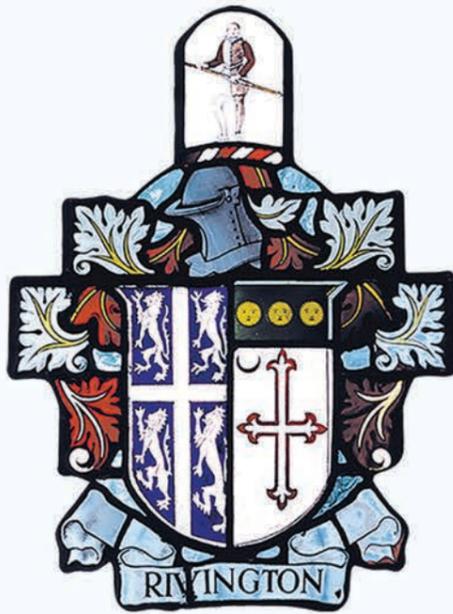


Behaviour for Learning



Listen
Engage
Respect

Inspire · Believe · Achieve

Behaviour for Learning Policy

Rationale

At Rivington and Blackrod High school 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 the right to be able to teach in a calm and ordered environment, has the right to expect co-operation of students, and has 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.

Students are expected to behave in a manner consistent with the expectations listed above. Positive behaviour reflects well on students, their parents, the school and promotes a positive image both of individual students and the school to parents and other members of the community.

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.

Rivington and Blackrod High School is committed to providing an environment which enables all teachers to teach to the best of their ability so that students can learn and achieve their maximum potential. 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

In carrying out this aim we will create a pleasant and stimulating learning environment for all which will ensure that effective teaching and learning can take place, leading to the best outcomes for all students.

Developing a positive classroom environment

In order to secure outstanding classroom behaviour, there are three elements which need to work together:

1. The consistent application of the school's positive behaviour policy by all staff
2. The extent to which students control and manage their own behaviour
3. Caring relationships built upon mutual respect

1. The consistent application of the school's policy by all teachers

There are a number of areas where consistency is vital to support the development of outstanding behaviour:

The beginning and end of lessons

Teachers should meet and greet students at the door. The room should be set up and a task ready for students on entry. Students who arrive late need to know this will be addressed. Failing to end lessons promptly or keeping students behind making them late for lesson is also likely to be disruptive.

The use of praise and rewards

Teachers should praise the behaviour they want to see more of, and students doing the right thing. Teachers need to understand the school reward system and ensure they award positive points for expectations met and 'We are Rivington'. Teachers who do not make use of the agreed rewards system devalue the system in the eyes of the students.

The use of sanctions

Expectations are to be set and clarified each lesson / regularly.

Teachers should know the different stages of the behaviour policy, follow escalating warning and sanctions in line with this, and follow stage 1 systems in their lessons.

The management of discussion and questioning

There should be;

- strategies to ensure that students wait their turn, listen, do not interrupt others and respect others' opinions
- clear routines for transitions and stopping the class.

2. The extent to which students learn to control and manage their own behaviour

This is much more likely to be in evidence when the positive behaviour for learning policy is being consistently applied and teachers have developed positive caring relationships based upon mutual respect.

The following strategies might support the active engagement of students in securing outstanding behaviour:

- The teacher gets to know and understand the individuals and their needs and recognises their participation
- Students are given responsibility and active roles in group discussion
- Students own their learning and are working harder than the teacher. They are actively contributing to the lesson, listening, respectful to the contributions of others and they show resilience when tasks are challenging.

3. Caring relationships built upon mutual respect

Teachers get to know their students, their needs and their strengths and weaknesses and use this information to inform their planning and differentiation of tasks within the lessons.

Teachers model respectful relationships and have high expectations around the way students speak to each other and to them.

Students know and understand what respect is, and understand how they can develop and show this to all members of the school community.

Guidelines

As part of the pastoral programme all students are given a clear understanding of the key elements underpinning the school's expectations regarding positive behaviour for learning and the rewards and consequences that go with this. These key elements are:

- Listen
- Engage
- Respect

The rewards system

We aim to create a positive ethos and an environment where students strive to be successful and want to make the most of their abilities. Students who have a positive attitude towards their learning and who show positive behaviour for learning will be rewarded as per the school rewards system.

Positive behaviours are reinforced by other rewards – stickers, postcards home, phone calls to parents, or they can be used to access specific school reward events e.g. rewards trips, Year 11 Prom.

Teachers will make every effort to respond assertively when faced with inappropriate behaviour, calmly refocusing the student's attention on the work set and applying the consequence and reward system consistently and fairly.

