support but behaviour continues or more serious behaviour issue e.g. refusal to follow instructions, offensive language or gestures towards another person; phone parents/carers to make them aware and arrange meeting with student. To be entered into diary and recorded on SIMS. If no improvement seek support from Key Stage AHT.
S3	<p>Discuss with Key Stage AHT</p> <ul style="list-style-type: none"> a) Teacher should discuss with Key Stage AHT reasons for behaviour i.e. undiagnosed learning need, wrong set, or student would benefit from additional intervention. b) Agree next strategy. This must involve parents/carers through phone call or invitation to meeting to discuss behaviour with Pastoral leader, SENCo or AHT and the teacher as appropriate. The purpose of this call is to express our concern, inform that child has been placed on report, and seek parental/carer support. c) Student placed on green target card to monitor improvements in behaviour. Student reports to the appropriate member of staff as agreed with AHT. This could include Class Teacher or Form Tutor, SENCo or Pastoral Leader. Progress monitored for up to two weeks. If the targets are successfully completed the student moves off the target card and the target card goes into their file. If the student fails their target card they move to the next stage.
S4	<p>Leadership Team:</p> <ul style="list-style-type: none"> a) If the student fails the target card or is referred more than three times in a school year, the student moves to an amber target card & consequences may include restorative justice and contributions to the school. The key stage AHT, in conjunction with the Headteacher, will decide the most appropriate member of staff for the student to report to. This could be the Key Stage AHT, SENCo or Pastoral Leader and they invite parents in to school to discuss alternative strategies (outside agencies). If the targets are successfully completed the student moves off the target card and the target card goes into their file. b) If no improvement the Student will work in seclusion. Seclusion is also for persistently behaving in a way that harms (physically and/or the education) of others or themselves or a one off incident such as fighting, extreme uniform infringements. Student returns / is put on to amber report card. c) Failure of seclusion, or failure of second amber report card, parents invited in to discuss Pastoral Support Plan (PSP) with AHT, SENCo, Pastoral Leader as appropriate and Headteacher. Move to the next stage.
S5	<p>Headteacher</p> <ul style="list-style-type: none"> a) Red report to the Headteacher. Failure will result in seclusion whilst a 'recommended for action' pack is completed. b) External exclusion. This is likely to be for persistent breaches of the school behaviour policy and where allowing the student to remain in school would seriously harm the education or welfare of the student or others in the school for a set length of time. Return to school interview with Headteacher, student and parents or guardian will follow an external exclusion. Post Exclusion Report monitored by Headteacher. c) Permanent exclusion would involve a move to another educational establishment in conjunction with the Local authority and would seriously affect the student's education.

Behaviour reports will be reviewed weekly by the Key Stage or Pastoral Leader and monthly by LT.