



RIVINGTON & BLACKROD HIGH SCHOOL

BEHAVIOUR FOR LEARNING POLICY

April 2017

Inspire

Believe

Achieve

Behaviour for Learning Policy

Rationale

At Rivington and Blackrod we believe that high standards of student behaviour and good discipline support the aims of the school, safeguard the rights of students and are an essential pre-requisite for effective teaching and learning:

- Every student has the right to learn in class.
- Every student has the right to move around school without fear of physical danger, bullying or interference with his or her property.
- Every teacher has right to be able to teach in a calm and ordered environment, has the right to expect co-operation of students and the support of parents and the Governing Body in delivering that curriculum.
- Every teacher has a responsibility to provide effective teaching, appropriate to the needs of the students in each class.

Aims/ Purpose

Our aim is to promote positive behaviour and attitudes which are based on **mutual respect** between all members of the school community and thus develop in our students: **self-discipline, personal responsibility, high self-esteem and a pride in the school.**

Students are expected to show **positive behaviour for learning** at all times when they are representing the school, the key elements of this are:

Listen

Engage

Respect

Procedures for developing a positive classroom environment

In all classrooms we aim for praise to outweigh consequences. There should be an 80/20 ratio. We need to concentrate on **positive behaviour for learning.**

'When students display negative behaviour for learning BE NICE and given them a cool, mechanical, emotionless response. Save your emotion, passion, enthusiasm and excitement for when it has most impact - when students show positive behaviour for learning.

Setting the scene for positive behaviour for learning is key to its success. Staff at Rivington and Blackrod High School have an important role in this by:

Being a positive role model – be at the door, smile, welcome the students, be enthusiastic about your students and about the content/context of the lesson. Discuss how successful learners deal with the frustrations and create a calm atmosphere. Think about Spiritual, Moral, Social and Cultural issues and how developing the ‘big picture’ with students allows them to think outside the box.

Giving praise and celebrating achievement – give praise enthusiastically and be sure you have explained why a student has received the praise so positive behaviour for learning and engagement in learning is acknowledged. Celebrate progress and engagement by sharing students’ learning experiences and outcomes.

Starting each day with a clean slate – making sure that incidents have been dealt with from prior lessons through restorative meetings. If circumstances mean the restorative meeting has not taken place, still give the student a fresh start, welcome them and be positive with them.

Being consistent, insistent and persistent – this is the only approach with **all** students as they must perceive you as predictable, reliable and consistent. State the facts when you describe behaviour and separate the behaviour from the student. Do not invite discussion by phrasing your comments as questions, e.g. “Why are you talking?” It is better to state, “I’ve asked you not to talk, if you continue to do so you’ll be choosing a C1”. Ensure that students know it is your priority to maintain the pace of your lesson so that all students can engage in their learning and make maximum progress.

Effective and efficient behaviour management should mean that the consequences system is rarely used because pace, challenge and positive reinforcement should sustain students and enthuse them.

Key questions to ask yourself

- Have I planned my lesson appropriately and shared my learning outcomes with students?
- Am I praising and rewarding those who behave?
- Is the work challenging and exciting enough to engage all students in learning?
- Is the work appropriately differentiated to meet the needs of all the students in my class?
- Are the resources appropriate and readily available so that pace is maintained?
- Have I greeted students at the door and made my high expectations clear at the beginning?
- Is my seating plan right and have I made my ‘reasonable requests’ clear?
- Have I taken control of the class on entry, during the lesson and on leaving the classroom?

