St Mary's CE High School

"Everyone is equal: Everyone deserves the best"

Behaviour for Learning Policy

Academic Year 2020-21

Reviewed: Spring 2021
Date of next review: Autumn 2021

"Our vision, as a school with a Christian ethos, is founded on The Parable of the Sower, where

Through God's love, we are the rich soil where seeds flourish and roots grow*,*
based on the Parable of the Sower, Mark 4: 3-9

This underpins our motto, ***We believe everyone is equal, everyone deserves the best****, and is key to what we do. We believe that we are all equal, irrespective of our background and beliefs. We provide a safe, nurturing environment in which we can all flourish. We have the very highest aspirations for our students, their families, our local community, and ourselves, and want nothing but the best. We challenge students by having a rich and exciting curriculum provision and by making learning practical, engaging and enjoyable. We enable students to succeed by providing the best possible personalised support."*

Nicholas Simms – Head Teacher

BEHAVIOUR FOR LEARNING POLICY

INTRODUCTION

At SMHS we are committed to high standards of behaviour for learning. Our B4L Policy supports all members of the school community in achieving the highest possible standards of behaviour for learning linked to within a Christian ethos. It will also encourage high quality or strong relationships so that teaching and learning can be effective and achievement and progress optimised in a safe, calm and positive teaching and learning environment.

Excellent standards of behaviour for learning are crucial to a student maximising their attainment and progress. The school will work to provide opportunities to allow student behaviour to be positively managed through the provision of clear boundaries and the consistent application of expectations and supporting action. A strong partnership must be built between the parents/carers and staff, students and other appropriate support agencies to establish common expectations and shared practice regarding student behaviour for learning.

Behaviour for Learning is about the creation of an environment where every member of the learning community demonstrates a positive and proactive attitude to learning. It applies as much to staff and their relationship with students as much as it applies to the students themselves.

SAFEGUARDING STATEMENT
The Governors of St Mary's have made safeguarding a fundamental priority and are committed to ensuring that safeguarding of children and young people remains at the core of their work. For this reason, the principles of excellent safeguarding practice are integral to the culture of St Mary's and every aspect of the school's work. This policy supports this commitment to safeguarding and should be read in conjunction with other school policies as appropriate.

It is every person's responsibility to safeguard and promote the welfare of children and it remains a paramount concern of all who work in and who are part of the St Mary's community.

The Principles of Excellent Behaviour for Learning

Excellent behaviour for learning:

- Is in accordance with the law
- Based on the school Code of Conduct and founded on Christian principles
- Essential if students are to get the best out of their teaching and learning
- Makes effective teaching and learning possible
- Is essential for raising achievement and maintaining high levels of performance
- Complies with the school's policies and in particular with the Anti-Bullying and Inclusion policies
- Is habit forming, and these habits are developed through a commitment by all members of the school community together
- Demonstrates respect for self and those who teach and support students

Excellent behaviour for learning is evident through:

For Students:

- Attending school regularly and arriving to lessons on time
- Demonstrating a positive attitude to learning
- Being ready to learn with the correct books and equipment

- An active engagement in the lesson
- Using positive and appropriate language at all times
- Building positive relationships with both teachers and peers
- Completing work/tasks set including extended learning/homework
- Working to the best of ability at all times
- Treating adults and peers with respect
- Respecting resources and the learning environment
- Proactively supporting the learning of others
- Cooperating with staff and following instructions promptly
- Self-management of their behaviour

For Staff:

- Modelling and having the highest expectations of self and students
- Stimulating and engaging teaching and providing a high quality learning experience
- Seeing students as self-managers
- Acting as helpers and facilitators
- Using positive language
- Developing positive student relationships
- Recognising positive behaviour for learning and responding / challenging inappropriate behaviour for learning
- Treating students with respect
- Being inclusive of all students

Expectations – Roles and Responsibilities

The School is proactive in promoting, improving and maintaining the highest standards of behaviour for learning. High expectations are encouraged, promoted, reinforced through the overt and hidden curriculum. Students' social, emotional and behavioural awareness and skills are specifically developed in a structured PSHE programme that is delivered by the tutor teams.

