



SIMON BALLE SCHOOL

**BEHAVIOUR FOR LEARNING
POLICY**

First Issue: October 2014

Last Review: April 2020

Next Review: April 2022 ***

Committee Responsible: Full Governing Body

*** At the FGB (summer 1) it was agreed that this policy would remain “ratified” in the knowledge that the DFE will imminently be publishing statutory guidelines. The school is working with the specialist advisor at Herts For Learning who will offer consultancy on the rewrite. Therefore the “current policy” stands albeit with minor changes to reflect updates such as the removal of “covid” considerations.

Behaviour for Learning Policy

At Simon Balle All-through School we have high expectations for all of our students including our very youngest. Our vision is clear; we are preparing all of our students to live well together in their community, treating everyone, including themselves, with dignity and respect. This we believe will create a climate in which excellent teaching and learning can take place, where there is mutual respect and where achievement is valued, encouraged and rewarded. However, we acknowledge that good behaviour needs to be taught and modelled. We will do this through our daily curriculum, assemblies, PHSRE and values education. We expect to teach students to take responsibility for their actions and accept the consequences of their behaviour choices. This policy is under-pinned by the Governor’s Behaviour Principles.

Good behaviour is expected on school premises during school hours, on visits and trips, during any other events or occasions related to the school and any occasions where the students are the responsibility of staff. The policy applies when the students are off site, on study leave or work experience.

When students are travelling to and from school in uniform they are considered to be representing the school and therefore the policy applies. This includes Sixth Form students who remain subject to school jurisdiction during the school day, even if off site.

The school reserves the right to take interest in and impose sanctions for any misconduct by any student at any time, beyond the bounds of the school day, week and term, where such misconduct prejudices the good order and welfare of the school, its staff and students or brings the school into disrepute. Outside a normal school day is the responsibility of the parents but if the behaviour brings the school into disrepute, the school reserves the right to speak with parents and find ways to support them and challenge the behaviours.

Our vision and ethos is clear – we educate for respect and dignity to be the norm and ensure that students and staff understand the importance of living well in a community together.

Everyone should:

- Treat all others fairly with respect and dignity.
- Understand the consequences of their actions.
- Act in a sensible, responsible and safe way.
- Come to school ready to learn.
- Work together in a co-operative, caring way.
- Listen to the views of others.
- Respect property and the environment.

We at Simon Balle All-through School believe that students, through the giving of praise and encouragement, learn good behaviour through daily experiences, curriculum input and modelling by others. Everyone in our school community is valued for what they bring and who they are. Rewards and sanctions need to be applied fairly and consistently.

The school has a responsibility to manage and support behavioural difficulties, as far as it can. It will use a variety of strategies (some of which may be highly personalised) to try and change behaviours. The school's ethos is not one of retribution but of education. Sanctions will be applied but sometimes restorative practice or reconciliation might be more suitable. Restorative practice is a strategy that seeks to repair relationships that have been damaged, including those damaged through bullying. It does this by bringing about a sense of remorse and restorative action on the part of the offender and forgiveness by the victim. As a school we will on occasions use this process in its entirety, or in parts.

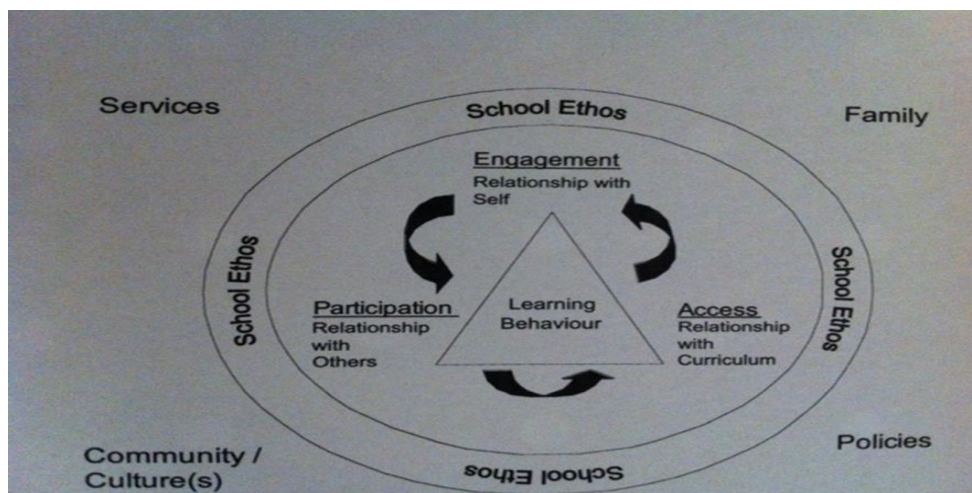
Principles/Philosophy

The Behaviour for Learning framework offers teachers a clear conceptual model for making sense of the many behavioural management strategies on offer, allowing them to make a critical assessment of the appropriateness and effectiveness of any given particular strategy within the classroom. It enables staff to understand the relationships that underpin learning, the development of learning behaviours and the need to evaluate the efficiency of behaviour management against progress in learning.

