
BEHAVIOUR FOR LEARNING POLICY

Term of policy: Every 4 years

Approved by: Board of Trustees

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Consulted with JCC? Yes No

Introduction

This policy replaces any previous policy and follows the DfE regulations.

As part of our commitment to meet the Public Sector Equality Duty (PSED) requirement, to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations, we have carefully considered the impact of this policy on equality. The School will ensure that this policy is applied fairly to all employees and does not have a negative impact on students or staff with protected characteristics; race, sex, religion and belief, sexual orientation, age, disability, gender reassignment, marriage and civil partnership and pregnancy and maternity.

Foreword

Rooks Heath School is a mixed 11 to 18 multicultural comprehensive in the London Borough of Harrow and is part of the Tithes Multi-Academy Trust. This policy is formulated by the Deputy Head (Pastoral), in consultation with other staff and is monitored by other members of the school's senior management. The policy is subject to annual review by the school's Senior Leadership Group and is subject to approval by the governors of the School.

Behaviour for Learning Policy

This Rooks Heath **Behaviour for Learning Policy** reflects the school's Equality Information and Objectives and takes account of the school's Child Protection and Safeguarding, Learning Development and Drugs and Substance Abuse policies.

Aims:

The aims of the policy are to:

1. Show what is meant by 'good behaviour' to all members of the school community.
2. Encourage a positive learning environment where children behave well towards each other and their teachers, and where effort, hard work and good behaviour are rewarded.
3. Encourage all staff to motivate their students by using a variety of rewards to recognise good behaviour, as individuals and classes, in a structured way.
4. Ensure that all staff have an important role to play in encouraging good behaviour.
5. Ensure that students, staff and parents have a clear understanding of the consequences of poor behaviour.
6. Encourage all students to value themselves and their own efforts, their classmates and their school, and to take responsibility for their choices, so that they grow socially, personally and academically.
7. Promote self-esteem, self-discipline, proper regard for authority and positive relationships based on mutual respect.

Staff, including teachers, support staff and volunteers, will be responsible for ensuring that the policy and procedures are followed and consistently and fairly applied, whilst taking account of the individual needs (SEND, LAC, bereaved, CP, Mental Health) of individual students, e.g. a student on the autistic spectrum may have a different perspective to others and situations may arise that could result in the student needing a different outcome/intervention. They also have responsibility, with the support of the Head Teacher, for acting as role models, creating a high-quality learning environment, teaching good behaviour, and implementing the agreed policy and procedures consistently.

The Governing Body, Head Teacher and staff will ensure that there is no differential application of the policy and procedures other than in those cases stated above, particularly with regard to ethnic or national origin, culture, religion, gender, disability or sexuality. They will also ensure that the concerns of students are listened to and appropriately addressed.

The Governing Body will monitor and review behaviour incidents annually. In particular, they will review the behaviour of vulnerable groups of students and make comparisons, both nationally and with other groups within the school.

The Head Teacher will report annually to the Governing Body on the number of exclusions (fixed-term and permanent) and reasons for them, analysed in line with the main equality categories e.g. gender, ethnicity, age (year group), disability, SEND, LAC. Levels of exclusion will also be reviewed by the Governing Body against borough and/or national figures, if available.

Parents and carers will be expected to take responsibility for the behaviour of their child both inside and outside school. They will be encouraged to work in partnership with the school to help maintain high standards of behaviour.

Students will be expected to take responsibility for their own behaviour and will be made fully aware of the school policy, procedures and expectations. Students also have a responsibility to ensure that incidents of disruption, violence, bullying and any form of harassment are reported.

Policy Foundations

At Rooks Heath every student should be taught in an atmosphere that permits them to gain maximum benefit from every lesson. To achieve this, a Behaviour for Learning Policy has been developed which seeks to give sanctions for poor choices of behaviour and rewards for positive behaviour.

The Rooks Heath Behaviour for Learning Policy is built upon:

- Clear expectations of good behaviour
- Quality First Teaching
- Use of praise and rewards
- Consistency throughout the school community
- Clearly defined consequences for poor behaviour.

Parents and carers will be informed of their child's behaviour – good and bad, through the SIMS Parent App. In the most serious cases, students may be excluded, and parents/carers will be invited into school to discuss the situation.

Rights & Responsibilities of the whole school

Rights

- The right to feel safe and not be bullied in school
- The right to have an opinion and feel comfortable about expressing it
- The right to ask for help when it is needed
- The right to have yourself and your property respected by both students and teachers
- The right to learn and enjoy learning without disruption
- The right to be treated equally

Responsibilities

Good behaviour is the responsibility of all in the school community – parents, staff, governors and students.

