

Silverdale School

Behaviour for Learning Policy

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This document is designed to provide staff guidance, expectations and standards operated in the Trust/School. It is intended as a reference document to enhance and support existing key policies and procedures for the safe and effective running of the Trust school sites. If staff are unclear what is expected of them they should speak to their line manager. Failure to adhere to the Trust's key policies and procedures may lead to disciplinary action.

All trust staff (including supply staff and trainees) are accountable for the way in which they exercise authority, their professional judgement, manage risks, use resources and protect pupils, themselves and others from avoidable harm.

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Policy Statement

Our Behaviour for Learning Policy is outlined below.

It is endorsed by the Local Governing Body (LGB), who accept full responsibility for these issues, and require all employees to help in complying with our legal and moral duties. The LGB accept the delegated overall responsibility for all operational matters within the organisation.

This Policy applies to Silverdale School.

Signed:

Date:

Jon Mordecai, Chair of the Local Governing Body

“Everyone in school has a role to play in creating an inclusive, mutually respectful community. Disaffection, under achievement, nonattendance and exclusions are problems that the community share and can address together.”

Belinda Hopkins

1. Rationale

The Behaviour for Learning Policy is a system that seeks to promote high expectations of all students in order to achieve the vision of ‘Outstanding Achievement for All’.

Silverdale School wants everyone;

- To experience outstanding teaching.
- To feel welcomed and that they belong.
- To achieve beyond expectation.
- To be known and cared for.
- To know that their talents are nurtured and achievements celebrated.
- To be prepared for the future and play a positive part in society.

“All staff. All students. All of the time.”

2. Aim

The Behaviour for Learning policy promotes an ethos of collective responsibility for the successful management of behaviour for learning. Students need to experience consistency in the application of the policy in order to promote equality and inclusion for all. We wish to provide an environment where students are mutually respectful, tolerant and supportive of each other. We will actively target and eliminate any type of discrimination or inequality within our school community.

“Students need to learn in an ethos and atmosphere of dignity and fairness, where they are free to develop themselves, knowing that differences are respected and they are encouraged to become independent learners and take responsibility for their actions and become good citizens”

Ofsted 2014

3. We know that:

- All behaviour is a form of communication.
- The only behaviour we can control is our own and therefore how we interact and respond to a student’s behaviour will influence the outcome.
- All students should be treated with *Unconditional Positive Regard* by all staff.

- The quality of teaching will directly impact on the level of engagement and behaviour of students.
- Learning can only take place when a student feels safe and valued.
- Students will respond positively when procedures are followed consistently and fairly.
- A positive experience will lead to positive feelings and positive behaviour.

4. Our approach requires:

- Lessons to be planned which meet the needs of all learners.
- High expectations not high demands.
- Staff to remain calm and positive at all times.
- Consistency in the use of consequences and rewards.
- A focus on the student not the behaviour.
- An understanding of the ‘triggers’ of behaviour.
- Avoidance of conflict through de-escalation strategies.
- A staff body that talks to one another, discusses practices and works as a team.
- Create positive experiences within school and in lessons.

5. Code of Conduct

The School Code of Conduct is there for the good of everyone. It applies to students, staff, governors and parents and is underpinned by the belief that if we work together we will set a high expectation and good example.

6. We expect everyone in the school:

- To promote inclusion for all.
- To have good attendance and to dress appropriately for school (see School Uniform code)
- To act with care, consideration and respect for others at all times.
- To contribute to a positive and safe learning environment.
- To actively engage with outstanding teaching and learning.

7. Behaviour and SEN

- Consistent disruptive or withdrawn behaviours can be an indication of unmet SEN, and where there are concerns about behaviour, there should be an assessment to determine whether there are any causal factors such as undiagnosed learning difficulties, difficulties with communication or mental health issues.

- For some young people, difficulties in their emotional and social development, can mean that they require additional and different provision in order for them to achieve. Young people who have difficulties with their emotional and social development may have immature social skills and find it difficult to make and sustain healthy relationships. These difficulties may be displayed through the young person becoming withdrawn or isolated, as well as through challenging, disruptive or disturbing behaviour.
- Where staff have concerns about a young person's behaviour, they must make the Inclusion and Pastoral Teams aware.