Staff Responsibilities:

All teaching and non-teaching staff at the school have a responsibility to promote positive behaviour for learning.

All staff have a duty of care towards the students in their charge. There are no times of the day or places in school where the duty of care does not exist. All staff have a duty to act in accordance with the behaviour policy and to ensure that they attempt to be entirely consistent with the recommended practice in the policy and guidelines.

All staff have a duty to be fully aware of the current school procedures for safeguarding children and young people, for child protection and looked after children in public care and to implement these procedures consistently (see Child Protection Policy for more information).

Form tutors have a specific duty of care towards the students in their tutor group and are the first point of reference for any matter involving the behaviour of their form group or individuals in that group.

Staff teaching and supporting students in the classroom have a responsibility to:

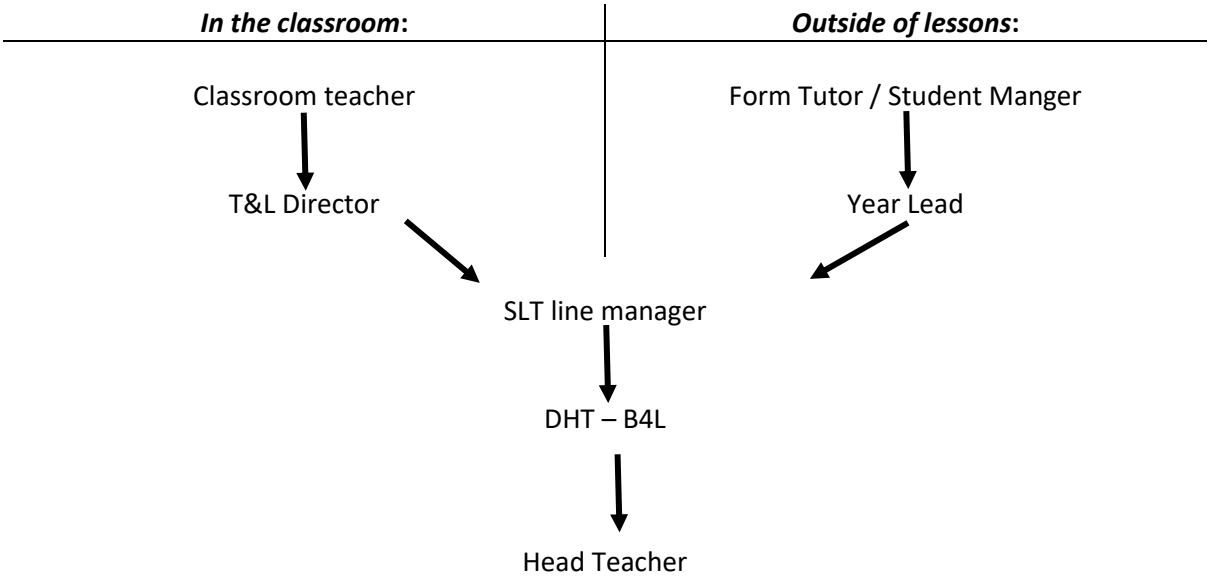
1. Provide appropriate, well planned and stimulating teaching and learning experiences for students
2. Promote the personal development and wellbeing of students whilst supporting students to attain their full potential
3. Use praise and positive feedback whenever appropriate to encourage and motivate students and focus on positive behaviours, including use of the rewards policy, giving of achievement points, contacting parents/carers to inform them of good behaviour.
4. Contact parents/carers about behaviour causing concern, and attend meetings to discuss issues and strategies to support and encourage high standards of behaviour
5. Apply appropriate sanctions as a response to inappropriate behaviour by students. Sanctions will be used in a constructive way and always provide an opportunity for students to know what behaviour was unacceptable and what needs to be done to improve
6. Advise Senior Line managers of behaviour for learning concerns of a serious or persistent nature and provide accurate information promptly
7. Seek support to implement high standards of behaviour for learning if required
8. Complete SIMS reporting systems and log appropriate behaviours on SIMS using the whole school B4L structures

