

# Abbot Beyne School



Abbot Beyne

<b>Policy:</b>	Behaviour For Learning
<b>Person Responsible:</b>	Mrs F Airey
<b>Governors' Committee:</b>	Student and Personnel
<b>Date Adopted:</b>	January 2013
<b>Revised Date:</b>	January 2017
<b>Next Review Date:</b>	January 2018
<b>Signature:</b>	
<b>Staff accepted:</b>	

**The Behaviour for Learning Policy at Abbot Beyne is simple, clear, shared with all stakeholders and is based on our vision and mantra “Everyone a Learner, Everyone Learning”**

### **Aims**

- To enable effective learning AND TEACHING that allows all our students to achieve and enjoy their learning journey in classrooms where disruption to learning and teaching is not tolerated.
- To promote positive behaviour at all times from the members of our community.

### **Objectives**

- To emphasise the importance of good behaviour and its relationship to outstanding outcomes for all our students in all that we do.
- To provide a framework for the consistent management of behaviour in the classroom via our **LOLO** Framework – Learn or Lose Out.
- To emphasise and celebrate the value of partnership between Parents/ Carers, Students, External Agencies and the school in the achievement of high standards of behaviour for all our students.
- To encourage every member of Abbot Beyne to show care, courtesy and consideration to other members of the school and to the wider community.

### **Principles**

**The school recognises that effective learning and teaching can only take place in an atmosphere where there is a clear understanding of what is and what is not acceptable behaviour for learning. Actions which prevent teachers from teaching and students from learning will not be tolerated.**

The following principles will be recognised to ensure that a whole-school approach to behaviour management is successful and ensures outstanding outcomes for all our students.

1. An understanding, acceptance and implementation of the policy by **all** members of the school.
2. The Behaviour for Learning Policy is a true and working partnership between **all** members of the school and community.
3. The recognition that a whole-school approach to behaviour management is preventative. Pro-action is more effective than re-action.
4. An understanding that self-discipline and outstanding outcomes for all our students is the ultimate aim for all members of the school.
5. An understanding that behaviour patterns can be changed and managed effectively when behaviour issues are handled consistently.
6. A commitment to fairly administered sanctions.
7. Effective behaviour management seeks to avoid aggressive confrontation.
8. Rewards, obtainable by all, are an effective way of improving and maintaining good behaviour and should be applied consistently and fairly.

**Several other school policies should be referred to in conjunction with the Behaviour for Learning Policy, for example:-**

- Abbot Beyne Learning Model
- Anti-Bullying Policy
- Attendance Policy
- Equal Opportunities Policy
- Safeguarding
- Special Educational Needs Policy
- Use of Reasonable Force Policy

**Practice**

1. Good behaviour will be promoted through a sharing and clear understanding of our mantra, “Everyone a Learner, Everyone Learning” by all our stakeholders based on trust and mutual respect. Assemblies play an important role in promoting the ethos of the school where courtesy; respect and good behaviour are the expected norm.
2. The school curriculum will provide:
  - opportunities to address behavioural issues, in particular through our Deep Learning Days, where topics such as tolerance, honesty, bullying, rights and responsibilities are addressed.
  - a relevant curriculum for all students. The provision of high quality Learning and Teaching is central to achieving good behaviour and outstanding outcomes.
3. The school has adopted Learn or Lose Out – LOLO – as the basis for behaviour management. All students understand that disruption to learning in the classroom will not be tolerated and that actions have clear consequences. **(Appendix 1)**. School Expectations are displayed in all classrooms, planners, around the school and emphasised in all aspects of school life.
4. Students who are experiencing behavioural and emotional difficulties will be supported through the Student Support Team. This will involve a wide range of interventions including working with Outside Agencies.
5. All Student Behaviour Incidents will be recorded on the School’s Conduct Log. This log will be managed and analysed regularly by the Student Support Team and appropriate action taken to improve behaviour.
6. Each member of staff will take responsibility for upholding standards of behaviour in school, both within their classroom and around the school site. All staff will be provided with training to help them develop their behaviour management skills. All staff understand their roles and responsibilities with regard to classroom behaviour and management via Induction Programmes and all in-House Training.
7. In the event that the behaviour of a student falls below the expectation of the school and the use of force is deemed necessary, for example to physically separate students found fighting or remove a student from a room when they have failed to do so as instructed, the appropriate use of force will be in accordance with the Use of Force Policy. For further guidance on the use of force please refer to the Use of Reasonable Force Policy.