THE CONSEQUENCES SYSTEM:

<p>Warning – expectations reminder</p> <p>A warning can be given to an individual or to a group / class</p> <p>Blanket warnings can be given for: chewing, swinging on furniture, shouting out, giddiness.</p> <p>Where the behaviour is specific to an individual, blanket warnings cannot be given e.g: poor levels of work, talking to another student, distracting others, throwing.</p>	<p>Always state what is happening, give the expectations reminder and the potential consequence if it doesn't stop:</p> <p>“* you are talking, what is the rule about talking? If you chose to keep talking you will be choosing a C1”</p> <p>Try and give the student a get out, but still gain the desired outcome:</p> <p>“* you are talking, do you know what you are meant to be doing?”</p> <p>If * says no “OK I can help you with that, but remember if you don't know what you are doing you should ask for help”</p> <p>If * says yes “Ok well settle to task then and remember what is the rule about talking? If you chose to keep talking you'll be choosing a C1”</p>
<p>C1 – first warning</p>	<p>A verbal warning will be given to make it clear to the student what behaviour is not acceptable and needs to be changed. “* <i>you have continued to talk across the room, you are therefore now on a C1</i>”</p> <p>Once you have addressed the poor behaviour, redirect through teaching and learning reminders and praise those who are doing the right thing.</p> <p>Use your behaviour management strategies to try to ensure this does not escalate further. Use non-verbal communication to remind the student of what they should be doing.</p> <p>Check the student understands what they should be doing and how to do it.</p>

<p>C2 –second warning and consequence issued</p> <p>The subject teacher will issue a short break / lunch time Restorative meeting, supervised by themselves. This is to be written clearly in the student’s planner (or on a DT slip)</p>	<p>A second verbal warning will be given and a reminder that any repetition of the behaviour will result in a C3.</p> <p><i>“* you have again continued to talk across the room and have therefore moved to a C2, if you continue to do this you will be choosing a C3”</i></p> <p>At this stage, issue the C2 by speaking privately to the student, getting to their eye level and reiterating your expectations and asking if the student needs help can diffuse the situation and keep the rest of the class calm.</p> <p>Remind the student of the impact of their behaviour on their own and other students’ learning.</p> <p>Use your behaviour management strategies to try to ensure this does not escalate further.</p>
<p>C3 – consequence issued</p> <p>A C3 will cause the Head of Department/Line manager to be notified, a phone call home and a 20-30 minute restorative meeting will be issued by the teacher, supervised by themselves.</p> <p>This is to be written clearly in the student’s planner.</p> <p>Staff should use Stage 1 strategies to support them with students who are receiving C3s.</p>	<p>Remind the student that they are choosing not to follow expectations, and which expectation it is they are not following. Explain the impact of their behaviour on their own and other students’ learning. Explain their current consequence and what could happen if their behaviour now continues.</p> <p><i>“* you are now on a C3 which is a 20/30 minute restorative meeting at lunch / after school. If you continue to chose to disturb your own and others learning then you will be choosing a C4”</i></p> <p>Continue to use behaviour management strategies:</p> <ul style="list-style-type: none"> • Set time markers for them to have completed work. “ You are here now and when I come back to you in * mins you should be here” <p>Move the student seats if possible</p>
<p>C4 – consequence issued</p> <p>A C4 will cause the Head of Department/Line manager to be notified, a phone call home and a 40 minute Restorative meeting will be issued by the teacher, supervised by</p>	<p>Remind the student that they have already been given 4 opportunities to make the right choice and that they have continued to not follow expectations.</p> <p>Depending on the nature of the C4 will depend if you need the student exiting or if they remain in the classroom:</p>

<p>themselves or supported by the HOD.</p> <p>This is to be written clearly in the student's planner.</p> <p>Staff should use Stage 1 strategies to support them with students who are receiving C4s.</p>	<p><i>"* you have chosen to continue to make the wrong choice and you have escalated to a C4, you will remain in the classroom however you will have a C4 Restorative meeting now"</i></p> <p>OR</p> <p><i>"* your behaviour is now seriously impacting on the learning of others and so 'patrol' will be pressed and you will be exited"</i></p>
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REMEMBER – ONCE A CONSEQUENCE HAS BEEN ISSUED IT WILL NEVER BE CANCELLED OR WORKED OFF

Guidance for following a reasonable request: refusal to follow a reasonable request means that a student is not listening to, engaging with or respecting that reasonable request. It doesn't mean they are immediately given a C3 or a C4, they should be asked to comply and the C1, C2, C3 system used.