- **Staff responsibilities**
- **Student and Parent / Carer expectations**

Support Systems for Staff (1)

All staff remain individually responsible for the students in their classrooms. However, whilst retaining individual authority in the classroom, it is recognised that staff need to be empowered to assert their authority and to have opportunities to refer behaviour related issues on when strategies have been implemented and students have failed to respond.

The line management for behaviour issues are outlined below:



Behaviour for Learning Structures

At SMHS, all staff are asked to promote an affirmative culture that places an emphasis on rewarding students for a **positive mind set** as opposed to outcomes – positive "R" Logs. Where students display behaviour that disrupts from learning or presents a health and safety risk, students receive consequence – negative "C" Logs – and sanctions may be implemented as required and all behaviours are logged using SIMS.

Rewards Policy

Aims;

- To develop a culture that supports our Christian Vision;
  'Through God's love, we are the rich soil where seeds flourish and roots grow'.
- To reward excellent behaviour and to encourage students to make the right choice.
- To ensure that the school is a safe place with a positive learning environment where everyone can achieve the best they can.
- Focused on Positive Behaviour.
- Rewarding doing the right thing.
- Achievement points split to make it easier to award; Love/Agape, Act, Endurance, Dream
- Deal with the 'Right' behaviour first.

Reward Category	Explanation	Examples
Love/Agape	**Showing positive/courteous/helpful behaviours around the school.**	**Examples include holding doors, helping students, helping staff, handing out books, supporting younger students or support in dealing with incidents.**
Endurance/Endeavour	**Continued good effort or for showing resilience when things are difficult.**	**Examples include continued effort in lessons, improved performance, trying hard when things are tough or the work is hard, continued good effort with home learning.**
Act	**Doing things now! Not waiting for tomorrow or later.**	**Examples include being the first to get books out and begin the starter, completing homework regularly or for a piece of excellent work, excellent results in tests/exams.**
Dream/Aspiration	**Showing good levels of aspiration or aiming high for the future.**	**Examples include good work/participation in careers based activities, year 11/10 looking forward to post 16 and post 18 opportunities, setting action plans to achieve academic/work related goals.**

Half Termly Reward focused Acts of Worship include the following;

- Certificates for reaching certain milestones of LEAD points (100/250/500/1000), badges for 250+, vouchers for 250+).
- Certificates for half term 100% attendance, badges for termly 100% attendance, plus attendance rewards with the Head teacher
- Faculty nominations for STAR students each subject for every year (certificate).
- LEAD nominations from Tutors, Year Leads/Student Managers (each category).
- Praising and highlighting any students contributing in the local community.
- Head teacher award for 1 student.

Rewards

Rewards are recorded as achievement logs. In addition to the SIMS log, other examples include:

- Private words of praise/public praise
- Letters to student and parents/carers
- Display of good work or achievement
- Certificates
- Praise postcards
- Phone call home
- Selection to represent the school/participate in special events/ represent Student Voice
- Recognition at termly Achievement Assemblies or Annual Prize Giving

Sanctions

Sanctions are recorded as Consequence logs. C3 offences that that impacts on learning result in a same day 45 detention, whilst more serious offences C3 offences that involve persistent disruptive, dangerous, defiant or disrespectful behaviour result in the student being withdrawn from the lesson via the School "On Call "system.

A full summary of the School Rewards and Behaviour Logs, and rewards and sanctions summarised on the page overleaf.

Detentions

Daily after school detentions will be issued automatically for a C3 log. It is important that students are informed of this at the time of the log. Parent / Carers are informed by the Main Office.