Communication

- Governors will review and ratify the policy every two years.
- The Head will publicise the principles and/or the policy annually to students, parents and staff and it will be made available on the school website.
- Rewards framework on display around the school.

Behaviour for learning philosophy and diagram



How this manifests in behaviour

Relationship with self	Relationship with others	Relationship with curriculum
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Reluctance to try new things Frustration with lack of immediate success. Blaming behaviour Lying Non-compliance with authority Cynical, sarcastic, hypercritical	Don't care Accuse you of being unfair when you are not Not interested in you and ignore you. Personal criticism of your teaching. Continue to do something when asked not to. Class out of control	Off task Bored Hates the subject Taps the desk, low level behaviour. Do not understand the work – too hard. Too easy
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Engagement with the curriculum (predominantly cognitive)

Interventions and approaches targeting improving access e.g. changing teaching styles, adopting a more multi-sensory approach, differentiated materials, breaking tasks down into smaller steps, the availability of concrete examples etc.

Relationship with self (predominantly emotional)

Interventions and approaches targeting 'within child' factors, e.g. positive feedback, ensuring there is an ethos where making mistakes is acceptable, work targeting self-esteem, anger management, self-confidence / risk taking etc.

Relationship with others (predominantly social)

Interventions targeted at improving capacity to learn in group settings, e.g. social skills groups, circle time, social stories, buddy systems, parachute games, paired reading, use of group work, role play and drama, team games, etc.

Roles and responsibilities in delivering this policy

All members of staff have legal responsibilities for student safety, both physical and emotional. We are a community and therefore everyone must have a consistent set of high expectations for all members to behave well and be prepared to challenge them if they do not. Poor behaviour and attitude compromises a safe working environment.

Students

- Behave well at all times and live up to the high expectations the school expects and promotes.
- Speak well and be polite and respectful to everyone; do not swear or insult or be unkind.
- Arrive on time for lessons and have all the necessary equipment.
- Listen well to instructions and act quickly.
- Allow teaching and learning to proceed without disruption or interference.
- Report dangerous or unsafe situations immediately to a member of staff.
- Cooperate with all members of the school community.
- Complete home learning as assigned by their teachers.
- Comply with school uniform requirements.
- Not bring any dangerous or banned items onto the school site.
- Work safely and respect the environment.

Teaching assistants and achievement leaders

- Actively support the behaviour for learning philosophy.
- Keep abreast of legislation and advice eg KCSIE
- Assist in creating and maintaining a positive stimulating well managed learning environment.

- Ensure that all students feel safe and respected.
- Refer any concerns to the class teacher or HOD.
- Use CPOMS where appropriate to report concerns and actions taken. CPOMS is the Child Protection Online Monitoring and Safeguarding system (safeguarding and child protection software for schools).
- Know and understand the learning and emotional needs and backgrounds of each individual.
- Reward good behaviour and achievement as set out in this policy and record it as appropriate.
- Intervene promptly in any situation where behaviour is inappropriate or dangerous.
- Actively promote and support the ethos and values of the school, behaving professionally at all times.

Class teachers

All teachers are expected to promote self-discipline amongst students and to deal appropriately with any unacceptable behaviour. Staff have a responsibility to ensure that behaviour in their classrooms is conducive to good learning. Students whose behaviour disrupts their own learning and that of others will be sanctioned. Training in behaviour management will be provided as appropriate. In particular, class teachers will:

- Actively support the behaviour for learning philosophy.
- Keep abreast of legislation and advice eg KCSIE
- Plan and deliver engaging challenging lessons for all students.
- Create and maintain a stimulating learning environment.
- Know and understand the learning and emotional needs and backgrounds of each individual.
- Reward good behaviour and achievement as set out in this policy and record it as appropriate.
- Intervene promptly in any situation where behaviour is inappropriate or dangerous.
- Apply behaviour management strategies and sanctions consistently and fairly.
- Refer students whose behaviour gives cause for concern to their HOD / line manager via the Referral Form.
- Use CPOMS where appropriate to report concerns and actions taken.
- Notify the Form Tutor/Class Teacher of any on-going concerns.
- Liaise with parents if poor behaviour persists.
- All staff have the right to discipline and reward students according to this policy.
- Actively promote and support the ethos and values of the school, behaving professionally at all times.