8. Behaviour and Safeguarding

- Some behaviours presented by young people in the classroom can be indicators of child abuse e.g. physical, emotional, sexual abuse and neglect.
- If you have any concerns about the health and safety of a child at this educational setting or feel that something may be troubling them, you should share this information with the designated safeguarding officer.

9. Emotional Wellbeing of Staff

- Working with young people is a complex task which is very rewarding but can be challenging. Staff need to maintain their own emotional wellbeing in order to work effectively with young people and to provide support for colleagues.
- Staff at Silverdale School are encouraged to share and discuss with colleagues, subject leaders, and SLT where student behaviour is impacting on emotional wellbeing.
- Staff can be offered further training opportunities identified through school development planning and individual needs analysis e.g. behaviour management, assertiveness training, Team Teach strategies.

10. Positive classroom management techniques

Outstanding teaching and learning

- All teachers have consistently high expectations of all students. They plan and teach lessons that enable students to learn exceptionally well across the curriculum.
- Teachers systematically and effectively check students' understanding throughout lessons, anticipating where they may need to intervene and doing so with notable impact on the quality of learning.
- The teaching of reading, writing, communication and mathematics is highly effective and cohesively planned and implemented across the curriculum.
- Teachers and other adults authoritatively impart knowledge to ensure students are engaged in learning, and generate high levels of commitment to learning across the school.
- Consistently high quality marking and constructive feedback from teachers ensure that students make rapid gains.
- Teachers use well-judged and often imaginative teaching strategies, including setting appropriate homework that, together with clearly directed and timely support and intervention, match individual needs accurately. Consequently, students learn exceptionally well across the curriculum.

Good behaviour needs to be taught, modelled and rewarded. Poor or inappropriate behaviour requires consequences. Students respond well to consistency, routines and relationships. The principles of effective classroom management are: **high expectations; acknowledgment of positive behaviour; setting clear boundaries which are communicated; and providing appropriate feedback.**

Silverdale School is committed to the ethos of restorative practice and aims to embed this in to the schools ethos, culture and language use. (See Restorative Practice 2017-18 Policy.)

Classroom Management Strategies

- Control student entrance to the classroom.
- Establish routines at the start of the lesson, 'collect books, sit down, equipment out, starter activity.'
- Seating plans – control seating which promotes inclusion and is driven by need not behaviour
- Establish relationships and learn names quickly.
- Use names when giving directions and instructions.
- Don't start talking until students are silent and focused.
- Reduce the opportunities for movement around the room (organisation of resources).
- Reward early in the lesson, don't leave it to the end.
- Use non- verbal communication.

- Communicate expectations – what do you want to see.
- Use positive language.
- Re- focus back to task, offer incentives, offer a ‘mind break’, give time challenge and build in competition to tasks.
- Unemotional – challenge the behaviour not the student.
- Be brief and to the point. Don’t drag it out, make your point and move on.
- Don’t make threats, always mean what you say and say what you mean.
- Be descriptive and explain the reason for the consequence.
- Plan transitions- Start and end of the lesson – preparation, arriving and leaving, change of tasks.
- Avoid whole group punishments.
- Control the end of the lesson and how students exit the lesson.

On Call and Seclusion Room Procedures

‘On Call’

- ‘On Call’ should only be used as a last resort - largely in response to non-compliance (defiant violent or aggressive behaviour, or persistent failure to follow instructions)
- Students should not be sent directly to ‘Seclusion Room’. Where behaviour has escalated beyond departmental control, ‘On Call’ should be sent for via telephone (**1004**)
- ‘On Call’ staff should respond quickly to the request and discuss the incident with the teacher. An action should be agreed with the emphasis on getting the *student back into a classroom*. If the student is compliant and the issue can be resolved, the student should be allowed to return to the lesson or placed in another classroom.
- If the situation has moved past this stage and the student remains uncooperative, defiant or aggressive they will be removed to the ‘Seclusion Room’ immediately with work from the lesson.
- The teacher will log the incident on SIMS.

Remove Room Procedures

- All departments will have a ‘Remove Room’ timetable agreed at the start of the academic year. This should be collated by subject leaders, identifying appropriate classrooms where students could be placed when behaviour cannot be managed in the classroom.
- Subject leaders need to monitor the use of the ‘remove room’. Clear records should be kept of when and why students are removed from lessons, and any further action

taken, such as informing parents, the involvement of Inclusion / Pastoral Team or planned consequences.