- The responsibility not to bully others
- The responsibility to allow other people to express their opinions
- The responsibility to respect students, teachers and their property
- The responsibility not to disrupt the learning of other people
- The responsibility to treat everybody equally

Staff responsibilities are to:

- Abide by the Home School Agreement
- Treat all students fairly
- Raise the self-esteem of all students to encourage them to develop to their full potential

- Provide challenging, interesting and relevant lessons appropriate to the age, ability and needs of ALL students
- Create a safe and pleasant environment
- Use rules and sanctions clearly and consistently
- Form good working relationships with parents

Students' responsibilities are to:

- Abide by the Home School Agreement as outlined in the Link Book
- Attend school and arrive on time for all scheduled lessons
- Work to the best of their ability and allow others to do the same
- Treat others with respect
- Follow the instructions of all school staff
- Take care of property and the school environment
- Co-operate with other students and adults
- Complete class work, homework and coursework to the best of their ability
- Wear the Rooks Heath uniform correctly at all times during the school day as outlined in the Link Book. Students should arrive and depart in correct uniform
- Wear a conventional hairstyle in a conventional colour
- Have no piercings beyond one pair of studs in ear lobes, nor visible tattoos

Parents' responsibilities are to:

- Abide by the Home School Agreement
- Support the Rooks Heath Behaviour for Learning Policy.
- Share any concerns about their child's education, welfare or behaviour with the school
- Take an interest in their child's work and achievement
- Attend Parent Consultation Evenings and support other school functions
- Support the school in achieving a minimum 95% attendance rate for their child
- Inform the school of any absence
- Ensure their child arrives at school on time
- Ensure their child is in full school uniform and wears that uniform correctly
- Ensure their child has a conventional hairstyle in a conventional colour
- Ensure their child has no piercings beyond one pair of studs in ear lobes nor visible tattoos
- Ensure their child completes homework and all coursework to the best of their ability
- Check the SIMS Parent App and read the communications sent home via In Touch (email)

School regulations concerning students' behaviour apply at all times when students are on school premises or engaged in school activities, including:

- The school day, including morning and lunchtime breaks
- The journey to and from school
- Off-site activities
- Out-of-hours activities

Rewards

Teachers should take every opportunity to celebrate success through praise, being positive, giving On TRACK Rewards when appropriate, publicising positive matters on year notice boards, in assemblies, newsletters, link books, displaying students' work, communicating this to parents via e-mail, In Touch, or letter and the wider community, if appropriate.

All positive information is recorded in the e-behaviour database in SIMS.

Details of On TRACK Positive Points can be seen in Appendix I.

Consequences

At the heart of the Behaviour for Learning policy is a series of consequences. The word is carefully chosen – if students break the rules there will be a consequence. The emphasis is on cause and effect. The responsibility for avoiding the consequence lies with the student.

The C plus a number, refers to the LEVEL OF INTERVENTION. All 'Events' and 'Outcomes' are logged on the e-Behaviour database in SIMS and detentions are notified to parents/carers via the Link Book.

Details of the consequence ladders can be seen in Appendix II

Exclusion from School

Exclusions may only be given by the Head Teacher or a Deputy in their absence. Exclusions are given for serious misdemeanours, either for a one-off serious offence or for prolonged serious misbehaviour. Exclusions may be **Internal (called isolation – C5), Fixed Term (C6)**, or in extreme cases, **Permanent (C7)**. Some behaviour will result in a fixed-term Exclusion without the need to progress through the lower consequences.

In some cases where it is deemed appropriate, students will be given a period of **Respite** at Harrow's alternative provision, The Jubilee Academy and sometime students will be **Managed Moved** to another school in Harrow for a fresh start.

As a school we feel that the most important Right is to be secure at all times. Behaviour likely to undermine that security is consequently regarded as a serious breach of discipline.