Celebration Assemblies will occur regularly to reward students who make a positive contribution to school life. Students will also be rewarded by positive acknowledgement and through termly rewards assemblies and trips.

The consequence system

Every student at Rivington and Blackrod High School is responsible for their own actions. We expect students to take pride in their school and display appropriate behaviour for learning. Students who do not show the key elements of positive behaviour for learning will have a consequence for their action. It is understood that a sanction will be the consequence of a student making a poor choice. It is the student's responsibility to ensure that they attend it. The consequence and sanctions system operates through Go4Schools where types of behaviour are recorded. The consequence codes are C1, C2, C3, C4, C5.

Consequences should be issued fairly, timely and within the context of promoting a positive climate for learning. C1 – C3 incidents are dealt with by the classroom teacher in order to establish and maintain caring relationships based on mutual respect, with appropriate restoration where necessary.

	CONSEQUENCE and SANCTION
Warning – expectations reminder	A warning can be given to an individual or to a group / class. Blanket warnings can be given for: chewing, swinging on furniture, shouting out, giddiness. Where the behaviour is specific to an individual blanket warnings cannot be given e.g: poor levels of work, talking to another students, distracting others, throwing.
C1 – first warning	A verbal warning will be given to make it clear to the students what behaviour is not acceptable and needs to be changed.
C2 –second warning and consequence issued	A second verbal warning will be given to make it clear to the students the expectations and what behaviour is not acceptable and needs to be changed. A reminder that any repetition of the behaviour will result in a C3. The subject teacher will issue a short break / lunch time restorative meeting, supervised by themselves in a suitable classroom. This is to be written clearly in the students' planner. NOTE - If the student chooses not to attend this, there will be a further consequence. Please see Behaviour for Learning document.
C3 – consequence issued	A C3 will cause the Head of Department to be notified, a phone call home and a 20-30 minute restorative meeting will be issued by the teacher, supervised by themselves in a suitable classroom. This is to be written clearly in the student's planner. Staff should use Stage 1 strategies to support them with students who are receiving C3s as a result of their actions. NOTE - If the student chooses not to attend this, there will be a further consequence. Please see Behaviour for Learning document.
C4 – potential removal from the classroom and a consequence issued	Issued only by the Head of Department when a student has had to be removed from the classroom for either a serious one off incident or because of failure to modify their behaviour to the point where other students' learning is being impaired, despite C1, C2 and C3 being used by the classroom teacher. A phone call home and a department after school restorative meeting will be issued. Patrol is ONLY to be used to remove the student. NOTE - If the student chooses not to attend this, there will be a further consequence. Please see Behaviour for Learning document.
C4 – serious incident around school	A C4 can also be issued by the pastoral team or the SLT for a one off serious incident within the school community. Parents will always be notified. Dependent upon the nature of the incident: Isolation, time in the Behaviour Support centre (see Appendix 5). If a child fails this sanction, there will be escalating sanctions which could include a C5 fixed term exclusion.
C5 – serious incident around school	A C5 can be issued by the pastoral team or the SLT for a one off serious incident within the school community. Parents will always be notified. Dependent upon the nature of the incident: fixed term exclusion, permanent exclusion.

The removal of a student from a class is a serious consequence, which should only be applied when all positive encouragement and other consequences have proven ineffective. Patrol staff will arrive at the classroom to remove a student, the student should remain with their classroom teacher until Patrol arrives. Students removed from lesson will always be taken to the allocated Department's exit room.

After a removal from lesson teachers should seek to address the problem(s) with the students in order that they fully understand why they were removed and to ensure that such behaviour will not happen again. This is done via a conversation and restorative meeting as outlined in the previous table. This restorative approach reflects our key principles of listen, engage and respect.

NOTE – families of the students listed in the Pastoral Contact list should **not** be contacted directly without the member of staff consulting the relevant Pastoral Year Lead.

NOTE - If a student receives three or more C3s in a day or two or more C4s in a day, this will be picked up and dealt with by the Year Team.

Extreme behaviour e.g. verbal abuse of staff, assault on another student or member of staff will result in removal from the classroom by Patrol staff. Students will be taken to the Pastoral Year Lead while statements are collected. This type of incident will lead to further sanctions, including isolation, referral to the BSC or exclusion at the discretion of the Headteacher. This will be logged accordingly on Go4Schools and parents notified.