- Subject leaders should be aware of any patterns, for example the same students being repeatedly removed or frequent removal from one subject or teacher and whether they follow up patterns that raise concerns.
- If a student refuses to go to the 'Remove Room' they should be taken to the 'Seclusion Room' by the 'On Call' member of staff.

Seclusion Room Procedures

- On arrival to the 'Seclusion Room', the Seclusion Room Staff will record details of the student arrival (Name, tutor group, time of arrival, referring teacher, reason for on call).
- The student will be expected to comply with school expectations.
- The student will work as directed and complete work set.
- The student will remain in the 'Seclusion Room' for the remainder of the lesson. If the Seclusion Room Staff believes that the incident requires further investigation and therefore a longer period of time, they will contact SLT for further guidance.
- The Seclusion Room Staff will report on how well the student complies with expectations whilst in the 'Seclusion Room.'
- If the student becomes disruptive, defiant or aggressive whilst in the 'Seclusion Room', a member of the Senior Leadership Team should be contacted immediately.

Monitoring and Reporting

- All call outs will be recorded and shared with Key Stage Leaders, Subject leaders and SLT links weekly.
- The Seclusion Room register will be published to all staff weekly.
- All students who access the Seclusion Room will receive a 30 minute after school detention (C3) and will receive a letter home to parents / carers.

The Student Engagement and Welfare Coordinator will:

- Keep clear records of when and why students are removed from lessons and any further action taken, such as informing parents, the involvement of Inclusion / Pastoral Teams, or planned consequences.
- Make subject leaders aware of any patterns, for example the same students being repeatedly removed or frequent removal from one subject or lesson.
- Use the records of removal from lessons to decide when students or staff may need additional support and refer to the Inclusion Team as appropriate.
- Monitor any disproportionate representation of any group being removed from lessons or isolated, such as students who are disabled or who have special educational needs.

Internal Seclusions (see Exclusions Policy 2018)

Fixed Term Exclusions (see Exclusions Policy 2018)

11. Silverdale Sixth Form Behaviour for Learning Policy

During their time in the Sixth Form, we aim to actively support and encourage all students to become responsible, independent learners.

You can expect from us:

- Academic, vocational and emotional support
- Regular tutor sessions, responding to your individual needs
- Regular and effective communication
- Mediation if required
- Regular review of your progress and realistic target setting
- Encouragement to participate in a range of enrichment activities.

What we expect from you:

- Attend punctually and be fully equipped for all lessons, form sessions and assemblies.
- Aspire to maximum personal achievement
- Keep us informed of absence (in line with the Sixth Form absence procedure)
- Actively engage in target setting and monitoring
- Be a positive asset to the school by:
 - acting as a role model for younger pupils
 - respecting others
 - making the most of opportunities
 - making every effort to become an active member of your tutor group

We will not tolerate:

- Defiance
- Bullying
- Discrimination/prejudice on the grounds of race, gender, sexual orientation or disability.
- Violence and aggression
- Dangerous or unsuitable conduct

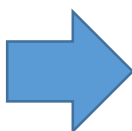
- Smoking or use of illegal substances (including e-cigarettes)
- Poor attendance (see attendance policy)
- Dangerous weapons (e.g. knives, BB Guns, Pen Knives etc)

All acts of misconduct will be investigated by the Head of Y12 /13 or the Assistant Headteacher responsible for Sixth Form and will have a consequence. Serious/repeat acts will result in students being asked to leave the Sixth Form.

12. Silverdale School Expectations and Code of Conduct

Behaviour we want to see at Silverdale:

- Arrives on time
- Wears correct uniform
- Always prepared and equipped
- Sits according to seating plan
- Complies with requests
- Engages with learning

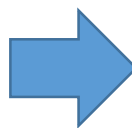


We will:

- Acknowledge positive behaviour
- Reward with Silver Stars
- Record achievements on SIMS
- Send home postcards of praise
- Record 'excellent' approach

Behaviour we will challenge at Silverdale:

- Incorrect uniform
- Outdoor wear inside building
- Swinging on chairs
- Out of seat without permission
- Unauthorised use of mobile phone or other technology
- Shouting out / interruption
- Persistent chatter with peers
- Poor effort and concentration

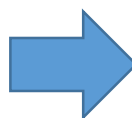


We will:

- Remind students of our expectations
- Provide students with a chance to comply with requests
- Offer a warning before a consequence
- Record repeated incidents
- Record 'improvements required' or 'concerns'

