



BRANNEL SCHOOL

**BEHAVIOUR FOR
LEARNING POLICY**

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Approved by Governors: July 2017

Reviewed by Governors: June 2018

School Principle

We believe that all people have equal value and that showing respect to others –adults and classmates – is the foundation of good behaviour.

Children have a responsibility for their own behaviour and for their own learning. Our expectation is that they will always be considerate to each other and will be respectful and co-operative in the classroom. We are determined to build a culture among staff and students which enables the very best learning to take place. Students' role and participation and attitudes towards their learning determine, in part, the quality of learning in the school.

Rules and codes of conduct help maintain standards and teach about good behaviour. We expect teachers and support staff to uphold school rules and we ask parents and carers to reinforce these basic expectations.

Our school rules and codes of conduct help:

- Make everyone feel valued and safe
- Protect the quality of learning for all children
- Instruct everyone about expected behaviour
- Set out what is acceptable behaviour
- Prepare children for successful membership of society

Objectives

- To help support effective learning and teaching
- To promote high standards of behaviour, self-discipline and responsibility
- To operate a clear and effective system of rewards and sanctions
- To reinforce good behaviour by the appropriate use of praise and encouragement
- To maintain regular communications between home and school by various means, including use of the student handbook

Home School Agreement

Brannel School has a home school agreement which it asks parents/[carers](#) and students to sign annually. This is a statutory requirement.

Celebration and Reward of Effort

Students are motivated to learn when they are involved in the teaching and learning process. When subject teachers ensure that this is a feature of their teaching, students will almost certainly behave appropriately. Raising self-esteem, resilience and independence is crucial to enhancing learning.

Effective teaching will place importance on reinforcing success through celebrating and rewarding effort.

The school places great emphasis on the celebration of students' efforts. Its power to enhance student self-esteem and to improve the engagement of students is substantial.

Student effort can and should be celebrated in a variety of ways and is formally acknowledged in celebration assemblies and award ceremonies.

Sanctions

In an environment where teaching is effective and there is an ethos of mutual respect and support, students are highly likely to behave appropriately and make good progress. However, there is always the potential for a student to fail to improve their behaviour as a result of normal routines and teacher strategies. In these cases, sanctions may need to be imposed.

It should be remembered that students often exhibit inappropriate behaviour because they have low self-esteem, personal challenges or special educational needs. All members of staff should take the context of the individual into consideration when managing the behaviour of children.

The 2006 Education and Inspections Act gave the school power to respond to the behaviour of students when they are off school premises.

Bullying

Bullying is the physical or emotional intimidation or abuse of another person. Bullying is not acceptable behaviour. All students and adults have rights and responsibilities in the way they behave towards each other and in the way they make others feel.

Any instance of bullying must be reported immediately, when it will be dealt with quickly and efficiently. (See school's Anti-Bullying Policy)

Racial or homophobic bullying or harassment should be reported and dealt with swiftly.

Consistency

The consistent application of any policy is crucial to its success. It is essential that all staff, teaching and non-teaching, apply the principles of this Behaviour for Learning Policy consistently to ensure fairness with students.

This policy is closely linked to all other policies in the school which consider the behaviour management and safety of students.

Rewards

Rewards are used in school to recognise the efforts of students and to encourage students to give their best in every aspect of their schooling.

We aim to recognise all students for their efforts, remembering that although each student has different strengths, all can try new things, take risks and seek to grow and learn. We deliberately do not reward simple achievement because when students try their hardest any achievement is a huge success.

Merits

Merits for giving significant effort will be awarded to students in each year group. When awarding a merit staff should ensure that they do the following:

1. Inform the student verbally they have achieved a merit and congratulate them for working hard and trying new things.

2. Record the merit in SIMs

It is essential that the value of the merits system is maintained so that students see merits as valuable and fair. Staff should follow these guidelines in issuing merits:

- Merits should only be given to students who have demonstrated exceptional effort and challenged themselves in new ways. Merits given to a whole class should be an exception.
- A maximum of two merits per lesson may be awarded to a student for exceptional effort.