For more serious incidents (C4) or incidents of a persistent nature, students may be issued with an SLT detention following an incident. These detentions are run and managed by SLT.
C4-C6 incidents may also result in further sanctions including Internal Exclusion, Fixed Term or Permanent Exclusion.

Category	Types of Behaviour	Sanction
C1 – Reminder (Teacher/LSA)	▪ Talking and distracting others (low level disruption) ▪ Failing to follow instructions ▪ Failing to start work promptly ▪ Arriving to lesson without all the required equipment ▪ Arriving with an aspect of incorrect uniform (conduct card) ▪ Eating in inappropriate places (including chewing gum) (Conduct card)	Private reprimand Correction of behaviour expected (uniform, eating, behaviour in corridor) (Logged on Conduct Card) Email to Student manager regarding persistent failure to have the correct equipment Teacher led detention during social

	▪ Inappropriate behaviour in the corridor (including running, boisterous behaviour, shouting, screaming, not walking on the left) (conduct card)	time (Break, lunch) will be used for No PE Kit
C2 Choice	▪ Walking around the classroom without permission ▪ Lateness to a lesson ▪ Repeat of any C1 behaviour ▪ Failure to focus once learning has begun ▪ Inappropriate language/comments to other students or staff ▪ Arriving to lesson without having completed the required extended learning tasks	Logged on the SIMs system as C2 (Choice) Three C2's in a week or two in a day result in a school detention (offers opportunity to correct behaviour throughout the week Teacher led detention may be given as well as C2 logged for non-completion of extended learning (break, Lunch (maximum 25 minutes) Persistent non completion required email to Year Lead/Student Manager
C3 - Exit	▪ Defiant behaviour by persistently refusing to follow instructions ▪ Homophobic or prejudicial language/comments to other students ▪ Walking out of a lesson without permission ▪ Continued low level disruption after C2 (choice) ▪ Using a mobile device on the school site **Removal from lessons can be for:** ▪ Constant disruption in lesson e.g. continued talking, turning round, failure to focus after C1/2 ▪ Refusal to follow instructions again after C2 ▪ Inappropriate language/comments after C2 or immediate C3 if deemed serious enough- homophobic, racist, gender **Any pupil late to school will automatically receive a school detention** **Any pupils receiving 3 marks on their conduct card will receive a school detention**	Removed from the lesson by on call The incident and punishment will be determined by the behaviour lead/team Afterschool detention given Call home (On call – Amelia) Return to lesson next period unless deemed a serious incident in which case student placed into internal exclusion room (PA2) for the day until 4.00 See C4 behaviours
C4 – Serious Incident Behaviour 1	▪ Failure to attend school detention (SLT detention issued) ▪ Two exits in a day or 3 in a week ▪ 3 or more detentions in a week ▪ Rude and disrespectful to a member	SLT Detention Removal from lessons for the day, Students to remain in Internal Exclusion until 4.00

	of staff in actions or words ▪ Unsafe behaviour that endangers self and / or others ▪ Damage to school property ▪ Other inappropriate behaviour on site that requires the intervention of Year Leads/DOTLS or SLT ▪ Poor Behaviour in Internal Exclusion	Internal exclusion 1 day (2 days can be used in rare occasions) Fixed term exclusion (dependant on seriousness of the behaviour)
C5 – Serious Incident Behaviour 2	▪ Assault or aggressive behaviour towards any member of the school community ▪ Swearing at a member of staff ▪	Fixed term exclusion (dependant on seriousness of the behaviour)
C6	▪ Possession of Drugs ▪ Possessions of a Weapon ▪ Possession of Sharps	Permanent Exclusion

Conduct Card

All students will carry a conduct card which will be signed by a member of staff for any of the following behaviours;

- Arriving with an aspect of incorrect uniform (conduct card)
- Eating in inappropriate places (including chewing gum) (Conduct card)
- Inappropriate behaviour in the corridor (including running, boisterous behaviour, shouting, screaming) (conduct card)

Students will be issued with a school detention on the collection of their third mark on the conduct card.
Conduct cards will be replaced and restarted at the beginning of each half term
A school detention will be issued if a student loses their conduct card and needs to replace it.

