

Marshland High School



Behaviour for Learning Policy

Approved April 2017



Introduction

In line with 'The Aims of Marshland High School' we aim to promote our school as a responsive, proactive and caring community with a teaching and learning environment that encourages all individuals to achieve their best. Behaviour to and from school is included in this policy.

This policy supports the 'School Improvement and Development Plan', the 'Anti-Bullying Policy', 'Special Educational Needs and Disability Policy', 'Single Equality Policy' and 'Racial Equality Policy'.

Consultation with students, staff and governors took place in developing and implementing this policy.

Aims

- To ensure that effective teaching and learning can take place at all times.
- To promote effective teaching and learning.
- To promote mutual care and respect within the community.
- To promote a culture that distinguishes between right and wrong.
- To foster virtues including self-discipline, respect, honesty and responsibility.
- To assist students to develop with confidence and high self esteem.
- To promote the use of Restorative Justice techniques to build positive relationships and student self-awareness.

Objectives

- To instil in students a positive, active, attitude to learning.
- To promote positive attitudes through the 'Code of Expectation'.
- To operate a clear and effective system of rewards and sanctions, known to students, staff and parents.
- To reinforce good behaviour through praise and encouragement.
- To implement positive behaviour during all school activities and reinforce principles in tutor time and assemblies.
- To communicate with home via reports, meetings, telephone calls and the work-record book as required..
- To co-ordinate effective implementation of behaviour within departments, the Pastoral System and Special Needs.
- To intervene at an early stage where behaviour is a concern, involving parents and external agencies and senior students where appropriate.

Management of Behaviour

Marshland High School seeks to promote positive attitudes and to manage behaviour by rewarding students who fulfil expectations. However, for those students whose behaviour is not acceptable the problem is identified and suitable strategies to improve the behaviour will be devised. This may include sanctions or support or a combination of both.

Coverage

In line with government guidance, the Behaviour for Learning Policy is applicable to students from the start of their journey to school until their arrival at home after the end of the school day. Furthermore, the Head Teacher has the right to implement this policy in relation to any electronic communication that takes place outside school but impacts on students from the school.

Positive Classroom Management

- Staff and students are expected to adhere to the 'Code of Expectations' – produced in consultation with the School Council.
- Staff will promote positive routines for teaching and learning, enabling behaviour management to be consistent and fair. Whole-school routines make it easier for other colleagues to manage behaviour e.g. start of lessons. Individual departments will establish their own specific routines for effective teaching and learning.
- Individual teachers have responsibility for establishing and maintaining discipline within the classroom. Members of staff are required to use the school's Behaviour Consequence system effectively and consistently when implementing classroom management strategies.

□ If behaviour problems arise, the first line of support is the Head of Department who has responsibility for promoting good discipline within a curriculum area. If necessary a Head of Department should seek support from the Head of House or SMT.

Rewards and Sanctions

- Reinforcing success through praise and reward raises student self-esteem. Students with a high self-esteem have an improved work ethic that in turn benefits the teaching and learning process.
- The school places a high emphasis on rewarding and celebrating the individual student ranging from quiet praise, House points, certificates and annual awards. Departments and individual teachers may utilise further reward systems, as research shows that the personal and unexpected rewards carry the greatest weight.
- Teachers praise students to reinforce expected behaviour and achievement.
- If a student exhibits inappropriate behaviour the teacher should follow the least intrusive intervention. If the disruptive behaviour continues the member of staff will employ a sanction to reinforce the school rule that has been broken.
- Sanctions need to be in line with the Behaviour Consequence system and appropriate to the behaviour of the student. The emphasis of sanctions should be towards repairing and rebuilding relationships so that the learning of all students can progress without interruption. Students must understand the rationale behind a sanction and be included in the planning for reintegration once the sanction has been carried out.

The Behaviour Consequence System

This is a brief summary of the Behaviour Consequences System.

BC1 – Low level disruption warning. A student has been warned about their behaviour and has failed to respond to the warning. Note in the Learning Diary.

BC2 – Persistent low level disruption. The student fails to respond to the BC1 and so a warning with sanction is given. Note in Learning Diary and 10 minute detention with the class teacher at the next available opportunity. Logged on SIMs by the class teacher as ‘resolved’.

BC3 – Sent out of the lesson to Head of Department for the first time. The student continues to disrupt or carries out a piece of behaviour that merits being sent out straight away. 20 minute departmental lunchtime detention set by the Head of Department and written in the Learning Diary. Failure to attend leads to a BC4. Logged on SIMs by the class teacher as ‘unresolved’ but changed to ‘resolved’ by the Head of Department once the sanction is completed.

BC4 – Second referral to Head of Department. 40 minute departmental after school detention. Logged on SIMs by the Head of Department who makes this ‘resolved’ once the detention is done. Failure to attend results in 1 hour Head Teacher’s after school detention.

BC5 - Third referral to Head of Department. Lessons in ILC for the subject. Meeting arranged between Head of Department and students and parents to discuss behaviour. Report and behaviour agreement written and agreed during meeting. Reviewed after 4 weeks. 1 hour Head Teacher’s after school detention. Logged on SIMs by Head of Department.

BC6 - Fourth referral to Head of Department. Further lessons in ILC. Discussion of problem with Pastoral Team. SMT and Head of Department to meet parent. Subject report if necessary. Recorded on SIMs by Head of Department. Other intervention may be put in place.

At all stages the subject teacher needs to be involved in the conversations around the behaviour and its impact. A Restorative Justice meeting is a useful way for the teacher to explain the impact of the poor behaviour to the student and to set boundaries for the student in the future. Personal and direct involvement by the subject teacher has the greatest impact on improving student behaviour.

More serious behaviour

For incidents that endanger the wellbeing or safety of students, staff or members of the public, the school may use more serious sanctions as appropriate. These include internal isolation in the Independent Learning Centre, fixed-term exclusion and permanent exclusion. For example, if a student swears at a teacher or refuses to follow reasonable instructions, then the school will investigate the incident fully, and in most cases the student will face a fixed term exclusion from school. If a student’s actions after investigation were found to have put the health and wellbeing of anyone else in serious danger, it is probable that the school would pursue a permanent exclusion. The decision to use these sanctions is made on a case by case basis by the Head Teacher and the Governing Body.

Bullying

- The school's 'Code of Expectation' is built upon mutual respect of students and staff.
- Bullying is unacceptable behaviour.
- Bullying must be reported to the member of staff supervising the student who will respond to it promptly (Anti-Bullying Policy).

Monitoring and Evaluating

- The Head Teacher is responsible for promoting good behaviour and should publicise this to parents.
- The Head Teacher will monitor the effectiveness of the policy through observations, discussions with staff and students and analysis of exclusion data.
- The Governing Body will review the policy annually.
- The Governing Body will be provided with data of behaviour trends within the school on a regular basis.

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