Awards

The number of merits achieved by students should be tracked by tutors and will be monitored using SIMs. Students will then have the opportunity to receive awards for the merits they have obtained.

Certificates

Merit Certificates

—Bronze, Silver, Gold and Platinum Certificates are presented during House assemblies for students achieving 25, 50, 100 and 200 merits.

Head of YearHouse Commendations

—These are issued at the end of each half term, for students who have consistently shown a positive attitude to learning.

Termly Draw

At the end of each term, students will be entered in to a draw and will have a number of entries equivalent to the number of merits during that term.

A number of winning entries will be randomly selected with a prize being awarded to each student. Students may only win one prize per term.

We will seek sponsorship from the local community to enhance the range of prizes available.

House Points

Each merit awarded will contribute to a student's House.

Reward Trips and Activities

Regular opportunities will be offered to students as a reward for making a positive contribution to the school. These may take the form of trips or special activities within the school.

Year 11 Rewards

Passport to the Prom - In order to motivate Year 11 students to fully participate in the rewards system, particular rewards will be offered to them. Participation in the Y11 intervention programme and an overall commitment to all aspects of the school community are taken into account, including; attendance, behaviour, attitude to learning and merits.

Discretionary Rewards

Some students need reward systems to help them develop the cognitive control necessary to keep school rules. Decisions regarding these kinds of rewards are made carefully, balancing the needs of the student against the needs of the rest of the student body. Generally, rewards should be linked to engagement targets rather than achievement targets e.g. attendance, completing homework etc.

BEHAVIOUR MANAGEMENT/SANCTIONS

Rationale:

1. It is the responsibility of each teacher to manage the behaviour of students in their teaching groups and tutor group, including the appropriate use of rewards and sanctions, so that effective learning can take place.
2. Issues relating to behaviour should be dealt with, as far as possible, by the teacher concerned. This would include following up students who failed to respond in the first instance to their instructions/detentions etc.
3. The Head of Department is responsible for the management of behaviour within their subject area and should be the first port of call for any difficulties that a member of that team is unable to resolve themselves.
4. The Head of Department should work with the member of staff concerned and the student in resolving the concerns.
5. It is important for the Form Tutors and Heads of **YearHouse** are to be kept informed of concerns as they arise, both formally through SIMs and, when possible, informally.

Boundaries must be made explicit to students and it is essential that high expectations of behaviour are clearly defined. Clear and high expectations of behaviour are essential. Boundaries must be made explicit to students. Professional judgment should be used to impose sanctions appropriate to the misdemeanour. Intervention by the teacher must clearly indicate the consequences of misbehaviour.

Sanctions should be:

- Immediate
- Related to the behavioural targets of the student
- Focused on the behaviour, not on the student as a person
- Perceived as fair
- Aimed at giving the student an opportunity to put things right - bearing in mind the student's capabilities.
- The minimum level of sanction possible to have the greatest impact

Afterwards:

- The slate should be 'wiped clean' and the student given a fresh start.