Developing common Language – Whole School

To support students with consistency a common language towards behaviour management has been implemented, allowing all students to understand the situation that they are in, and to give them an opportunity to correct their behaviour.

C1 – Reminder

Remind students of the behaviour required,

"I am reminding you that you should be completing the starter in silence, please stop talking and complete your work, Thankyou"

C2 – Choice

Give students a choice of participating in lessons or stopping specific behaviours or the student will be removed (on call)

“I am now speaking to you for the second time this lesson, I am giving you a choice to complete the task, and without speaking, otherwise there will be a further sanction and I will be calling on call to support. Please complete the task without speaking, Thank you”

C3 – Exit

Staff to contact on call to remove the student, ensuring that a brief description of the behaviour is given (allowing on call to analyse the seriousness of the incident).
On call will go to the room to support the member of staff.

On Call

On call acts as a triage using ST6 as a base, students are picked up and write a statement regarding their behaviour
Disruption to learning will result in;

- An instant call home to inform parents of their child’s disruptive behaviour
- Issuing of a whole school detention
- Student to return to next period
- Email to Year Lead regarding behaviour
- Logged on Spreadsheet/Central Log

Serious behaviour incident will result in the student being placed in internal exclusion (PA2) for the day or whilst statements are collected from staff and students

*Any On Call will require the member of staff to visit the student in either detention or internal exclusion at the end of the day to discuss behaviour and steps forward for the next lesson/day.

Detention System

Teacher Led Detentions

Students may be asked to return to see a teacher during in school social time (Break/Lunch) for a maximum of 25 minutes.
This could especially be used for a lack of PE kit or a chance to compete extended/home learning tasks

School Detention

All detentions will be served on the same day of the offence unless issued after 1.20, in which it will be served the next day.
School detentions will be located in the main hall
School detentions will last for 50 minutes (3.10-4.00)

Whole school detention system staffed each day by;
1 x SLT (start and end)
1 x Year Lead/Director
2 x members of teaching staff

SLT Detention (To be staffed by LDA)
SLT detentions will be issued for more serious incidents, or failure to attend a school detention.
SLT detentions will happen on a Friday night?
SLT detentions will last for 1 hour and 30 minutes

The St Mary's Way

Through God's love, we are the rich soil where seeds flourish and roots grow

This is the foundation of our motto

We believe everyone is equal, everyone deserves the best.

At St Mary's we are committed to providing an excellent environment for us all to flourish in and we do this with compassion and consistency. The information below is the framework for this consistency, and all staff are expected to adhere to it.

Time (mins)	Teacher *(If you teach Y7, Y8, Y9 Period 3 or Period 5, please meet your class in the courtyard and walk them quietly to the classroom.)*	Students
0-10	• Provide a 'do now' starter for the students based on knowledge retrieval. This can be retrieval of anything the teacher chooses and come in any format, but the requirement of the task should need minimal instruction from the teacher. • Take the register. • Expect and allow students to work in silence and do not talk to them as a whole class.	Enter the classroom, take out equipment and settle to the 'do now' task in silence. The only talking must be to respond to the register.
	Rationale: along with calm, quiet movement on the corridors, and lining up after break and lunchtime for Y7-Y9, this settles the students and prepares them for the learning.	
11-55	The content of the lesson is decided by the teacher in conjunction with the curriculum plan for the subject. The style of the lesson is also decided by the teacher and is chosen to match the needs and skills of the students. At all times please ensure: • Students are wearing correct, full uniform (if the activity, or the temperature of the room, requires a change to uniform, it is the adults who decide this and give permission). • You do not allow students to break school rules even for a 'treat' or 'educational reason'. For instance, students should not be allowed to use mobile phones or other devices they have as a calculator, to take part in online quizzes, film/photograph activities, listen to music. Please provide any electronic equipment required by the learning. • You use the OUT OF LESSON pass if a child must leave the room.	Students must • Remain silent and concentrate when a member of staff talks to the whole class. Put their hand up to ask/answer and do not call out. • Show respect to all teachers, peers and the learning environment • Must have pen, pencil, ruler, calculator and any books or folders needed. • Are expected to work sensibly with other students. • Are not allowed to use any electronic device (e.g. mobile/smart phone, tablet, MP3 player) or wear earphones to listen to music; they will be confiscated and kept for one week. • If they are late, apologise to the member of staff and give the reason for lateness. (C2 Given) • Drink only still water (not juice, squash or carbonated drinks) and remember eating, and chewing (including gum) is not allowed. • Drinking in Science, Technology,

