# BEHAVIOUR FOR LEARNING POLICY

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| Signature of Chair of Padgate Academy Governing Body | Carole Owen |
| Signature of Academy Principal | Adam McMillan |
| Next review | November 2023 |

# Behaviour for Learning Policy

## Rationale

At Padgate Academy we believe that high standards of student behaviour and good behaviour 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.

Students are expected to behave in a manner consistent with the expectations listed above. Positive behaviour reflects well on students, their parents and 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.

Padgate Academy 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:

- Trust
- Teamwork
- Tenacity

In carrying out this aim we will create a pleasant and successful learning environment for all which will ensure that effective teaching and learning can take place.

## 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 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

**Classroom management**
Teaching and support staff are responsible for creating the climate for positive behaviour within the classroom.
They will:
o Create an environment that encourages students to be engaged
o Model the whole school expectation in the classroom
o Plan lessons to support all learners
o Effectively communicate concerns regarding behaviour, attitude to learning and progress to parents/carers and to HOD/PLs
o  Effectively utilise other adults in the classroom (where applicable)
o Use SEND information to inform planning (where applicable)
o Follow the Classroom Consequence System to challenge incidents of low level disruption
o Use varied methods of praise and encouragement (the 6:1 ratio)
o Strategically use learning scores to encourage active engagement and positive behaviour
o Use de-escalation strategies to diffuse incidents.


*Morning/afternoon line up and routine*

The line up routine is integral in setting high standards and expectations even before the students enter the school building at the start of the school day and after lunch time. High standards and expectations from the outset set the tone for the upcoming sessions day and ensures that students are arriving with no barriers to learning.

Line up routine timings:

Students to assemble in for groups in allocated line

- 8:25 Monday – Thursday
- 9:15 Friday morning
- At the end of every line time (unless excessive weather conditions)

Line up routine:

- Students line up in forms, in a straight line, check uniform and get pencil case out to show staff
- SLT blows whistle for students to fall silent
- Key messages from SLT/PL
- Pupils dismissed and to go directly to form room


*Basic classroom routines*

**Form time**

This is arguably the most important lesson of the school day. A purposeful and productive form period will set students up for a successful day of learning. 'Sharp starts' and 'end and send' procedures are the

same for form time as they are 'normal' lessons. Uniform and equipment are to be checked (and challenged) daily.

### *Attitude to Learning*

Learning Scores are designed to ensure students are engaged with learning in lessons. Each lesson students receive a learning score (1-5) which grades their engagement, effort and overall attitude to learning for that lesson.

| Score | Criteria | Possible actions |
|---|---|---|
| 1 | <ul><li>Follows instructions first time, every time. Displays an exemplary attitude.</li><li>Organised, ready to learn.</li><li>Engaged with learning and works above and beyond expectations.</li><li>Displays resilience in the face of challenges.</li></ul> | Positive communication home<br><br>Postcard<br><br>Merit |
| 2 | <ul><li>Follows instructions first time.</li><li>Organised, ready to learn.</li><li>Communicate respectfully with staff and peers</li><li>Engaged with learning and works to the best of their ability throughout the lesson.</li><li>Works with a determined attitude.</li></ul> | |
| 3 | <ul><li>Work produced that does not match the ability of the child.</li><li>Failure to work with resilience and determination throughout</li><li>Failure to fully engaged with the lesson – passive and disengaged</li></ul> | Break detention<br><br>HODs/ PLs to monitor for patterns (possible report)<br><br>Parental meeting |
| 4 | <ul><li>Failure to engage in learning</li><li>Completes a minimum of work expected</li><li>May affect the engagement and attitude of peers</li><li>Low level disruption evident</li></ul> | Lunch detention<br><br>Follow up conversation<br><br>Work in proximity<br><br>Class teacher communication home<br><br>Parental meeting |
| 5 | <ul><li>Refusal to complete work</li><li>Refusal to follow teacher instructions</li></ul> | On-call notified |

| | Persistent disruption | Placed in isolation for a fixed period |
| | One-off serious disruption during the lessons | |
| | | Class teacher to call home |
| | | Parental meeting (if required) |