- *"*, you've been asked to, thank you"*
- *"* I have asked you to, do you know what you have to do?"*
- *"*, you've been asked to, you are not yet doing it, are you refusing to follow a reasonable request?"*
- *"* you have chosen to repeatedly refuse to follow a reasonable request, you have therefore chosen a C3/C4"*
- *"If you chose to continue....., you will be choosing a C1/2/3/4"*

When do I call for further assistance to my classroom?

If there is a serious incident e.g health and safety issue or foul or abusive language directed at the teacher / support member of staff. This is done via pressing the Red button.

A student escalating to a C4 does not automatically trigger a Red button, this should only happen if the behaviour of the student is such that your teaching and hence the learning of other students is being affected.

Double lessons – if you have a double lesson then any C4 removal from the lesson lasts for the duration of the double period.

Use of form tutor time – tutor time is a prime opportunity to reflect on behaviour from the day before and check if restorative meetings have taken place. The SIMS homepage once set up shows behaviour for your tutor group for the previous day and year to date. It is important that the SIMS page is used daily to have follow up discussions with your students about what went wrong and how they can approach the day differently.

Recording and Monitoring

- All incidents are to be recorded by staff directly onto SIMS by 3:15pm on the same day (unless the incident happened out of school hours).
- It is important to remember to complete the SIMS log fully including details of the incident and any strategies or actions already carried out.
- For serious incidents or incidents that require explanation, please log on SIMS and then follow up with a written description /email of the incident. This should be done within 24 hours.
- Stage 1 forms should be used by teachers to keep an overview of actions taken.

All staff encourage good behaviour and monitor unacceptable behaviour on a daily bases using SIMS, Stage 1 and the rewards system.

The Head of Department/ Line Manager will monitor C4s daily and C3s weekly as outlined in the departmental behaviour procedures. Students who are showing consistent disregard for the behaviour for learning policy, who are continually disruptive and whose behaviour is a barrier to their own and others leaning will be dealt with by the department. At this point, Stage 2 strategies should be implemented by the HOD alongside the Stage 1 classroom strategies being implemented by the class teacher. This will be time limited (usually 2-4 weeks) and parents will be involved in setting objectives and managing improvements. If behaviour continues to decline and all Stage 2 strategies have been tried, the case will be taken to Line Management and Stage 3 strategies will be prepared.

The Pastoral Team will monitor behaviour as outlined in the pastoral behaviour procedures and in Appendix 1. Students who are showing consistent disregard for the positive behaviour for learning policy who are continually disruptive and whose behaviour is a barrier to their own and others learning across a variety of subjects will be referred for additional support. Parents will be invited to be part of this process., If behaviour continues to decline and all Stage 2 strategies have been tried, the case will be taken to Line Management and Stage 3 strategies will be prepared. Examples of this are: a referral to the BSC, Monitored Support Programme, referral to the SENCo or referral for Early Help Assessment.

Support is available for students needing particular help with anger management, relationships, self esteem, substance abuse etc. Students may be referred to the Inclusion Department for a set period or for 'curriculum hot spots.'

Procedures for developing a positive school environment

It is important to have clear behaviour expectations outside the classroom and around the school. Students need to be aware of and reminded of expectations when moving around the school and during social times, by all staff.

Examples of out of classroom incidents

Refusal to follow reasonable requests from a member of staff

- Log as a C3 / C4 incident depending on the severity of the incident.
- Students will receive escalating sanctions for repeated incidents or refusal to follow reasonable requests.

Jewellery

- All incorrect jewellery will be confiscated by staff. Jewellery will be monitored over time and persistent offenders will receive escalating consequences.
- Jewellery related incidents of a more serious nature will be dealt with as such.
- Body piercing and adornment of any form is not permitted.
- Students refusing or unable to remove jewellery will receive a C4 ISOLATION from lessons.