	• You use on-call for behaviour that prevents you from teaching and students from learning, but please use language and practice described overleaf to calm and correct behaviour.	Computer, Music and Drama rooms is not allowed for safety reasons. • Follow all Covid related rules at all times.
	Rationale: The teacher decides what is learned, how it is learned and is responsible for upholding the whole-school policies and practices in a fair and consistent way. The learning environment is controlled by the teacher to ensure best possible progress for all students.	
56-60	We do not have lesson bells. When you are ready, end the lesson and ensure the students finish learning, pack up and leave the room in a calm quiet way. *Please dismiss students on time and not before the lesson end time:* *Period 1: 9:50; Period 2: 10:50; Period 3: 12:20; Period 4: 13:20; Period 5: 15:10.* ***These times may change due to the temporary Covid timetable implemented September 2020.***	Students must: • Pack away only when the member of staff says to. • Stand and push in or put up chairs when asked to by the teacher. • Pick up any litter. • Leave the room only when the member of staff finally tells them to leave.
	Rationale: The teacher is in charge of clearing up and dismissal. Students leave when the teacher decides the lesson is over.	

<u>The Language of Behaviour Management at St Mary's</u>

"Every situation requires your presence, but not every situation requires your attention. No situation requires your anger". Anon

Students will sometimes get things wrong and not meet our expectations. If this is the case then, as adults, our use of language is critical in correcting and calming the behaviour.

At St Mary's we do not shout, or lose our temper with students. We use positive, corrective language and would expect the following language to be used:

- ☑ *Deal with positive behaviours first, issuing achievement points to students doing the 'right thing' or producing excellent work.*
- ☑ *Rewards*- be specific in your praise using the new rewards policy and the categories Love, Endeavour, Act and Dream (e.g. "You started that quickly, Alex, well done, I am issuing you an ACT point).
  - ☒ Don't follow that with "…why can't you do that all the time?" or "If you started that quickly every lesson…").
  - ☒ don't praise the child (e.g. "Good boy/girl) or give generalised praise (e.g. "That is brilliant")
  - ☑ Use rewards for those children who get it right most of the time as well as those who show improvement. Use rewards for excellent work and being a good citizen.
- ☑ *Ensure that you use the 3 point plan and the terminology; Reminder, Choice and Exit.*
- ☑ *Descriptive reminder*- explain to the student what they should be doing and how to correct the behaviour: "Alex [wherever you can, use the child's name], you are talking and not

completing the work set, I am issuing you a reminder, please stop talking and complete your work, Thank you".