Subject leaders

- Actively support the behaviour for learning philosophy.
- Ensure that their teams follow and adhere to the school's behaviour for learning policy and ethos, with regard to both rewards and sanction.
- Support members of their teams who may require additional support.
- Identifying the learning habits and devise interventions which will nurture positive behaviours.
- Use a subject report system and Referral Form where applicable.
- Use CPOMS where appropriate to report concerns and actions taken.
- Contact and meet with parents when necessary.
- With their line managers review the department's behaviour data, within the framework of relationships with curriculum, self and others.
- Refer any on-going consistent concerns to the HOY and SLT.
- Actively promote and support the ethos and values of the school, behaving professionally at all times.

Heads of Year / Key Stage Leaders

- Actively support the behaviour for learning philosophy.
- Liaise with staff and HOD with regard to concerns about the behaviour of individual students or groups.
- Work with the school's data systems to track and monitor trends and patterns across the cohort, putting in appropriate interventions, monitoring routinely for impact.
- Arrange meetings with parents and students.
- Use CPOMS where appropriate to report concerns and actions taken. Monitor CPOMS to ensure that Hoy are up to date with information relating to students in their cohort.
- Work with Senior staff (Director of Care and Wellbeing (DSL and Deputy DSL's) to make referrals to other agencies.
- Use the agreed report (Intervention system) to nurture and teach the learning behaviour we require.
- Ensure that the Pastoral Register, Bullying and Racist Incident Logs (CPOMS) are kept up to date.
- Inform SLT with regard to behaviour data and trends.
- Actively promote and support the ethos and values of the school, behaving professionally at all times.

SLT

- Actively support the behaviour for learning philosophy.
- Be role models for both students and staff in terms of professional and personable behaviours.
- Support and challenge both HOD and HOY to ensure that they fulfil their roles and responsibilities for the behaviour for learning framework.
- Lead on the Emergency Call out system.
- Be visible; walking the school, visiting lessons and non-structured time to ensure a calm orderly and safe learning environment is maintained.
- Promote and be active in the house system and celebrate achievement.
- Meet parents when serious concerns are raised.
- Be on the rota for SLT detentions.
- Run PSPs.
- Ensure that safeguarding principles and frameworks are daily modelled
- Report to Governors on impact of strategy.
- The DH will work with HOY when there has been a serious breach of the school's conduct to consider fixed term suspensions. AH will coordinate isolations.
- The Head teacher working with members of SLT will consider permanent exclusion for the most serious breaches, as detailed in the DFE guideline.
- Actively promote and support the ethos and values of the school, behaving professionally at all times.

Role of Parents

By choosing Simon Balle All-through School, parents are committing themselves to upholding the school's ethos and values and in supporting the high expectations of personal conduct for all students. Governors therefore expect parents to:

- Actively and at all times support the school's vision, ethos and values.
- Remind your child about the importance of good manners and positive behaviours.
- Understand that the school's decision to sanction will not be made lightly. It will be taken on the probability of an incident happening.
- Always be positive about the school and if there is an issue or concern, approach the school first so that it can be dealt with quickly and effectively.
- Understand that the school can sometimes make an error just as easily as the parent or child can.

- A parents' duty is towards their own child; they do not have a right to dictate or even know the sanction or action given to another child.
- Ensure that your child attends school regularly and punctually every day.
- Be polite, listen and be honest as this ensures that there is effective communication.
- Ensure that your child comes equipped and ready to learn.
- Attend Parents Evenings, clinics; check homework etc.

Rewards

We will use a variety of rewards and incentives to ensure that all students understand how we promote and value positive behaviours and values.

We use rewards to:

- motivate and nurture students to achieve the best possible grades.
- reward and praise students in a wide variety of disciplines.
- promote SMSC (Spiritual Moral Social Cultural) and a deep sense of identity and comments.
- monitor for consistency and analyse groups and trends. This may lead to further intervention.