Consequences System for misbehaviour

Stage	Description of Behaviour	Sanctions
	Positive Behaviour Good relationships with staff Contributing to lessons Working hard Completing homework Wearing correct uniform and being prepared for learning	Rewards Merits House Points Praise Letters/Postcards home Head of <u>YearHouse</u> Certificates
	Off task behaviour Initial low level disruption Lack of work	Encouragement Verbal & non-verbal warnings Change of seating
S1	Continued off task behaviour Low level disruption continuing Minor rudeness	S1 - Formal warning Recorded on Sims Student may be removed from class for maximum of 5 minutes
S2	A continuation of any previous behaviour which was not improved by S1 Rudeness to staff Significant disruption	S2 - Detention Break or lunchtime detention Recorded on Sims Departmental report if needed
S2	HOD intervention Repeated failure to wear full uniform or bring correct equipment Missed homework	S2 - Community Service Particularly used in the case of incidents outside of lessons
H2	<u>Failure to complete Homework</u>	<u>H2 – Detention</u> <u>All set homework's are still required to be completed.</u>
S3	Significant behaviour incident requiring HOYH/HOD or SLT intervention Swearing in the presence of a member of staff Smoking Failure to attend S2 Three S2s in one half term Leaving a lesson without permission from the teacher Walking away from staff Being parked/withdrawn from a lesson	S3 After school detention (See guidelines for after school detentions)
S4	Major behaviour incident requiring HOYH/HOD or SLT intervention Significant incident requiring student to be withdrawn from lessons Swearing at a member of staff Failure to attend S3 Three S3s in one half term	S4 Isolation Room (Only actioned by HOYH and SLT) Head of <u>YearHouse</u> Report

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S5	Major behaviour incident requiring HOYH/HOD or SLT intervention Lack of response to previous behaviour interventions Behaviour incident which places staff and students at risk of harm Behaviour incident which brings the school, staff and students into disrepute	S5 Fixed Term Exclusion (up to 5 days, only actioned by HOH/SLT) Re-integration meeting with parents/ <u>carers</u> Head of <u>YearHouse</u> Report
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This list is for guidance purposes only and the School retains the right to apply these criteria judiciously, depending upon the individual events and circumstances.

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Detention Guidance

Detentions, although designed to be an inconvenience to students, should allow for students to continue their learning. Work of value should be set for each detention and students should be expected to complete that work.

Break or Lunchtime Detentions should be ~~20~~at least 15 minutes and should allow for the student to be able to visit the toilet and eat some food at lunch. Students who have a break/lunchtime detention would be expected to complete class work or a Reflection Sheet (see Appendix 1). Reflection sheets not only allow students to think about why their actions are out of step with the school policy but also allow learning discussions to take place with their tutor. The aim of the conversation is to implement coping strategies which are focused on producing a different more acceptable response next time a similar situation arises. Reflection sheets will be kept on file in the Tutor's room.

After School Detentions should normally be set using the following procedure:

1. Member of staff to inform student that their misbehaviour has been of sufficient concern for an after school detention. Staff must ensure that the appropriate steps have been taken to ensure that other sanctions have been used or ruled out.
2. The member of staff issuing the after school detention should phone the parents or carers to inform them of the detention and agree as much as possible a date for the detention to be completed.
3. The member of staff should then inform the Inclusion Mentor and the Head of YearHouse for that student of the details of the detention.
4. Staff should ensure work is set for the student to complete during the S3
5. Pastoral administrative staff will send a letter to parents and carers confirming the arrangements being made for the after school detention and will keep an attendance register.
6. Students may be prevented from using school transport at the end of the day in order for them to attend their set detention.

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Pastoral administrative staff will ensure that all ~~students/pupils attending doing~~ an After School Detention complete any~~the~~ classwork set ~~or the Reflection Sheet and will return it to the pupil's Tutor for filing.~~

Failure to complete an after school detention will result in the student having to spend a day in isolation. Students will still be expected to attend a rescheduled after school detention.

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Community Service

We believe that students should be encouraged to be active contributors to the school community. When a student's behaviour damages the community or the environment, they may be asked to undertake community service to repay that damage.

Community Service projects could include picking up litter, cleaning, or other administrative tasks during break time, lunch time or after school.

Exclusions

The exclusion of students from school is always a difficult and important decision. Brannel School will only make the decision to exclude a student when there is sufficient evidence to do so and where ~~no other sanction is suitable~~ [all other sanctions have been discounted](#).

Parents and carers will be kept fully informed of the decision to exclude throughout and will be informed of opportunities to appeal if they feel the school has acted unfairly.