*The classroom consequence system*

This classroom consequence system is to be utilised to support staff (and pupils) in managing low level disruption to learning. It has been designed to encourage students to make the right choices and take responsibility for their own learning. It uses student friendly language.

| Language used | Action taken |
|---|---|
| **C1- chance** | • Given a chance to correct behaviour/ at risk of negative learning score.<br>• Class teacher may move your seat |
| **C2-choice** | • Further opportunity to correct behaviour.<br>• Negative learning score issued. |
| **C3- consequence** | • Sent to proximity and issued learning score 4<br>• If proximity refused – On Call and 5 issued. |

It is essential that we all use consistent language when communicating this information to pupils, this will ensure clarity and consistency around the consequences pupils will receive as a result of their actions.

**One off serious incident**, such as verbal abuse/threatening behaviour directed towards staff or pupils, will not be tolerated and on call are to be alerted immediately by the class teacher. This will be actioned by SLT immediately who will decide on an appropriate outcome.

**Proximity**
All Heads of Department have a 'proximity' timetable in place. For each period across the day, there must be a designated classroom(s) which has capacity to accommodate pupils who reach C3 on The Classroom Consequence System. 4 will be allocated by classroom teacher. This timetable must be easily accessible in every classroom. For smaller/isolated departments you will likely want to 'double up', for example - Music could join with Maths, MFL with English, Drama/PE/Design could create one timetable.

It is important to remember that:

• The desired outcome is for the student to modify / improve their behaviour
• The desired outcome if 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 Pastoral team and SENCo are available for advice and support
- The consequences system is an escalating system and each of the steps should be actioned by the teacher.

*Sharp starts and end and send*

| SHARP STARTS |
| --- |
| **Step 1** |
| Greet the member of staff with correct uniform |
| **Step 2** |
| Enter the room calmly, collect any equipment the teacher asks and sit in your allocated seat promptly |
| **Step 3** |
| Have your book open, equipment on the desk and start the retrieval activity as instructed |
| **Step 4** |
| Give your full attention in silence to the class teacher when instructed |

| END AND SEND |
| --- |
| **Step 1** |
| Ensure your equipment is packed away in the correct place and work is handed in |
| **Step 2** |
| Check your environment so everything is tidy for the next class |
| **Step 3** |
| Stand behind your chair in silence facing the member of staff ready to leave |
| **Step 4** |
| Ensure your uniform is correct and wait to be dismissed in an orderly way from the member of staff stood at the door |

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 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:
   - Students are given responsibility and active roles in the lesson and group discussions.
   - 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.
   - The teacher gets to know and understand the individuals and their needs and recognises their participation

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.

## Guidelines

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

## 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 Attitude to Learning system. Attitude to Learning 1 scores are celebrates via SMS/email and weekly form celebration slides.

Positive behaviours are reinforced by other rewards –, postcards home, phone calls to parents and school reward events e.g. rewards trips, Year 11 Prom.

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

Rewards/Celebration Assemblies will occur at the end of each term to reward students who make a positive contribution to school life. Students will also be rewarded by positive acknowledgement and through weekly recognition in assemblies and academic review.

## Monitoring

All staff encourage good behaviour and monitor unacceptable behaviour for learning on a daily basis.

The Pastoral Leaders will monitor behaviour on a daily basis in an end of day pastoral meeting where behaviours and sanctions are collated. Behaviour is also reviewed on a fortnightly basis pastoral leaders and Head of Department. If 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 learning will be dealt with by the department. At this point Behaviour for Learning – Teacher Strategy Sheet (see appendix 1) should be used by the classroom 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 the strategies have been exhausted, then it will move on to the HOD and SLT link where they will use the strategy sheets to devise interventions for the individual needs.

Support is available for students needing particular help with anger management, relationships, self-esteem, substance abuse etc. Individual need of students will be identified by Pastoral Leaders and bespoke intervention plans will be put into place.

## Recording information

All incidents are to be recorded by staff directly onto Arbor by 3:15pm on the same day (unless the incident happened out of school hours).  This will result in all information on a student being held centrally in one place.  It is important to remember to complete the Arbor log fully including details of the incident.