## **Roles and Responsibilities**

### **Class Teachers will:-**

- Plan and deliver engaging lessons at an appropriate level of challenge (**See ABLM**)
- Maintain a positive, well managed classroom environment where every student can achieve outstanding outcomes.
- Use the Rewards and Sanctions System as outlined in the whole School Behaviour for Learning Policy consistently and positively (**Appendix 1**)
- Share behavioural events, both positive and negative with the SST so they can be recorded on the School's Conduct Log
- Refer students whose behaviour gives cause for concern to their Subject Leaders, relevant members of the Student Support Team or **the Senior Leadership Team**.

### **Curriculum Area Learning Support and Support Staff will:-**

- Assist in maintaining a positive and well managed environment.
- Refer students whose behaviour gives cause for concern to their Line Manager, Subject Leader, Student Support Team or the Senior Leadership Team.

### **Directors of Learning will:-**

- Ensure that their faculty follows the agreed and adopted Behaviour for Learning Policy with regard to both rewards and sanctions and their roles and responsibilities within and outside the classroom.
- Support members of their faculty with behavioural issues with individual students or classes.
- Use the subject report for their curriculum area and when necessary speak to the Student Support Team/Senior Leadership Team
- Contact or meet with, parents / carers when necessary ensuring that they inform the necessary member of the Student Support Team
- Organise and co-ordinate faculty detentions when issues are not LOLO related. E.g. issues with homework/lateness to lessons etc.

### **The Student Support Team will:**

- Liaise with staff and Directors of Learning with regard to concerns about the behaviour of individual students or groups of students and act accordingly.
- Regularly monitor and analyse the Conduct Log taking action to improve student behaviour.
- Regularly update and liaise with the Assistant Headteacher with responsibility for Support & Inclusion where there are serious situations arising with students
- If required place students on the necessary level of report or when there are serious situations /concerns place students in Isolation (**Appendix 2**).
- Contact parents/carers by letter/telephone or message to inform them of issues/concerns and actions taken.
- As a last resort arrange meetings with parents/students to outline concerns and find a way forward to meet student needs.
- Make referrals to external agencies, e.g. Local Support Team
- Staff the Emergency Call-Out Rota.

**Progress Leaders will:-**

- Liaise with staff and Directors of Learning with regard to concerns about the behaviour of individual students or groups of students.
- Monitor the attitude, effort and quality of work of individual students across the curriculum.
- Utilise the Pastoral Leader Report Card to improve behaviour.
- Contact parent/carers by letter/telephone/message
- Arrange meetings with parents/students.
- Make referrals to other agencies, e.g. Behaviour Support Service.
- Introduce a Pastoral Support Plans for students whose behaviour gives serious cause for concern.
- Ensure that the Conduct Log is kept up to date and regularly monitor, analyse and manage students' behaviour as a result of the data.
- Analyse Bullying and Racist Incidents on a regular basis and take appropriate action
- Inform the Assistant Headteacher i/c of Support & Inclusion with regard to behaviour data and trends.
- Staff the Emergency Call-Out Rota and visit behaviour 'hotspot' lessons.

**The Senior Leadership Team will:-**

- Ensure faculties they line manage fulfil their roles and responsibilities and follow the Behaviour for Learning Policy.
- Staff the Emergency Call-Out Rota and follow the Behaviour for Learning Policy.
- "Walk the school" calling into lessons particularly those lessons which staff have identified as a behaviour "hot spot" where SLT support has been requested.
- For serious cases of disruption discuss the matter with the Assistant Headteacher i/c Support & Inclusion who will then discuss with the Headteacher a possible Fixed Term Exclusion

**The responsibility of the school's behavioural policies and practice is that of the Assistant Headteacher i/c Support & Inclusion.**

## APPENDIX 1

### **Learn or Lose Out**

Learn or Lose out (LOLO) has been designed to establish an effective climate for Learning and Teaching by ensuring all students learn independently without constant reminders and to ensure consistency in the classroom.