It is important to remember that:

- The desired outcome is for the student to modify / improve their behaviour
- The desired outcome is for the student to remain in the classroom to access their learning once they have modified / improved their behaviour
- The focus must be on applying strategies to prevent a student from escalating through the consequences system
- All students will have a fresh start at the start of each lesson
- The HOD, HOY and SENCo are available for advice and support

Monitoring

All staff encourage positive behaviour and monitor unacceptable behaviour for learning on a daily basis through the behaviour management system, Stage 1 and the rewards system.

The Head of Department will monitor behaviour referrals as outlined in the departmental behaviour procedures. 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 other students' learning will be monitored 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 targets and managing improvements. If an individual student's 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 other student's learning across a variety of subjects will be referred for additional intervention and support. Parents will be invited to be part of this process. A hierarchy of interventions 1-6 can be used and multi agency involvement.

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

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 unstructured social times.

Examples of out of classroom incidents

- Refusal to follow a reasonable instruction or request from a member of staff
- Uniform issues
- Out of bounds
- Student out of lesson without permission
- Smoking on site
- Swearing overhead by a member of staff
- Swearing directly at a member of staff in response to a staff request
- Repeated defiance of a single request by a member of staff (to include walking off when challenged, despite reminders)
- Students fighting

The procedures for developing a positive school environment explain how the school will follow up with these incidents.

Sanctions used:

The following sanctions may be used for students who do not show positive behaviour for learning or positive attitudes to learning:

- Restorative meetings at break, lunch or after school
- Isolation from lessons
- Time in isolation at break and lunch

- Not being able to represent the school
- Not being allowed to go on trips or activities, this includes the Year 11 Prom
- Ban from participation in extra curricular activities
- Removal of prefect status
- Time in the Behaviour Support Centre
- Fixed term exclusions
- Screening and searching of students
- Use of reasonable force

These sanctions will be applied for any reported incidents of poor behaviour both within the school and in the community whilst students are in our uniform or representing our school.

Recording information

All incidents are to be recorded by staff directly into Go4Schools by 3:30pm on the same day (unless the incident happened out of school hours). This will result in all information on a student being held centrally. It is important to remember to complete the Go4Schools log fully including details of the incident and any strategies or actions already carried out. Please log onto the individual child to complete all the requested details.

For serious incidents or incidents that require explanation, please log in Go4Schools and then follow up with a written description of the incident. This should be done within 24 hours.

Stage 1, 2 and 3 forms should be used and kept by the teacher, HOD and HOY to keep an overview of actions taken and strategies used.

Conclusion

We believe that all students and teachers have the right to work and learn in a calm and ordered environment. Positive discipline helps students to make correct choices and prepares them for life beyond school.

This document is freely available to the school community. Information about it will be made available via the student planners, school website, school council, assemblies, form time and via the prospectus.

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	<ul style="list-style-type: none"> • Profile where behaviour points coming from and follow up with individual teachers if mainly from certain subject areas • Student on report • CLA input Asst SENCo • SEN input if child on SEN register • Form Tutor mentoring 	FT, PYL, CLA Asst SENCo and SENCo
Intervention 2 (20 B4L points)	Letter 2 – parents invited in for a meeting with the PYL	<ul style="list-style-type: none"> • Profile where behaviour points coming from and follow up with individual teachers if mainly from certain subject areas • HOY to decide if meeting to be with someone other than PYL • Student on report escalated • CLA input Asst SENCo • SEN input if on SEN register • Liaise with SEN about if appropriate to do any testing. • Year Team mentoring and intervention • Referral to the HUB for BSC for intervention • Individual Support Plan- profile & overview of the intervention a student is accessing 	PYL, HOY, CLA Asst SENCo and SENCo
Intervention 3 (30 B4L points)	Letter 3 – parental meeting with HOY	<ul style="list-style-type: none"> • Profile where behaviour points coming from and follow up with individual teachers if mainly from certain subject areas • Student on report escalated • CLA input Asst SENCo • SEN input if on SEN register • Liaise with SEN again about testing and any other support. • Behaviour contract written (Year team or SEN) • Boxall Profiling completed • TA3 behaviour mentor involvement • Individual Support Plan- profile & overview of the intervention a student is accessing • Early Help considered and refer to BSS / TY / CAMHs 	HOY, AHT, CLA Asst SENCo and SENCo, TA3
Intervention 4 (40 B4L points)	Letter 4 – parental meeting with the HOY	<ul style="list-style-type: none"> • Profile where behaviour points coming from • Student on report escalated • CLA Asst SENCo input • Placed on SEN register • Liaise with SEN again about concerns • TA3 behaviour mentor involvement • PSP considered • Early Help considered and refer to BBSS / TY / CAMHs /EP 	HOY, AHT, CLA Asst SENCo and SENCo, TA3