Uniform/Shoes/Hair/Make-up

- Trainers/incorrect footwear are not permitted to be worn in school. Where students arrive at school in the incorrect footwear an alternative form of footwear will be offered enabling the student to choose to remain in school lessons and continue learning. Should the student choose not to remove the incorrect footwear an automatic C4 ISOLATION will be issued. This also applies to other issues related to incorrect uniform.
- Students are not permitted to attend school with any form of extreme hairstyle (e.g. hair length less than 1.5, patterns shaved into their heads (including eyebrows) mullett e.g shaven and longer length hair worn together / unnatural/block or contrasting colours) This will result in an automatic C4 ISOLATION from lessons.
- Caps and hats must not be worn.
- Hooded tops MUST NOT be worn
- Minimal natural looking make up is allowed. **No** eye make up. **No** coloured lipstick. **No** fake tan.
- Only clear colourless nail polish may be worn. No acrylic or false nails allowed
- Failure to comply with any of the above rules may result in a Fixed Term Exclusion.

Out of bounds

- If the situation is unresolved because the student has not come back when spoken to then a C3 out of class incident should be logged on SIMS. A description of what has already been done must be included or sent as additional information on the same day.

- If there is a history of previous incidents, the Pastoral Year lead will liaise with the HOY and possibly action further sanctions e.g removal of lunch time

Student out of lesson without permission

- Inform the Pastoral admin Office as soon as possible via phone call, or send a student with an exit pass.
- If near the start of lesson the Pastoral Year lead will walk the site once to look for the student and assist reintegration into lesson if appropriate. If the student is not found, a phone call home will be made.
- If nearer the end of the lesson, the Pastoral Year lead will check whether the student is present in the following lesson. If the student is present in the following lesson – refer incident back to classroom teacher to apply appropriate consequence with support from HOD/Line manager if needed e.g restorative meeting to catch up any missed work. Classroom teacher to log incident.
- If student not returned to following lesson, Pastoral Year lead to walk the site once to look for student before phoning home to alert of truancy. Pastoral Year lead to log the incident and refer to HOY to apply consequence for truanting.
- As soon as student is found, a follow up phone call must be made.

Smoking on site (includes e-cigs)

- Student challenged and escorted to the Pastoral Office
- Cigarettes or e-cig confiscated by the person who saw it, or the Pastoral Year lead with another member of staff present
- Incident logged by Pastoral Year lead in SIMS and parents informed
- Student isolated / excluded for the remainder of the day
- Escalating consequences for repeat offenders

Smoking on or near the school site in uniform

- Student spoken to by member of staff asked to stop
- Cigarettes or e-cig confiscated by the person who saw it
- Names passed to Pastoral Year lead or HOY
- Incident logged by Pastoral Year lead in SIMS and parents informed
- Student isolated / excluded for the remainder of the day
- Escalating consequences for repeat offenders

Swearing overhead by a member of staff

- Warn student of unacceptable nature of swearing and have a short restorative conversation.

Swearing directly at a member of staff in response to staff request

- Log on SIMS and inform the Pastoral Year lead, along with the names of any witnesses
- Further written details of the incident will need to be provided within 24 hours by the staff member
- Pastoral Year lead to get witness statements the same day
- HOY to consider circumstances and agree a suitable consequence e.g referral for BSC or referral for exclusion

Refusal to follow reasonable instructions by a member of staff (to include walking off when challenged, despite reminders)

- Log on SIMS and inform the Pastoral Year lead, along with the names of any witnesses
- Further written details of the incident will need to be provided within 24 hours by the staff member
- HOY to consider circumstances and agree a suitable consequence with the member of staff e.g Restorative meeting, isolation, referral for BSC or referral for exclusion

Students fighting / acts of violence

- If you witness an act of violence, stop the incident and check if medical attention is needed by either the perpetrator or the victim. Take the perpetrator to the relevant year team for investigation and follow up
- If play fighting, stop students and have a restorative conversation with both students.
- If serious fight, find another staff member to assist with escorting both students to the relevant Pastoral Office for referral to HOY or AHT (depending on severity).
- Check if either student needs medical attention
- Further written details of the incident will need to be provided by staff members within 24 hours
- Both students to be kept isolated and away from each other whilst statements are collected.
- HOY or SLT to apply consequences depending on circumstances –Restorative mediation, isolation, referral to BSC, fixed term exclusion