Every member of staff has the responsibility to:

1. Adhere to Learn or Lose Out,
2. Ensure their classes understand LOLO
3. Consistently apply LOLO with all their classes

Directors of Learning are responsible for ensuring:

1. That Learn or Lose Out is in place within their Faculty and all team members are aware of the school's expectations.
2. Report cards are used when necessary
3. They meet regularly with students to allow effective coaching and mentoring (or delegate a member of their faculty to do so).
4. The monitoring of this policy and any action taken to improve the team or individual performance as necessary.
5. If there is no improvement Directors of Learning will seek a temporary period of support from Inclusion via the Assistant Headteacher/SENCO (FA). Students cannot be sent to Inclusion until this has been agreed by Fiona Airey.

SLT are responsible for ensuring:

1. LOLO is consistently applied
2. Staff are supported by EST responses
3. Students attendance at detentions is followed up

Pastoral Tutors are responsible for ensuring:

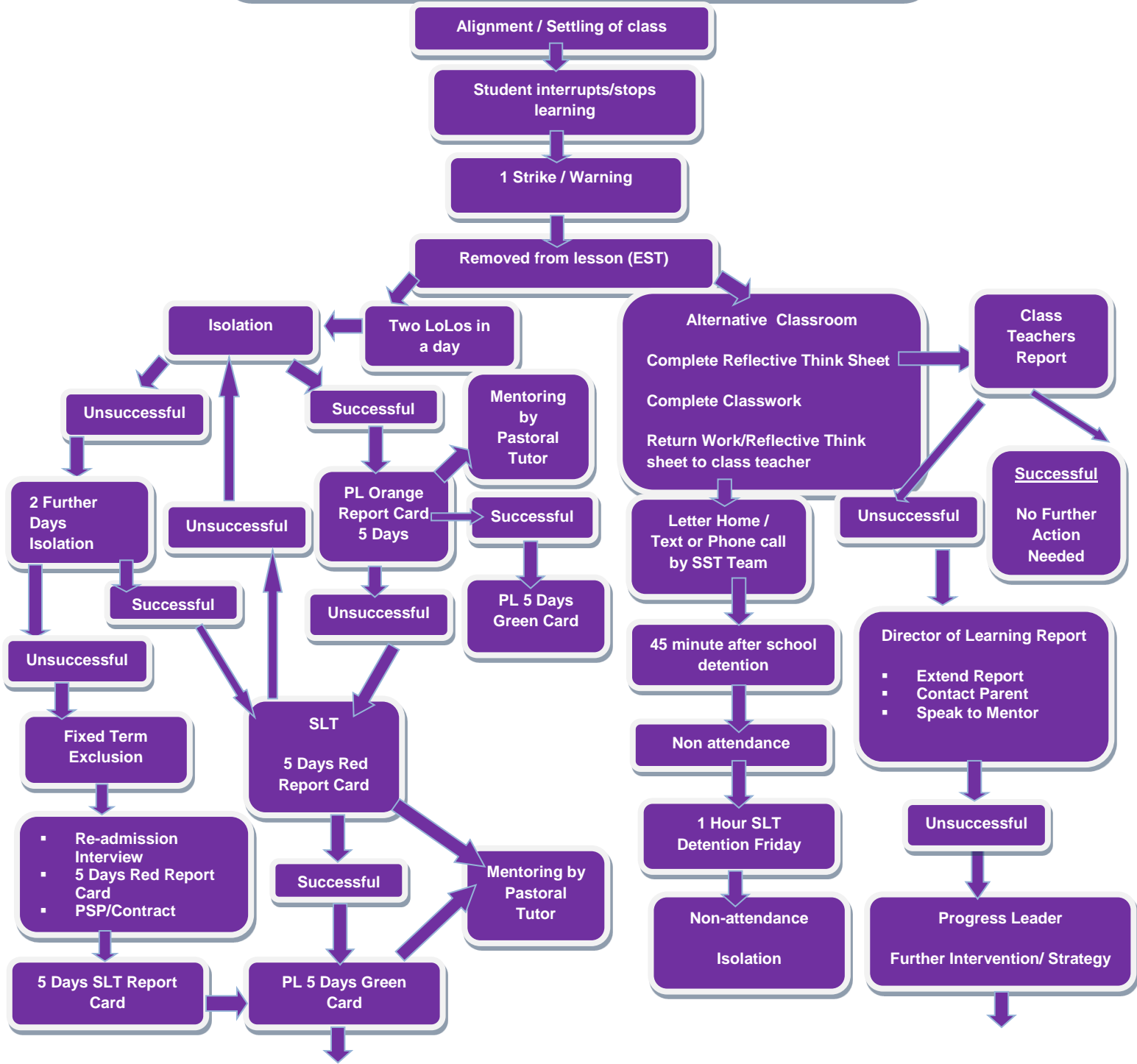
1. Communication with Parents/carers is on time and clear
2. Records are kept up to date
3. Detentions take place and appropriate action taken.