Guidance relating to breaches of behaviour code - in relation to:

Abusive language
Physical or verbal aggression
Open defiance
[Acceptable Use Policy - IT](#)

It needs to be clearly understood that consistency in the way that we deal with behavioural issues is crucial. However, it must equally be clear that dealing with individuals requires skill, judgment and awareness that each situation is different.

Abusive language

This involves swearing, name-calling or other forms of insult. This should not be tolerated. Professional judgment needs to be used to determine the difference between a fairly harmless remark and one which is genuinely insulting.

Where a student has been dealt with regarding abusive language (a S3 may have been issued) and it continues to an extent that the learning activity is further disrupted, then [On Call emergency support](#) should be called for.

Where a student swears at a member of staff or in response to what has been said to them by a member of staff, then Emergency Support should be called.

Physical or verbal aggression

Any student who strikes another in the classroom should be removed, using [On Call Emergency Support](#). Wherever possible the reasons for the action(s) should be determined and recorded.

Where a student threatens another and it is felt to be a genuine threat, then a S3 may be issued.

A number of staff at Brannel School have been trained to handle situations which require the restraint of students using the Team Teach approach. Where possible, these trained staff should intervene in these situations.

Open defiance

Where a student refuses to follow the instructions of a member of staff, in the first instance the instructions should be repeated. Whenever possible, remove the student from their

audience to attempt to resolve the situation. Speak calmly, giving the student the opportunity to "see sense".

Be clear on the consequences of refusal and the reasons behind your instructions. If the student's behaviour has warranted a S2 detention and this can be the end of the matter, so much the better. If, however, the student continues to defy you, request **On Call Emergency Support**.

Acceptable Use Policy

Where a student fails to comply with the schools Acceptable Use Policy Agreement, they will be subject to disciplinary action. This may include loss of access to the school network / internet, detentions, exclusions, contact with parents/carers and in the event of illegal activities involvement of the police.

On Call Emergency Support

This is available to staff to help them resolve an emergency i.e. a particularly disruptive student, violence, etc. It should only be called for when the Head of Department or others within the Department are unable to provide support.

It should be used sparingly - a teacher who over uses this form of support is likely to considerably weaken their position in the minds of the students.

Sequence of events

1. Teacher contacts reception by telephone or 'runner' requesting **On Call Emergency Support** stating their name, room number and the student's name. It may also be useful to describe the incident.
2. Reception/Admin locates a member of senior staff available, records incident and provides details.
3. **The teacher responsible for the class must always follow this with a call to parents/carers to inform them of the behaviour and to arrange an after school detention.**
4. If the student is removed then the teacher should provide enough work for the student for the rest of the lesson.
5. Unless the student is likely to be excluded they will return to their next lesson. However, the staff on duty must make a judgement about the student's state of mind and the advisability of returning to lesson. It should be presumed that a return will normally take place.

It is essential that **On Call Emergency Support** is only used for the above purpose.

Exclusion Pathway

Meeting the school's expectations for conduct, is for some students particularly challenging. Students who persistently fall outside of the school's expectations and who receive repeated exclusions will be placed on the Exclusion Pathway. The Exclusion Pathway sets out the consequences and support provided for students, whose behaviours are placing them at risk of permanent exclusion (see Appendix 2).

Attitude to Learning Reports (see Appendix 3)

Our reporting system has been designed to provide students with a clear pathway, which supports them in the classroom to self-regulate their conduct, and focus on setting individual and specific targets to improve their behaviour for learning.

Some students recognise that continuous monitoring can be beneficial and regularly self-refer.

GREEN ATL Report – Tutors to issue and monitor reports. Students can also self-refer
AMBER ATL Report – Tutors to issue and monitor. Students whose conduct has not
improved on completion of a Green ATL will be escalated to Amber.
RED ATL Report – Head of YearHouse to issue and monitor. Students whose conduct
continues
to cause concern will be placed on a RED ATL Report.