Our philosophy of 'Behaviour for Learning' informs our whole school policy for promoting and celebrating good behaviours, through education, de-escalation, role modelling and where necessary consequences and sanctions (Annex 1).

Consequences

When necessary, appropriate disciplinary sanctions that are reasonable and proportionate will be used. The purpose of these will be to show appropriate disapproval, to impress upon the student that what has been done is wrong, to deter him/her from repeating that behaviour and to show other students that such behaviour is unacceptable. Wrong actions also damage and weaken the community and go against our core purpose of living well with each other. When making a decision the school will take evidence into account in its entirety.

The Governing Body have agreed the following consequences and these will be applied proportionally and fairly.

- Completion of work at home or extra work (in school or at home).
- Carrying out useful tasks to help the school or in the spirit of restorative justice e.g. litter picking as a consequence for dropping litter.
- Confiscation of mobile phones for up to 5 school days
- Confiscation of jewellery for up to 5 school day
- Wearing alternative footwear or school clothing provided by the school.
- Detention (within or outside school hours within the legislative restrictions on detention set out in sections 91 and 92 of the Education and Inspections Act 2006).
- Removal from a group, class or particular lesson or activity, temporarily or more permanent.
- Withdrawal of break or lunchtime privileges.
- Withholding participation in educational visits, sports events or other activities which are not essential to the curriculum.
- Internal suspension (working away from their peers for a period of time) Internal Suspension serves as a serious school sanction directly below a Fixed Term Exclusion. It is a sanction which prevents students from engaging with the school community but without this impacting on their academic learning. They will be expected to complete the same work as they would in class. It will occur in a school classroom or office. At the appropriate times students will be able to eat or use the toilet.
- Students having to attend on a non-attending inset day.
- Saturday morning detention and other more serious sanctions may be applied for persistent offenders.
- Fixed term and permanent suspensions, carried out in accordance with *Exclusion from maintained schools, Academies and pupil referral units in England*.

Examples when fixed term suspensions or internal isolation may be used:

Stealing, dishonesty, damage to property, physical aggression/ violence, harmful sexual behaviours, intimidation, repeated poor behaviour, lack of respect, failure to follow school rules, gross disobedience, possession of drugs on the school grounds or in school uniform, harmful behaviours towards others (including bullying, sexual harassment, sexual violence) or and malicious allegations.

Examples when permanent exclusion may be considered:

Repeated examples of poor behaviour, harmful sexual behaviours, gross disobedience, drug dealing, possession of Class A drugs, putting others safety at risk, extreme violence, harmful behaviours towards others (including repeated or extreme bullying, sexual harassment or sexual violence) and malicious allegations.

Simon Balle All-through School believes that a decision to use permanent exclusion is never taken lightly. Therefore it may only be considered in cases where there is a serious breach that has occurred that would meet the thresholds for permanent exclusion as specified by the DFE or if behaviours are extreme and all other alternative measures have been exhausted.

Detentions

Students may be detained during break or lunchtime, without prior notice, and after school with notice to parents. Students may be detained for up to half an hour at lunchtime. Students may also be detained for up to 10 minutes after school without prior notice.

Any detention will take precedence over any other activity such as a lunchtime club. Staff will give 24 hours notice for a detention after school either via Arbor or email. It is the student's responsibility to ensure that this notice is shown to parents/carers and the detention remains in place if the student fails to do so. The school does not require permission from parents to detain students after school but will accommodate requests to rearrange detentions for valid reasons such as medical appointments. This would not include any after-school clubs or activities in which a student may be involved.

Searching and confiscation

Head teachers and authorised staff have a statutory power to search students or their possessions without consent where they suspect that a student possesses knives or weapons, alcohol, illegal drugs, tobacco and cigarette papers, vaping items, fireworks, pornographic images, stolen items or any item which the member of staff reasonably suspects has been, or is likely to be used to commit an offence or to cause personal injury to or damage to the property of any person. This could be on a phone or virtual. All middle and senior leaders are authorised to carry out such searches. Staff can also search a student without consent for any item banned as being prejudicial to school safety and discipline. Such items include lighters, matches and other incendiary devices. The school may search students for any other item with their consent. All searches will be carried out in accordance with the DfE guidance as outlined in *Screening, searching and confiscation*. The school is not required to inform parents before a search takes place or seek consent to search their child. Where a student refuses consent for a search this will generally be presumed as an admission of guilt. Any items found in the course of such a search will be retained by the school to be disposed of or delivered to the police as appropriate. The school will involve the police in its investigations if circumstances warrant it. The school also reserves the right to confiscate items which are not in themselves harmful but which are in contravention of the policy or otherwise prejudicial to a positive learning environment. Such items include mobile phones and other electrical devices which are being used in contravention of school rules or inappropriate items of uniform. Such items will be returned to the student. The school will also confiscate items such as chewing-gum, which is banned in school, or food and drink items which are being consumed in prohibited areas. These items will not be returned. All staff are authorised to confiscate items from students.