The following, which is not an exhaustive or exclusive list, gives examples of offences regarded as serious enough to merit automatic exclusion (which may be permanent or fixed term) from school:

- Physical assault upon another student
- Physical assault upon any member of the school staff
- Verbal abuse or threatening behaviour
- Possession, use or threat of an offensive weapon
- Bullying, including cyber-bullying
- Inappropriate use of social media or online technology
- Sexual misconduct
- Racist abuse or abuse against sexual orientation and gender identity
- Abuse relating to disability
- Drug and alcohol related
- Damage to property
- Theft
- Persistent or general disruptive behaviour

- Wilful and repeated transgression of protective measures in place to protect public health
- Any behaviour that endangers others

Exclusion may also be considered as a suitable sanction for other types of misbehaviour which, whilst not undermining the security of members of the school community, nevertheless disrupt the learning of other students, undermine the discipline of the school or damage the reputation of the school.

OSAs (Out of school activities e.g. trips)

Standards of discipline during an offsite activity must be effective, absolute and continuous. Any student who could be said to be 'a danger to themselves or others', may be banned from future OSAs for a set period. Any student on 'Red Report' is considered to have shown that they cannot be trusted to behave correctly whilst on school premises and may be banned from taking part on the basis that they are perceived to be 'a danger to themselves or others.' Any decision to ban a student can only be made by the Headteacher.

Intervention is the key to the BfL Policy and is put in place to suit the needs of the individual student at the discretion of the member of staff involved. More serious issues are dealt with by senior staff, including: Head Teacher, Student Support Hub, Deputy Head, Assistant Head, Head of Year and/or the Head of Department.

Uniform

All students are expected to wear the school uniform properly and to be clean and tidy at all times. Shirts should be tucked in and top buttons done up. Detailed descriptions of uniform expectations are listed in the student Link Book. Students who fail to comply with the uniform regulations will face sanctions which may include:

- Confiscation of items
- U2 Detention
- Isolation

The School day:

- Pedestrians should not use the front vehicle entrance.
- Students in Years 7 - 11 may not leave the school premises at any time during the working day.
- Students may not use the school premises during the evenings, weekends or holidays, except for official supervised activities.

Absence:

- Holidays during term time will not be authorised.
- Absences should be notified to the school on the first day.
- Absences known in advance should be requested by letter beforehand. After any absence a note is required giving the reason.
- Students attending dental appointments etc. must show a card or letter to the form tutor and, if in Years 7 – 11, must be collected by a responsible adult.
- Students taken ill in school will only be sent home at the discretion of the Welfare Assistant. A parent or carer will be contacted and the student must be collected.
- Students in Years 7-11 needing to leave the school premises for any other reason must be collected and should sign out at Reception and sign in on their return.

- Further information can be found in the Attendance Policy.

Personal Property:

- Students are expected to provide their own writing and drawing instruments and equipment for practical lessons.
- The correct equipment in working order must be brought to every lesson.
- Students are not to bring items of value into school and any money must be kept on the person at all times.
- The school accepts no responsibility for valuables, mobile telephones, personal listening devices, wearable technology or any electronic equipment brought onto the premises. Items lost or stolen on the premises will NOT be investigated.
- Wearable technology, earbuds, earphones etc. are not permitted in school.
- Mobile phones should be kept at the bottom of bags, at the owner's risk, and should NOT be seen or heard on school premises at any time, in corridors, lessons, playgrounds etc.
- Infringement of this rule will mean that the phone/ earphones/ other electronic device will be confiscated. Students may collect confiscated items at the end of the following school day.
- Students must not bring into school anything which may be a risk to health or safety.
- Items such as matches, lighters, cigarettes, fireworks, weapons, alcohol, narcotics, vaporiser etc. will be confiscated on sight, whether being used or not, and returned only to a parent or guardian.
- All personal property is brought at the owner's risk and should be clearly labelled.
- Teachers are usually willing to look after money or valuables, but they incur no legal liability by doing so.
- Lost property should be handed to, or received from, the Welfare Assistant.

Graffiti

Students defacing the school buildings or school equipment will be excluded from school, and may be required to pay for any cleaning or damage.

Smoking

Smoking and vaping are not allowed on or near the school premises, or while wearing the school uniform. Smoking materials are not permitted on school property, and will be confiscated on sight (e.g. cigarettes, vaporisers, matches, lighters). Students caught smoking will be punished. Students consorting with smokers will be treated in the same way as smokers.

ICT

All students must comply with the school's ICT Acceptable Use Student Contract. Failure to do so will result in a consequence commensurate with the transgression ranging from a ban from school ICT facilities to exclusion.

Appendices

Appendix I

POSITIVE POINTS



We believe your positive choices and successes should be rewarded and celebrated. You can collect points when you demonstrate any of the attributes below.

When you have achieved 20 points in each category, you will be awarded with a badge. Your challenge is to collect them all!