- ☑ *Descriptive Choice*- "Alex, I am now speaking to you for the second time this lesson, you now have a choice to make, please stop talking and complete the work set or I will contact on call and there will be further sanctions, thanks you Alex"
- ☑ *Exit* – Explain to the student that he/she has now reached exit and that you will be contacting on call, ask them to wait quietly for them to arrive. (Please do not get involved in an argument regarding this, wait for on call to come and support you in the situation).
- ☑ *Directional language*- "Face this way and listen, thank you Alex" or "Pen down and face the front, thank you Alex". Whereas:
  - ☒ "Don't (do that/talk/shout)!" or "Stop (doing that/talking/shouting)!" Cannot sound anything but aggressive. It will not serve to calm and correct the behaviour but it will do the opposite. Phrases like this should be reserved for emergencies when students are in danger.
  - ☒ "Why are you (talking/doing that/shouting)", "What are you doing!?". This requires an answer and promotes a conversation (rather than returning the student to focused work)
- ☑ *Non-verbal*- use a cue such as raising your index finger to your lips to indicate a child needs to be quiet. Smiling, with any verbal/non-verbal action is an easy win to calm and correct and get a student back on track.
- ☑ *Least Intrusive*- get alongside a student, get down to their level and talk to them. E.g. "I want you to put the pencil sharpener in your pencil case or put it on my desk". Then move away. Use private reprimands and focus on what the student SHOULD be doing

This will need to be adapted in line with Covid related rules implemented September 2020

- ☑ *Focus on the primary behaviour*- teenagers are experts in diverting our attention from primary behaviour (e.g. talking during the first 10 minutes of the lesson) to secondary behaviour (e.g. scowling, eye rolling, having the last word…).
  - ☑ Focus on the primary behaviour ("Alex, chewing gum in the bin thank you").
  - ☑ Tactically ignore the secondary behaviour (Alex sighs and rolls eyes and says "Other teachers let me"). Do not ignore verbal abuse and aggression or persistently disruptive behaviour.
  - ☑ Avoid argument and refocus ("Maybe other teachers let you, but that is not the school rule and in this classroom we follow school rule")
  - ☑ Allow take-up time (it may take Alex a short time to do what is asked).
- ☑ *Model what we expect from the students*- by using civility and good manners and re-establishing positive relationships after correction.

Support Systems for Students

All students are considered to be individuals and as such to have individual needs that will require a degree of support. Support is provided as a part of the standard provision for all students at St Mary's.

The school will provide high quality teaching and learning experience and endeavour to use the full range of support systems to ensure that students are able to access their curriculum and optimise attainment. There are a wide range of support mechanisms for students, including those with particularly challenging behaviour and/or special educational needs, and these will be used in collaboration with parental/carer support to optimise opportunities for success of each individual student.

Support available includes:

- Form Tutor; teachers and support staff
- Head Teacher and SLT members
- Directors/Assistant Directors/Lead Student Manager and Student Manager
- The Student Centre and Inclusion Director / Year Leader
- The Hub
    - Behaviour support including IBPs and PSPs
    - Mentoring by Aspire Mentors
    - Learning Interventions coordinated through the Student Centre
    - Learning interventions coordinated through the Study Skills Programme
    - Emotional and Social interventions coordinated through the Hub or the pastoral team of the Year group
    - Adapted timetables and use of Work Experience and Vocational courses
    - Needs assessment
    - LSA Support (in class and withdrawal)
    - Specialist support where behaviour affects learning
- Governors and non-teaching staff
- School Attendance Officer
- Student Mentors
- Support Agencies including Connexions, the Education Support Centre and Enfield Behaviour Support team
- Family Support Workers
- Educational Psychologist and specialist teaching staff
- Referrals to CAMHS and other support agencies e.g. drug outreach and pregnancy support
- LA Advisory Team
- Child Protection Officer
- Place2Be

Support Systems for Staff (2)

All staff remain individually responsible for the students in their classrooms. However, whilst retaining individual authority in the classroom, it is recognised that staff need to be empowered to assert their authority and to have opportunities to refer behaviour related issues on when strategies have been implemented and students have failed to respond.

Training is provided to empower staff to manage behaviour in the classroom. There are a range of strategies and support available to all staff including:

- Other colleagues
- Directors and Year Leaders
- Student Managers
- SLT and Senior Colleagues
- The Head Teacher
- The Learning Walk system – used when the school is in session to monitor B4L
- On call system – to respond to serious issues or emergencies
- Children's Centre and Family Support Workers (with both training and CAFs)
- Internal exclusion
- Inclusion Director
- External agencies