### *Serious repeated behaviour*

At Padgate Academy, serious repeated disruption is taken seriously if there is a direct impact on the good order of school and lessons. The Academy philosophy is to ensure that all students are provided with the necessary support when the relationship with school has broken down. However, this does not conflict the necessity to ensure there are high standards and expectations for all. For students who cause serious one-off incidents or persistently disrupt the good order of the school, sanctions beyond the Academy behaviour policy are applied. This is likely to result on an off site provision in a partner TCAT school or a suspension.

### *Repeated suspensions*

Repeated suspensions for any student is not taken lightly and an intensive support plan is offered and put in place for the student. However, if there are no significant changes in behaviour then this may result in a governor's panel meeting to review behaviour concerns and the support that is being offered to the student and parents/carers.

Please refer to the Academy suspensions policy for further details.

## 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.

APPENDIX 1 –Behaviour for learning strategy sheets

## Behaviour for learning - Teacher strategy sheet

The classroom teacher should record strategies and consequences for students causing frequent concern before they are moved to HOD strategy sheet.

Student name                                    Tutor Group

Subject teacher                                 Start date of concerns

| Level | 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 e.g. postcard or phone call home | |
| L | Check the student understands the learning and how to complete it | |
| L | Reinforce expectations within the classroom | |
| L | FOCUS poster displayed clearly in the classroom and repeatedly referred to | |
| L | Language of choice and consequence used | |
| L | Use of student SEN to inform planning (where applicable) | |
| Other strategy used: | | |
| | | |
| | | |
| M | Review and change seating plan | |
| M | Text message/call to parents about concerns | |
| M | Step by step instructions for the lesson printed out and on students desk | |
| M | Use of C1, C2, C3 reminder | |
| M | Allow a student a minute standing outside the classroom to think about their behaviour and how they can correct it | |
| M | Review appropriateness of level of work, lesson planning and differentiation | |
| M | Brief restorative conversation during lesson to explain concerns. This may be outside the classroom - where appropriate | |
| M | Restorative conversation at the end of lesson to explain concerns | |
| M | Use of student data to inform planning for individuals | |
| 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 subject report card | |
| | | 10 |
| H | Use of the on-call system where a student is completely undermining the good order of the classroom | |
| H | Liaise with colleague who have the same student / group | |
| H | Pass to HOD and recommend subject report | |

<u>Behaviour for learning</u>

<u>HOD strategy sheet</u>

Student name                        Tutor Group

Department                      Start date

The HOD should complete this form for students as a record of strategies and consequences used.  If there is no progress made following 2-4 weeks, or there is a rapid decline in progress, then you should seek the support of your line manager/HOL or request a subject referral to IC.

| Strategy / consequence | Date | Outcome / further information |
| --- | --- | --- |
| Review of 'classroom teacher strategies' with the classroom teacher and revisit as necessary | | |
| Review of use of behaviour policy or SEN information 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, note in planner, postcard | | |
| Parents invited in for a meeting | | |
| Restorative meeting at lunchtime or afterschool with HOD supporting teacher | | |
| Department contract set up | | |
| Departmental report with HOD – 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….. | | |

## Behaviour for learning

### SLT link

### Return from subject isolation

Student name                          Tutor Group

Department                             Start date

This form should be completed for students as a record of strategies and consequences upon returning from subject removal.

| Strategy / consequence | Date | Outcome / further information |
|---|---|---|
| Seen student for regular 'learning chats' | | |
| Behaviour contracts agreed between staff, students and parents | | |
| 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 monitoring card (department or FOCUS)bto monitor behaviour | | |
| Reviewed student 'round robin' and discuss with parents at a meeting. Action plan created and reviewed | | |
| EHA completed and referral to the BSS | | |
| Isolated with YT and / or department | | |
| Referred student to isolation | | |
| Referred for a fixed term suspension | | |
| Discussed student with SENCo to check support / provision | | |
| Early Help completed and referred to BSS | | |
| Reviewed timetable and provision | | |
| Completed PSP with parents and student | | |