Acts of vandalism / theft

- Student challenged and escorted to the Pastoral Office
- Pastoral Year lead to log incident on SIMS
- Community service agreed relevant to the act of vandalism/theft
- If there is a history of previous incidents, the Pastoral Year lead will liaise with the HOY and possibly action further sanctions e.g removal of lunch time, isolation, exclusion

Poor behaviour in the dining hall

- Students will be given 2 warnings about their behaviour in the dining hall, if there are any further incidents of inappropriate behaviour a ban will be issued for a fixed period of time.
- After the second warning, staff in the dining hall to inform the Year Team so the Pastoral Year lead can contact home and warn parents of the potential for a ban should any further acts of inappropriate behaviour occur.

Poor behaviour in unstructured/ social times

- Students will be given 2 warnings about their behaviour in unstructured times, if there are any further incidents of inappropriate behaviour a C3 will be issued.
- Students who persistently show poor behaviour in unstructured time will be isolated during lunchtimes.

Mobile phones / electronic devices

- Mobile phones and electronic devices are not allowed in school. They are to be confiscated on sight and passed to the Main office. Collection at 3.05pm for a one off offence.
- If a student refuses to hand over a phone (or earphones) when requested and another member of staff is asked to support then this will incur automatic parental collection and a school sanction will be applied. (Parents must be contacted due to safeguarding)
- If there is a history of previous incidents, the Pastoral Year lead will liaise with the HOY and possibly action further sanctions e.g removal of lunch time, after school restorative meeting. As part of this the mobile phone may be held for an escalating period of time, or only returned once parents/carers come to school to collect it.
- There will be a serious sanction for any student found abusing the use of a mobile phone e.g inappropriate recording/ photos taken/sent or sending threatening messages.

Please note that the school accepts no liability for confiscated items.

APPENDIX 1

Follow up to behaviour by Pastoral Teams

Stage	Threshold	Possible actions	Monitored by
Intervention 1 (10 B4L points)	Letter 1 – parents notified of concern and fact student going on report, invited in for a meeting with the PYL	Profile where behaviour points coming from and follow up with individual teachers if mainly from certain subject areas Student on report LAC input SEN input if child on SEN register	PYL, LAC Coordinator and SENCo
Intervention 2 (20 B4L points)	Letter 2 – parents invited in for a meeting with the HOY	Profile where behaviour points coming from and follow up with individual teachers if mainly from certain subject areas Student on report escalated LAC input SEN input if on SEN register Liaise with SEN about if appropriate to do any testing. Behaviour mentor involvement	PYL, HOY, LAC Coordinator and SENCo
Intervention 3 (30 B4L points)	Letter 3 – parental meeting with AHT KS3/4	Profile where behaviour points coming from and follow up with individual teachers if mainly from certain subject areas Student on report escalated LAC input SEN input if on SEN register Liaise with SEN about if appropriate to do any testing. PSP opened Behaviour mentor involvement Early Help completed and refer to BSS	HOY, AHT, LAC Coordinator and SENCo
Intervention 4 (40 B4L points)	Letter 4 – parental meeting with the DHT	Profile where behaviour points coming from Student on report escalated LAC input SEN input if on SEN register PSP reviewed Refer to EP	AHT and DHT
Intervention 5 (50 B4L points)	Consideration for permanent exclusion / alternative provision		DHT and HT

Appendix 2

STAGE 1 form Classroom Teacher

The classroom teacher should record strategies and consequences for students causing frequent concern before they are moved to Stage 2.