Progress Leaders are responsible for:

1. Supporting Directors of Learning when the SL Report is not effective
2. Analysing the data for their students and taking further action when necessary

Our Isolation room is used for students who cannot follow LOLO. See LOLO and use of Isolation diagrams.

# LEARN OR LOSE OUT



## Outstanding Success = Everyone a Learner, Everyone Learning

### Aims:

**“Everyone a Learner, Everyone Learning”**

**To create and build a learning environment where our students learn independently without constant reminders.**

# Behaviour for Learning



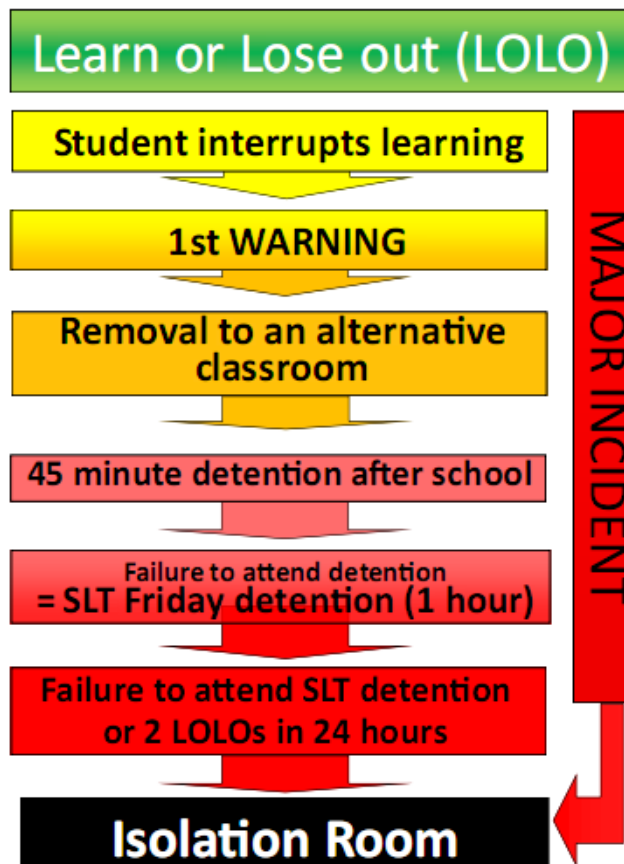
At Abbot Beyne successful learners develop a Growth Mindset

Effective learners at Abbot Beyne agree to give everyone a fair chance to learn by:

<b>Growth Mindset</b>	
<b>Embrace Challenges</b>	<b>Persist despite obstacles</b>
<b>See effort as path to mastery</b>	
<b>Learn from criticism</b>	<b>Be inspired by others' success</b>

- F** Following instructions first time
- A** Actively listening to staff and students
- I** Involving ourselves fully to help each other learn
- R** Respecting other people and our environment