Behaviour we will not tolerate at Silverdale:

- Banned items on school site
- Bullying (see anti-bullying policy)
- Clothing other than uniform
- Dangerous or unsuitable conduct
- Discrimination (Inc prejudice, racism, sexism, homophobia, transphobia or disability related)
- Inappropriate language (Swearing)
- Persistent defiance
- Sexually Harmful Behaviour
- Smoking or use of illegal substances



We will:

- Inform parents / carers
- Use 'On Call'
- Seclusion Room
- After school detention
- Internal Seclusion
- Reduced timetable
- Fixed term exclusion

- | | |
|---|---|
| <ul style="list-style-type: none"> • Animals • Alcohol • Chewing gum • Cigarettes & E –Cigarettes • Laser Pens • Illegal substances - Drugs, Drugs Paraphernalia, psychoactive substances (NPS), legal highs - or designer drugs • Weapons (incl knives, BB guns, sharp objects) • Any item brought into school with the intention of causing harm. | <p><u>Banned Items List 2017/18</u></p> |
|---|---|

Student behaviour is conducive to successful learning.

Students respond to teacher requests, follow instructions willingly and complete tasks set.

Behaviour is positive, productive and acknowledged by the teacher via **praise or rewards**.

Choice

Student behaviour is beginning to cause some low level disruption. Teacher uses classroom management techniques to promote positive classroom behaviours, focusing on the behaviour we want to see and refers to student's learning. At this stage the teacher will use the language of choice to help modify their behaviour. For example the teacher may ask the students to change seats in order to re-focus on the task. Where appropriate, 'time out' could be offered to help re focus the student and the class and to avoid escalation of the situation.

Chance

(Formal warning stage)

Student behaviour causes low level disruption to the learning of others. Low level disruption is characterised by student's lack of response to classroom management strategies used consistently by the teacher.

At this stage the teacher offers the student a **chance** to improve their behaviour before a consequence is given. This should be clearly communicated to the student.

Consequence

(C1)

Student behaviour continues to cause disruption to learning. The student has not responded to the teacher's request and therefore a consequence must be issued. The teacher should issue a consequence at this stage.

(C1 -See stages of consequence)

At this level, the consequence should be managed within departments. The teacher should record the incident as 'resolved' on SIMS.

Remove Room

(C2)

Student removed to the remove room. Behaviour recorded on SIMS. Subject detention given by teacher.

If the student refuses to comply 'On Call' will be contacted.

Student behaviour continues to disrupt learning following a **C1**, the teacher can remove the student to an agreed 'Remove Room.' All departments will have a 'Remove Room' timetable agreed at the start of the academic year. This should be collated by subject leaders, identifying appropriate classrooms where students could be placed when behaviour cannot be managed in the classroom. Subject leaders need to monitor the use of the 'Remove Room'. '**On Call**' should be used in response to **dangerous or aggressive** behaviours.

Stages of Consequence

C1 – Teacher Detention

A C1 detention would take place at break, lunch or after school for a 10 minute period.

C1 detention should enable staff to manage student behaviour effectively in the classroom. This should be in response to a student not complying with the classroom management systems.

C2- Remove Room

Subject Detention

A C2 detention would be a 20 minute detention managed within departments at lunchtime.

C2 detention should be a supportive measure within departments to manage behaviour effectively. This will allow subject leaders to keep accurate records of students causing disruption to learning in their department areas. If students do not attend parents / carers should be contacted via a phone call or email.

'On Call'-If the student refuses to go to the 'remove room' or becomes disruptive once in the 'remove room' then the teacher should contact 'On Call'. The student will be taken to the Seclusion Room and will receive an automatic 30 min after school detention.

The teacher should make contact home with parents / carers to make them aware of the concerns in the classroom. Teachers need to inform families of any areas of concerns as they arise. Staff should not wait until Parents Evenings to share concerns with parents / carers.

C3 – School Detention

Consequence 4 should be 1 hour after school detention following an act of misconduct.

C3 30-minute detention should be used once all other consequences have been exhausted. If students have refused to engage with C1 /C2 detentions, then a C3 detention can be issued. A C3 detention can be issued as a consequence of misconduct.

C4 – Internal Seclusion

Consequence 4 would be an internal seclusion. This would be for either a social seclusion, half a school day or a full day to a maximum of 2 school days withdrawn from lessons.