Student name

Tutor Group

Subject teacher

Start date of concerns

	Strategy / consequence	Check
L	Tactically ignore behaviour	
L	Use non-verbal communications	
L	Verbal warnings given and reinforcement of classroom expectation with rule reminders	
L	Additional support for tasks given during lesson	
L	Focus on praise, positive comments and rewards	
M	Review and change seating plan	
M	Use of visual C1, C2, C3 reminder	
M	Review appropriateness of level of work, lesson planning and differentiation	
M	Brief restorative conversation during lesson to explain concerns	
M	Restorative conversation at the end of lesson to explain concerns	
M	Brief cool off period in room or outside door with a corridor pass	
M	Seek advice from colleague where student is succeeding	
M	Phone call home to parents to share your concerns and the next steps	
H	Lunch or afterschool detention	
H	Relocate students for part of lesson with HOD or buddy	
H	Observe colleagues with the same student / group	
H	Pass to HOD for Stage 2 and recommend subject report	

Appendix 3

STAGE 2 form HOD

Student name

Tutor Group

Department

Start date of Stage 2

The HOD should complete this form for all students at Stage 2 as a record of strategies and consequences used. If there is no progress made following 2-4 weeks on Stage 2, or there is a rapid decline in progress during Stage 2, then you should seek the support of your line manager for Stage 3.

Strategy / consequence	Date	Outcome / further information
Review of stage 1 strategies with the classroom teacher and revisit as necessary		
Limited withdrawal from normal lesson to another class within the department or 'buddy' class		
Restorative conversation between student, teacher and HOD		
Phone class to parents to inform, review progress and seek support		
Positive reinforcement of positive behaviour e.g. good phone call home		
Parents invited in for a meeting		
Student on department monitoring / contract to HOD. Report to HOD at start and end of each lesson		
Detention at lunchtime or afterschool with HOD supporting teacher		
Isolation in lesson time within department		
Referral to the Year Team		
HOD to observe lesson to offer guidance and support		
HOD / SENCo to support teacher with lesson planning or differentiation		
Referral to T&L team for support for teacher with teaching and learning		
Other, please state.....		

Appendix 4

STAGE 3 form – HOY / SLT Link

Student name

Tutor Group

Start date of Stage 3

This form should be completed for Stage 3 students as a record of strategies and consequences.

Strategy / consequence	Date	Outcome / further information
Seen student for regular 'learning chats'		
Logging behaviours and actions and analysing patterns		
Supporting HOD(s) with meetings with the student		
Placed 'on report' to monitor behaviour and learning and follow escalation of sanctions		
Reviewed student 'round robin' and discussed with parents at a meeting. Action plan created and reviewed		
Raised as a concern with the BSS		
Isolated with YT and / or BSS		
Referred student to INCLUSION in BSS		
Referred to SLT for a fixed term exclusion		
Discussed student with SENCo to check support / provision		
Early Help completed and referred to BSS		
Reviewed timetable and provision with AHT KS3/4		
Completed PSP with parents and student		
Discussed possibility of a managed move with DHT – director of pastoral care		
Referred student to Bolton Inclusion Panel		
Other, please state.....		

Appendix 5

Isolation and the BSC

In Isolation:-

- Students will complete 6 full periods and complete an hour detention finishing at 4.15pm. However, if students chose to display negative behaviour whilst completing the C4 further consequences will apply.
- Students spend their break time in Isolation.
- Students eat their lunch in Isolation.
- Students do not talk to other students.
- Students who choose to display negative behaviour while isolated, may be referred to the Behaviour Support Centre (see below)

IF STUDENTS MAKE THE RIGHT CHOICES THEY WILL NEVER BE ISSUED WITH A C3 OR C4 ISOLATION.

BEHAVIOUR SUPPORT CENTRE

The Behaviour Support Centre is an integral part of the behaviour for learning system within the school. The purpose of the Centre is to provide challenge and support for students who have chosen to continually display behaviour which has been inappropriate within school.

Referral to the Remove Room

The Remove Room is one part of the Behaviour Support Centre. It is a daily referral unit for students whose behaviour is causing significant concerns. The Remove Room would be used for example, for a student who is already on a C4 ISOLATION and is choosing to display behaviour which would earn them another C4. In this case they would be referred to the Remove Room for a minimum of 1 day (this will usually be the day following the 'failed' C4 isolation).

Referral to the Inclusion Room

The Inclusion Room is the second part of the Behaviour Support Centre. The main role of this room is to challenge and work with students who are at risk of exclusion. The Inclusion Room will be used initially for a period of a week, increasing to two weeks for re-offenders.