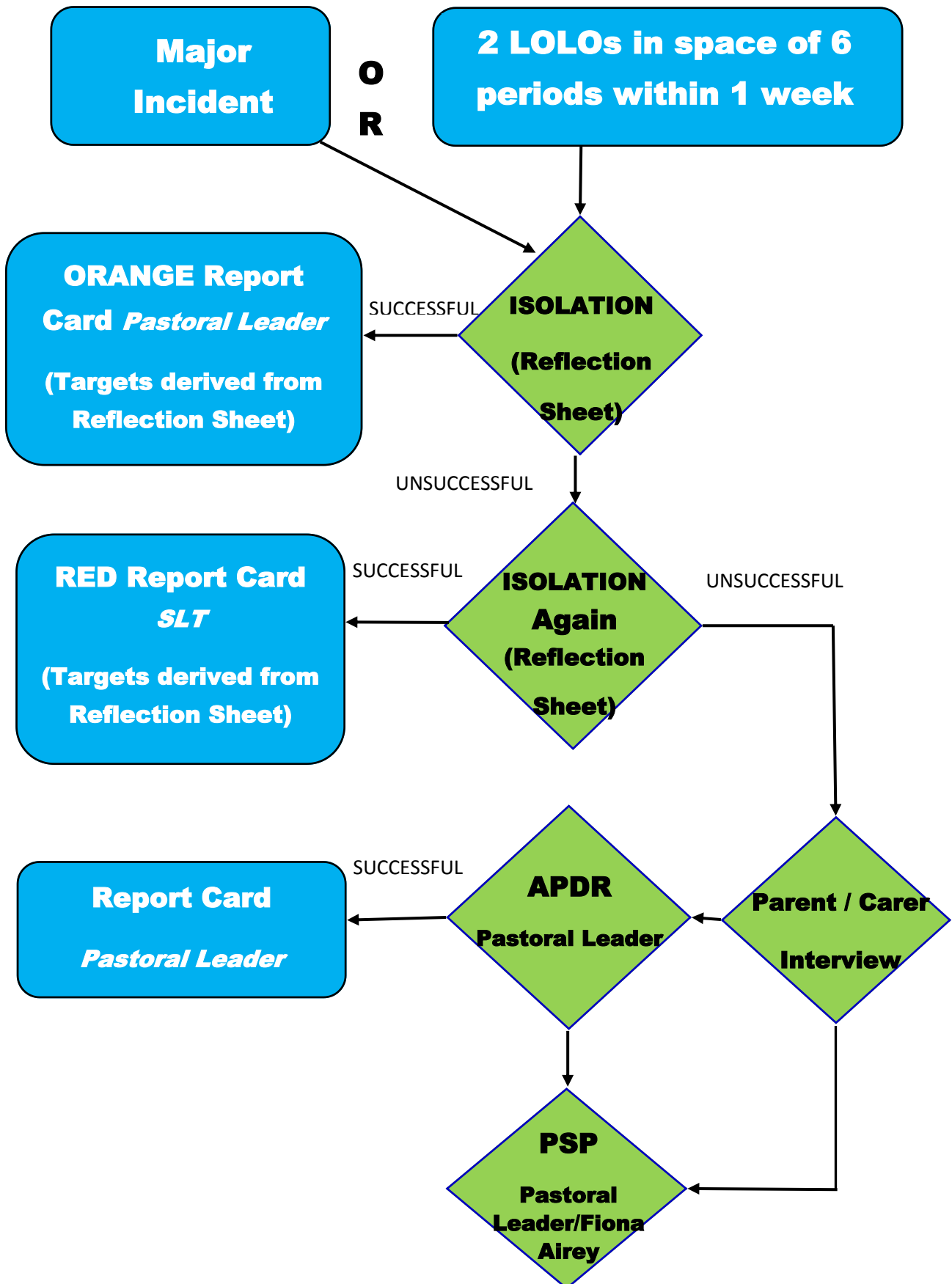
*Everyone a Learner Everyone Learning*



*Everyone a Learner Everyone Learning*



# Use of the Isolation Room



*Everyone a Learner Everyone Learning*