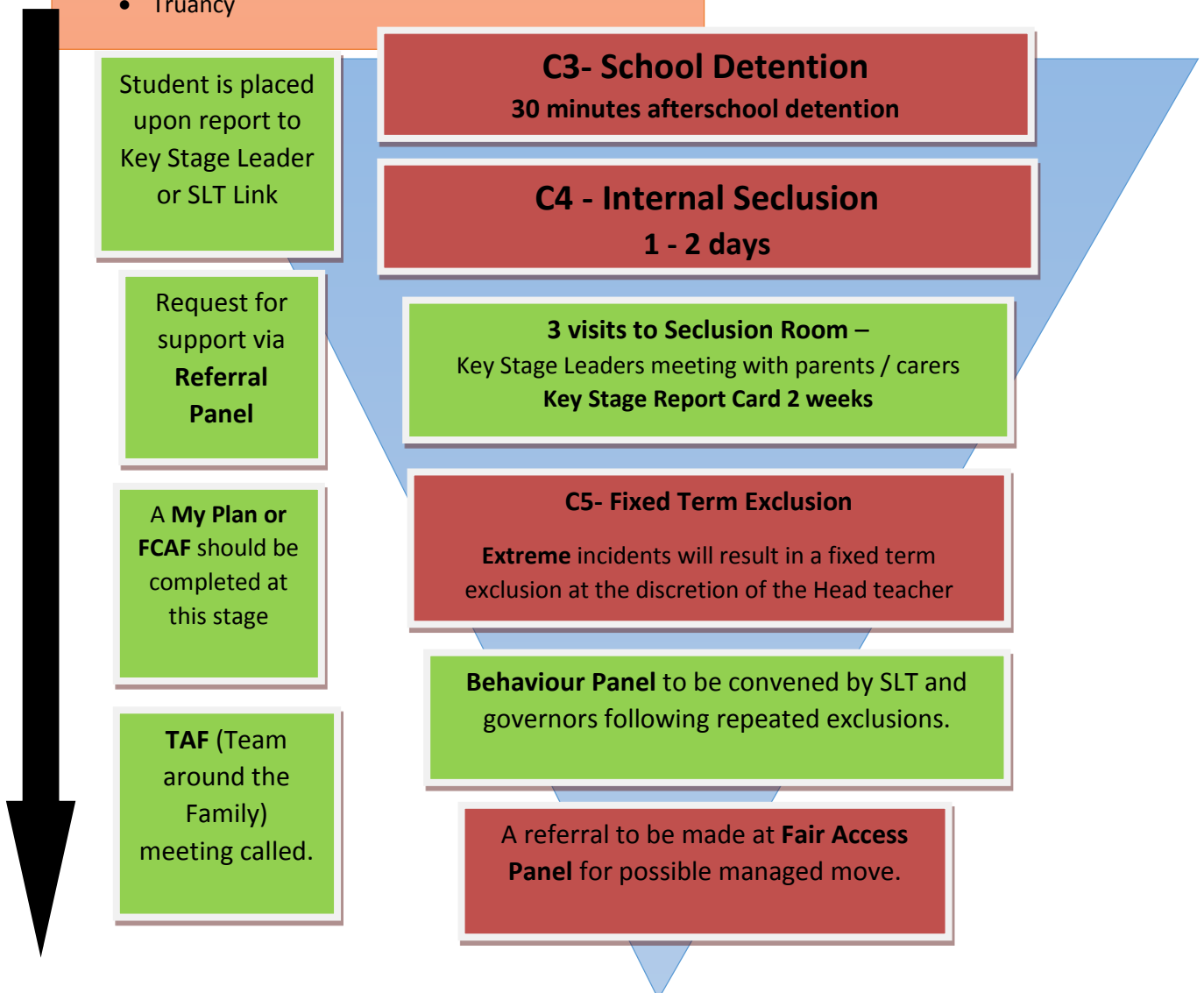
C4 can only be sanctioned by SLT in response to a serious act of misconduct. Parents / carers must be informed and a re-entry meeting should be completed before the student returns to a normal timetable.