Intervention 5 (50 B4L points)	Letter 5 – parental meeting with the AHT	<ul style="list-style-type: none"> • Profile where behaviour points coming from • Student on report escalated • CLA Asst SENCo input • Liaise with SEN again about concerns • PSP considered / reviewed • Early Help considered and refer to BSS / TY / EP / CAMHs • EHCP referral considered if appropriate 	HOY, AHT, CLA Asst SENCo and SENCo
Intervention 6 (60 B4L points)	Letter 6 – parental meeting with the AHT	<ul style="list-style-type: none"> • Profile where behaviour points coming from • Student on report escalated • CLA Asst SENCo input • SEN input if on SEN register • PSP considered / reviewed • Early Help considered and refer to BBSS / TY / EP / CAMHs • EHCP referral considered if appropriate • Consider AP if KS4 	AHT and DHT
Intervention 7 (70 B4L points)	Letter 7 – parental meeting with DHT	<ul style="list-style-type: none"> • Student in front of Governors for persistent disruptive or serious one offs • Consider B.I.T referral 	DHT and HT
Intervention 8 (70 B4L points)	Consideration for P Exclusion	<ul style="list-style-type: none"> • Keeping on track followed to identify any missing areas • Escalating sanctions 	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 behavior	
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	
L	Check the student understands the learning and how to complete it	
L	Reinforce expectations within the classroom	
L	LER displayed clearly in the classroom and repeatedly referred to	
L	Language of choice and consequence used	
L	Use of LER symbols on worksheets	
L	Use of Inclusion booklet and pupil passports to inform planning for individuals	
M	Review and change seating plan	
M	Note in student planner for parents about concerns	
M	Step by step instructions for the lesson printed out and on student's desk	
M	Use of visual C1, C2, C3 reminder	
M	Use of visual Climate for Learning symbols	
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	Seek advice from colleague where student is succeeding	
M	Phone call home to parents to share your concerns and the next steps	
M	Use of student passports to plan for behavior	
H	(C4) Use of 'school patrol' where a student is completely undermining the good order of the classroom	
H	Liase with colleagues who have 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		
Review of use of behaviour or SEN passport to inform planning with HOD / HOY / SENCo		
Pre-planned, limited withdrawal from normal lesson to another class within the department or 'buddy' class (not extraction within the lesson)		
Restorative conversation between student, teacher and HOD		
Phone calls to parents to inform, review progress and seek support		
Positive reinforcement of positive behaviour e.g. good phone call home, sticker, note in planner		
Parents invited in for a meeting		
Restorative meeting at lunchtime or afterschool with HOD supporting teacher		
Department contract set up		
Departmental report to postholder – report to at start and end of each lesson		
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		
Arrange an observation of a colleague with same group / student		
Other, please state.....		

Appendix 4

STAGE 3 form – HOY / SLT Link

Student name
Stage 3

Tutor Group

Start date of

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 supportive monitoring		
Behaviour contract		
Logging behaviours and actions and analysing patterns		
Supporting HOD(s) with meetings with the student		
Supporting HOD(s) with meetings with the student and parent		
Placed 'on report' to monitor behaviour and learning and follow escalation of sanctions		
Reviewed student progress and behaviour across all depts and discuss with parents at a meeting. Action plan created and reviewed		
HUB panel and referral to the BSC mentoring		
Isolated with YT and / or department		
Referral to remove in BSC		
Referred student to INCLUSION in BSC		
Referred to SLT for a fixed term exclusion		
Discussed student with SENCo to check support / provision		
Early Help completed and referred to BBSS/ CAMHS		
Reviewed timetable and provision with AHT KS3/4		
Completed PSP with parents and student		

Appendix 5

Isolation and the BSC

In Isolation:-

- Students will complete 6 full periods and complete an after school restorative meeting. However, if students chose to display negative behaviour whilst completing the C4 sanction 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 have to hand their mobile phones in at the start of the isolation.
- Students who choose to display negative behaviour while isolated, may be referred to the Behaviour Support Centre (see below) and have to re-do their day in isolation.

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. There are three difference sections of the Behaviour Support Centre, the timings of which are all slightly different to the normal school day.

Referral to the BSC 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 BSC for Intervention

The Intervention Room is the final part of the Behaviour Support Centre. The main role of this room is to challenge and work with students who are at risk of repeated INCLUSION or exclusion. The Intervention Room will be used to deliver English, Maths and Science alongside intervention programmes. As part of this work students will be involved in setting themselves targets for when they return to the main body of the school. Students will only return to the main body of the school when they have fully engaged with their intervention package.