School staff reserve the right to ask the student's permission to access the phone's memory where they believe that to do so will help an investigation into serious misconduct. They will limit such a

search to the issue in hand. Should a student withhold permission to follow a reasonable request, the student will be liable to punishment for obstruction of justice, and in serious cases of student misconduct the police may then be informed in order to gain access to this information.

Use of reasonable force

School staff have a legal power to use reasonable force to either control or restrain students. This can range from guiding students to safety by the arm to more extreme circumstances such as breaking up a fight or where a student needs to be restrained to prevent violence or injury.

Staff do not have the duty to physically intervene in situations where doing so would place themselves in danger. All interventions will be carried out in line with the principles outlined in the *Use of reasonable force* guidance document

Student Support

Each child, whether in KS1 or KS5, are valued as an individual at Simon Balle All-through School and we understand the importance of looking at how an individual behaves and then working at whether the behaviours show the need for curriculum changes, working with the individual or relationship skills with others. The school recognises its legal duty under the Equality Act 2010 to prevent students with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour may be differentiated to cater to the needs of the student.

The school's SENCO / team will evaluate a student who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met. Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs. When acute needs are identified in a student, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis.

Student transition

To ensure a smooth transition to the next year, students have transition sessions with their new teacher(s). In addition, staff members hold transition meetings across all phases.

To ensure behaviour is continually monitored and the right support is in place, information related to student behaviour issues may be transferred to relevant staff at the start of the term or year. This may result in behaviour support measures being immediately put in place for example a PSP, behaviour plan, RAMP etc. This will also be used in all key stages. Information on behaviour issues may also be shared with new settings for those pupils transferring to other schools.

Malicious allegations against staff

If a student is found to have wilfully made a malicious allegation against a member of staff, this will be a very serious offence likely to lead to an exclusion which could be permanent.

Bullying

The school seeks to be, as far as possible, a bully-free environment. A range of preventative strategies are in place to make students aware of bullying and how they should respond if they experience bullying or suspect it is taking place. All complaints of bullying by students will be taken seriously and investigated thoroughly. Full details of procedures are available in the separate Countering Bullying Policy.

Peer on Peer Abuse

We take any allegation of inappropriate behaviour most seriously and will apply the guidelines and practices as outlined in 'Peer on Peer Abuse Guidance' paper and the 2021 "DfE Sexual violence and sexual harassment between children in schools and colleges".

Training

Our staff are provided with training on managing behaviour as part of their induction process.

Behaviour management will also form part of continuing professional development.

Teacher monitoring and evaluation

The Head will seek the widest possible agreement for this policy and will report annually to the Governing Body on its implementation.

The Governing Body will evaluate the impact of this policy through data received from the Head on fixed-term and permanent exclusions. This will be analysed by number, types of behaviour that resulted in exclusion, year group, gender and ethnicity. This will be produced in the termly 'Behaviour and Attendance Report'.