TEAMWORK is a collaborative effort by a group of people to achieve a goal or complete a task.

PT1
PT3



RESILIENCE is the ability to overcome obstacles and show commitment.

PR1
PR3



ACHIEVEMENT is when a person succeeds, especially after a lot of effort.

PA1
PA3



CREATIVITY is the use of imagination and innovation when tackling a task.

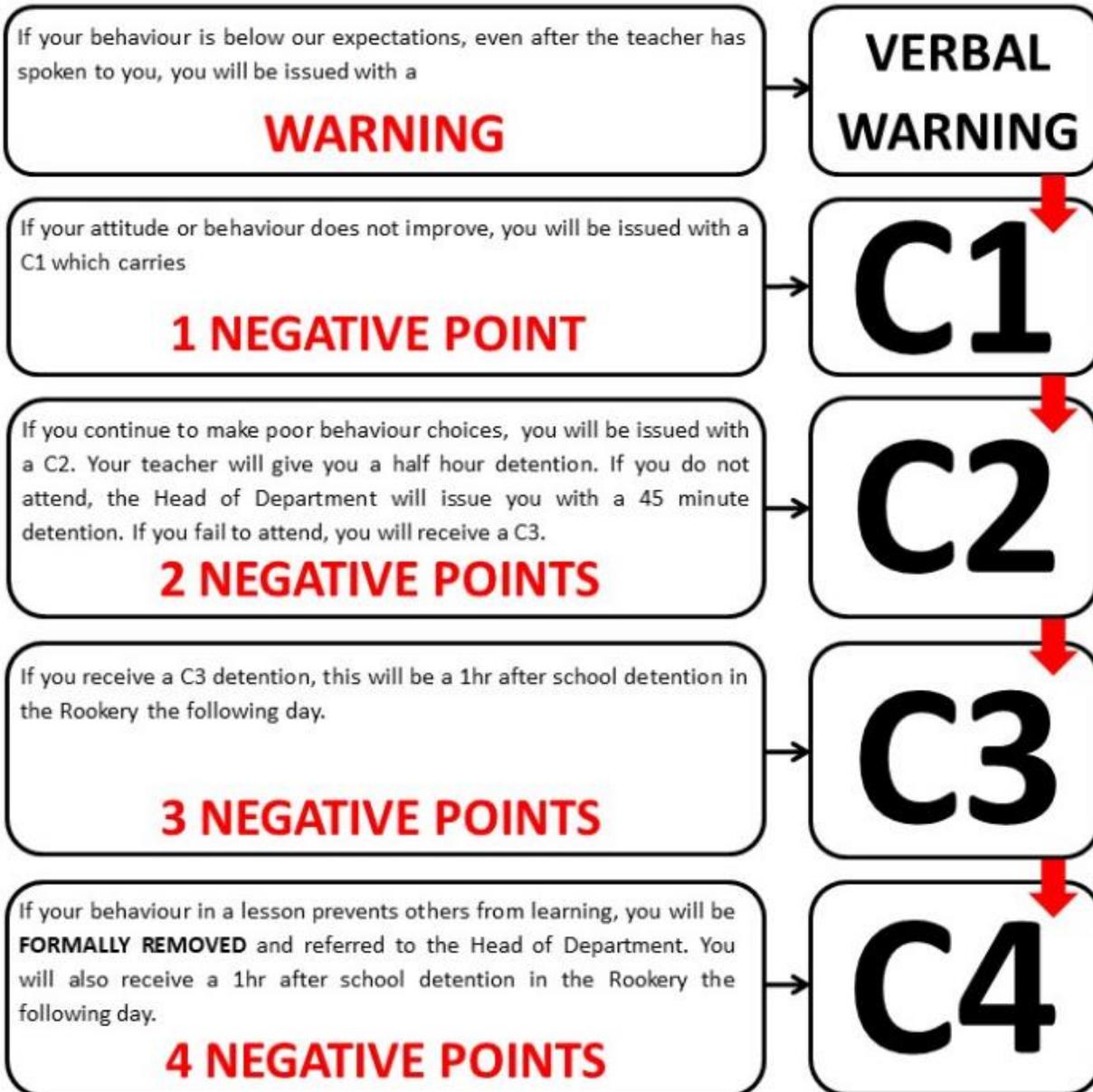
PC1
PC3



KINDNESS is the quality of being supportive, caring and helpful.

PK1
PK3

CONSEQUENCE POINTS



One-off behaviour choices may also result in a sanction.