Behaviour we will not tolerate at Silverdale School:

- Banned items on school site*
- Bullying (see anti-bullying policy)
- Clothing other than uniform
- Dangerous or unsuitable conduct
- Discrimination (Inc prejudice, racism, sexism, homophobia, transphobia or disability related)
- Inappropriate language (Swearing)
- Persistent defiance
- Sexually Harmful Behaviour
- Smoking or use of illegal substances
- Truancy

Acts of misconduct threaten the safety of students and staff at Silverdale School.

- All acts of misconduct will be investigated by Key Stage Leaders.
- All acts of misconduct will have a consequence.
- All acts of misconduct will be recorded on SIMS.
- All acts of misconduct will be reported to parents / carers.
- Repeated acts of misconduct will result in SLT intervention and action.



Monitoring and Tracking of Student Behaviour

Trigger

3 'On Calls' in a 2 week period or
Act of Misconduct

Trigger

Low effort grades recorded at assessment point
(Scores below 3:0)

Trigger

High number of behaviour points in a 2 week period
*relative to the student

Form Tutor Report

Form Tutor will monitor student behaviour
Parents / Carers will be informed.

2 weeks

No improvement in behaviour or repeated incidents recorded during cause for concern period.

Parents / Carers Informed

Key Stage Report Card

Monitored by Key Stage Leader or Pastoral Manager

2 weeks

Key Stage Report Card Monitored daily by KS Leader

Request for support made by KS Leader to Referral Panel. Action Plan agreed and support put in place.

SLT Report Card

Monitored by SLT

2 weeks

High Level of concerns. Failure to comply with Key Stage Leader Report Card.

Meeting with parents held.

PSP meeting with Head of School

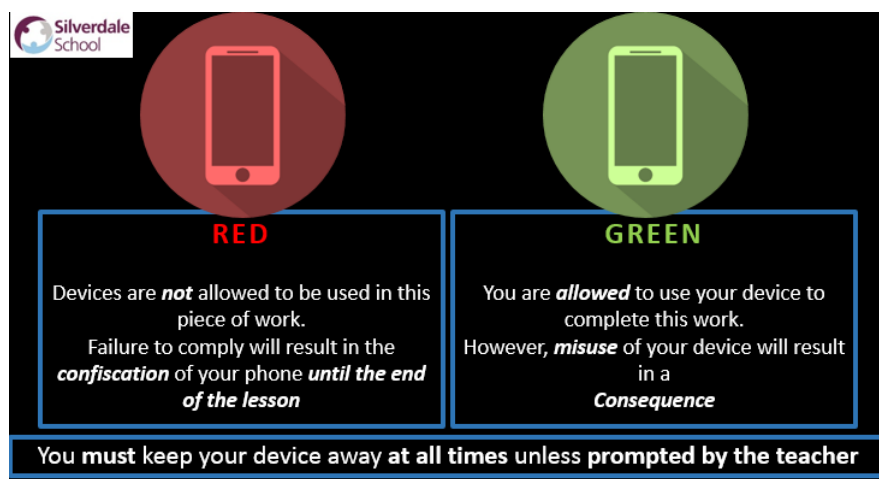
At Risk of PX action plan in place

At risk of managed move procedures

Behaviour monitored by SLT daily for 2 weeks

Use of mobile phones and other electronic devices

The classroom teacher will make the decision about the use of devices in the lesson and will communicate this to the class using the Red or Green symbol.



- **Headphones** must not be **visible** inside the classroom.
- Students will be given **ONE** chance to put away device and remove headphones.
- Failure to do so – phone / headphone will be confiscated by class teacher until the end of the lesson and logged on SIMS – C1 teacher detention applies.
- Refusal to hand over mobile / headphones = On Call contacted and normal systems apply for defiance.

The class teacher will challenge:

- Use of device without the consent of classroom teacher
- Students charging devices in school
- Passing devices to others in the classroom
- Music played in a public space that contains inappropriate or offence content.

We will not tolerate

- Taking pictures or film without consent
- Use of social media inside the classroom
- Students who engage in 'group chats' which are created to target an individual with the intention of been unkind or to cause offence.
- Sharing of inappropriate material online – including material that is racist, homophobic, sexist, includes extremist content or discriminatory language against people with special needs and disabilities.
- Sharing inappropriate material of a sexual content (including sexting)
- Deliberate attempts to contact staff via social media or use their online profile to harass, intimidate, make threats or cause offence to any member of staff and / or adult.
- Using social media to harass, intimidate, make threats or cause offence to another student.

Consequences will be applied based upon the severity of the incident.