Any student returning from a Fixed Term Exclusion will automatically be placed on a RED ATL Report. Students whose conduct continues to fail to improve or who fail to complete RED ATL reports, will be monitored by a member of the Senior Leadership Team and will be subject to the Exclusion Pathway.

Uniform and Appearance

We ask all students to uphold the same standards of uniform and appearance.

Students who attend school without the correct uniform will be asked to correct it and will receive a formal warning (S1). Repeated failures to wear correct uniform will incur greater sanctions.

Any student who fails to comply with the school's Uniform Policy, will be subject to the schools sanctions, as set out in the Behaviour for Learning Policy

Specifically:

School Trips, Educational Visits and Events

Only students who follow the expectations of the school should be allowed to participate in educational visits, reward trips, sports teams and other school events. If a student refuses to follow the school code of conduct and uniform expectations, they may be removed from some or all events.

Mobile Phones

Students are asked not to bring mobile phones to school unless absolutely necessary. If they do, the phone should be switched off whilst in the building and kept in a bag. Students must not use phones in lesson time or in the building for any purpose unless directed by the teacher for a specific learning activity. If a phone rings or is seen in the possession of a student, it should immediately be removed from the student.

Mobile phones and other devices which have been confiscated from students should immediately be taken to reception where they will be placed in an envelope for safe keeping. The incident should be recorded on SIMs and a letter sent to parents/carers. They will be returned on the following conditions:

1. Where this is the first occasion in an academic year, the student may collect their device at the end of that day.
2. On the second occasion, they will be released to a parent/carer only at the end of the school day.
3. On third and subsequent occasions, each device will be held securely in the school safe for one week and may then be collected by the parent/carer or student.

Communication between students and parents or carers during school time should only take place through the school office.

School Transport

Where misbehaviour occurs on school buses or taxis, drivers should report this misbehaviour to members of staff on duty. Students who do not behave appropriately and are reported will be sanctioned appropriately using the guidance given above. In each case letters will be sent home outlining the concerns raised.

The school will work with Cornwall Council to removed students from school transport where misbehaviour continues to be a concern.

Tobacco and Other Banned Items

Tobacco and other items banned by the school must not be brought to school. If a student is suspected of bringing a banned item into school, they will be searched and any banned items found will be destroyed.

Items banned by the school include:

- Tobacco or cigarettes, including e-cigarettes
- Any form of drug unless that which prescribed by a doctor for that student (the school should be made aware of any medication being taken)
- Knives, including pocket or camping knives
- Lighters or cigarette paper
- Energy drinks
- Any form of weapon, either real or 'pretend'

Students who bring substances which are classed as dangerous drugs, including cannabis, are very likely to face permanent exclusion regardless of the purpose for bringing them into school. The school will always inform law enforcement agencies about illegal items brought in to school.

The Deliberate Activation of the Schools Emergency Systems





When a student deliberately acts to cause the school to evacuate the building or initiate any other emergency procedure, the first consideration the school will make will be to permanently exclude that student. These actions may include activating the school fire alarm or calling emergency services from the school without authorisation.

Dealing With Alleged Victims and Offenders Whilst Under Investigation

We will do all we can to ensure all students feel safe whilst at school. Where an allegation of an incident between two students has been reported, we will investigate as quickly and efficiently as possible. We may withdraw students temporarily from lessons while we do this.

If an incident is being investigated outside of the school, we will work alongside other agencies, including the police, to help with a fair and swift outcome.

Appendix 1.

 Thinking Time Reflection		
 What I did:	↓	What happened?
	↓	Why was it wrong?
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Next Time...		
 What will I do?	↓	What will happen?
	↓	Why will it be good?
		

Reflection sheet - Word

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Thinking Time Reflection

What I did: → What happened? → Why was it wrong?

Next Time...

What will I do? → What will happen? → Why will it be good?

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