ANNEX 1

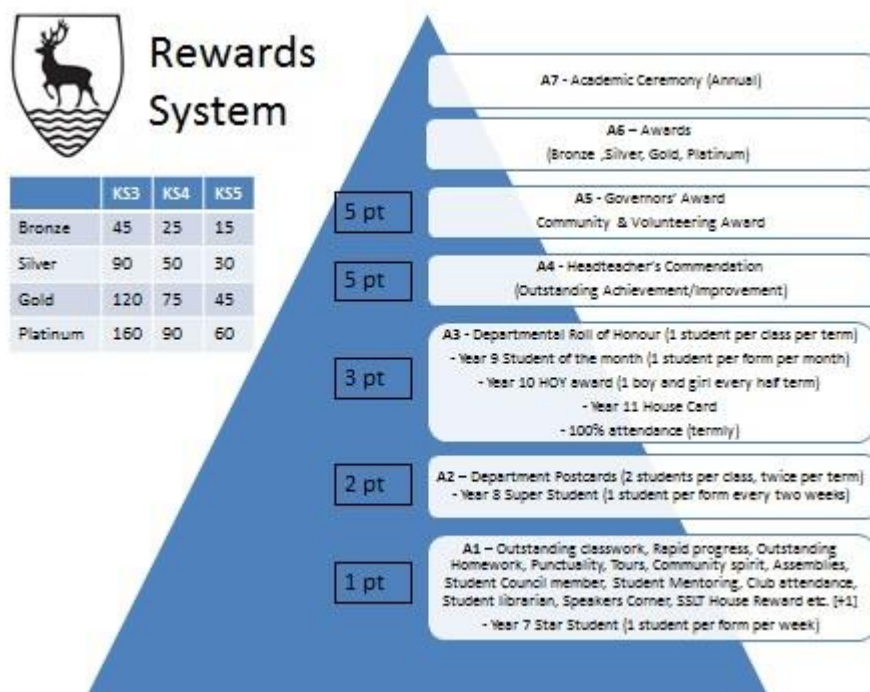
Rewards

Aims and Benefits

- To motivate and nurture students to achieve the best possible grades.
- To reward and praise students in a wide variety of disciplines.
- To promote SMSC (Spiritual Moral Social Cultural) and a deep sense of identity and comments.
- To monitor for consistency and analyse groups and trends. This may lead to further intervention.

Reward System

Our rewards system is designed to recognise the talents, progress and achievements of all the students in our community.



System (Please read in conjunction with the rewards pyramid)

- The system runs from Years 7-13
- Each level within the pyramid is progressive culminating in the academic ceremony.
- All teachers will give out (+1) when the student hits the criteria.

- Rewards will be logged on Go4Schools and parents will be able to access this information.
- There are many different rewards to enable it to be multifaceted and inclusive. For example – postcards, Departmental Roll of Honour, Head of Year Roll of Honour, Headteacher’s Commendation, Governors’ Award (Community Award) and finally the Academic Ceremony.
- Behaviour points will count against rewards in the total of both an individual and House score.
- Running alongside the pyramid are the certificates – Bronze, Silver, Gold and Platinum Club.
- If a student gets to platinum he/she will get extra privileges e.g. lunch pass, football for astro turf etc.
- Academic Ceremony – each student to receive 2 tickets (calculations are for 500 to attend). Subjects to hand out books and academic and achievement prizes.

Annex 2: Behaviour in the primary phase

Our approach to promoting and supporting positive behaviour for learning is consistent across the all-through school. It is especially important in the primary phase that all systems used support students to develop intrinsic motivation for learning and behaviour and do not encourage them to rely too heavily on external praise. It is important, for example, that students always understand *why* they are being praised and what values they are demonstrating well.

The following are systems used to promote positive behaviour, beginning with those that can be used liberally, and ending with those that are used infrequently to really reward behaviour and/or learning that is exceptional.

- Rainbow/sunshine/cloud. All children begin each day on the rainbow. They can be moved to the sunshine as a quick, visual reminder to the individual, and indeed all, of the positive behaviour and/or learning shown.
- Individual classes may have their own, age-appropriate systems, for daily praise, including stickers or certificates. Postcards home are also used by the Vice Principal in the primary.
- Values awards are given weekly, for children displaying our school values, with a particular focus on the current value and practical examples of it shown in school (and at home). This links to a visual display for all in the main Reception area.
- The star book is used weekly to celebrate exceptional learning and progress. It is expected that learning across the curriculum will be celebrated.
- House points can be awarded for a wide range of reasons related to learning, behaviour, values, attendance and valued contributions made to our Simon Balle all-through community.

Occasionally, students may need reminders of our high expectations. Students may be moved to the cloud (see above) following a warning. The language used by staff will always be around the right choices required to move back to the rainbow. Where individual students need further support, a senior leader is always available and personalised systems may be put in place (for example, a home/school communication book). Rarely, and for very serious behaviour or persistent misconduct, the same sanctions apply across the all-through school (for example, internal suspension or exclusion).

Related policies and guidance

This policy has undergone an equality impact assessment in accordance with the school’s Public Sector Equality Duty under the Equality Act 2010.

This policy should be read in conjunction with the following school policies:

- The Home-School Agreement
- The Single Equality Scheme
- Attendance Policy
- Policy on the use of physical intervention
- Countering Bullying strategy
- The Complaints procedure
- Child Protection policy
- Keeping Children Safe in Education 2021

- DfE Exclusions Guidance
- Sexual violence and sexual harrasment between children in schools” (2021)