

Abbot Beyne School



Abbot Beyne

Policy:	Behaviour For Learning
Person Responsible:	Mrs F Airey
Governors' Committee:	Student and Personnel
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Signature:	
Staff accepted:	

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1. Aims

This policy aims to:

- Provide a **consistent approach** to behaviour management
- **Define** what we consider to be unacceptable behaviour, including bullying
- Outline **how students are expected to behave**
- Summarise the **roles and responsibilities** of different people in the school community with regards to behaviour management
- Outline our system of **rewards and sanctions**

2. Legislation and Statutory Requirements

This policy is based on advice from the Department for Education (DfE) on:

- [Behaviour and discipline in schools](#)
- [Searching, screening and confiscation at school](#)
- [The Equality Act 2010](#)
- [Use of reasonable force in schools](#)
- [Supporting students with medical conditions at school](#)

It is also based on the [special educational needs and disability \(SEND\) code of practice](#).

In addition, this policy is based on:

- Section 175 of the [Education Act 2002](#), which outlines a school's duty to safeguard and promote the welfare of its students
- Sections 88-94 of the [Education and Inspections Act 2006](#), which require schools to regulate students' behaviour and publish a behaviour policy and written statement of behaviour principles, and give schools the authority to confiscate students' property
- [DfE guidance](#) explaining that maintained schools should publish their behaviour policy online

3. Definitions

Misbehaviour is defined as:

- Non-completion of classwork or homework
- Disruption in lessons, in corridors between lessons, and at break and lunchtimes
- Poor attitude
- Incorrect uniform
- Incorrect/Incomplete equipment
- Mobile phone misuse
- Not following instructions
- Defiance

Serious misbehaviour is defined as:

- Repeated breaches of the school rules
- Any form of bullying
- Sexual assault, which is any unwanted sexual behaviour that causes humiliation, pain, fear or intimidation
- Vandalism
- Theft
- Fighting
- Smoking
- Racist, sexist, homophobic or discriminatory behaviour
- Possession of any prohibited items. These are:
 - Knives or weapons
 - Alcohol

- Illegal drugs/substances
- Stolen items
- Tobacco and cigarette papers
- Fireworks
- Pornographic images
- Any article a staff member 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 (including the student)

Any student found to be under the influence of alcohol or drugs whilst on the premises, whilst representing the school on a trip or visit, or whilst wearing school uniform, is at risk of permanent exclusion.

4. Bullying

Bullying is defined as the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power.

Bullying is, therefore:

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against

Bullying can include:

Type of bullying	Definition
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Racial	Racial taunts, graffiti, gestures
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

Abbot Beyne has a separate Bullying Policy. Details of our school's approach to preventing and addressing bullying are set out in this policy.

5. Roles and Responsibilities

5.1 The Governing Board

The Student and Personnel Committee is responsible for reviewing and approving the written statement of behaviour principles (appendix 1).

The Student and Personnel Committee will also review this behaviour policy in conjunction with the Headteacher and monitor the policy's effectiveness, holding the Headteacher to account for its implementation.

5.2 The Headteacher

The Headteacher is responsible for reviewing this behaviour policy in conjunction with the Student & Personnel Committee, giving due consideration to the school's statement of behaviour principles (appendix 1).

The Headteacher will ensure that the school environment encourages positive behaviour and that staff deal effectively with poor behaviour, and will monitor how staff implement this policy to ensure rewards and sanctions are applied consistently.

5.3 Staff

Staff are responsible for:

- Implementing the behaviour policy consistently
- Modelling positive behaviour
- Providing a personalised approach to the specific behavioural needs of particular students
- Sharing details of behaviour incidents so they can be logged in SIMS

The Student Support Team and the Senior Leadership Team will support staff in responding to behaviour incidents.

5.4 Parents/Carers

Parents/Carers are expected to:

- Support their child in adhering to the student code of conduct
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the Student Support Team

6. Student Code of Conduct

Students are expected to:

- Attend daily and arrive at registration on time.
- Wear the correct uniform and bring the correct equipment each day.
- Work hard to achieve targets set with teachers.
- Help other students by allowing every teacher to teach and every learner to learn.
- Behave well on the journey to and from school.
- Behave well in and out of class, follow the behaviour code and meet the school's expectations.
- Respect and care for both own and others property (including school property).
- Look after their iPad and ensure they record all homework on it.
- Meet all deadlines for handing in homework.
- Find out what opportunities are available and participate where possible.
- Pass all letters, notes and reports to parents/carers on the day they are issued.

- Talk with parents/carers and teachers about any concerns in school.

7. Rewards and Sanctions

7.1 List of rewards and sanctions

Positive behaviour will be rewarded with:

- Praise
- House points
- Letters or phone calls home to parents
- Special responsibilities/privileges
- Student of the week
- Headteacher's Award
- Bronze, Silver, Gold prizes

The school may use one or more of the following sanctions in response to unacceptable behaviour:

- A verbal reprimand
- Remove the student from the class
- Expecting work to be completed at home, or at break or lunchtime
- Detention at break or lunchtime, or after school
- Referring the student to a senior member of staff
- Letters or phone calls home to parents
- Agreeing a behaviour contract
- Putting a student 'on report'

We may use the Isolation room in response to serious or persistent breaches of this policy. Students may be sent to the Isolation room during lessons if they are disruptive, and they will be expected to complete the same work as they would in class.

Students who do not attend a given detention are also sent to the Isolation room.

7.2 Off-site behaviour

Sanctions may be applied where a student has misbehaved off-site when representing the school, such as on a school trip on the way to or from school.

7.3 Malicious allegations

Where a student makes an accusation against a member of staff and that accusation is shown to have been malicious, the Headteacher will discipline the student in accordance with this policy.

The Headteacher will also consider the pastoral needs of staff accused of misconduct.

8. Behaviour Management

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"

8.1 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.

8.2 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.

8.3 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.

8.4 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 2)**. 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.

8.5 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 2**)
- 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.

8.6 Classroom management

Teaching and support staff are responsible for setting the tone and context for positive behaviour within the classroom.

They will:

- Create and maintain a stimulating environment that encourages students to be engaged
- Display the student code of conduct or their own classroom rules
- Develop a positive relationship with students, which may include:
 - Greeting students at the start of lessons
 - Establishing clear routines
 - Communicating expectations of behaviour in ways other than verbally
 - Highlighting and promoting good behaviour
 - Concluding the day positively and starting the next day afresh
 - Having a plan for dealing with low-level disruption

- Using positive reinforcement
- Following the LOLO process

8.7 Physical restraint

In some circumstances, staff may use reasonable force to restrain a student to prevent them:

- Causing disorder
- Hurting themselves or others
- Damaging property

Incidents of physical restraint must:

- **Always be used as a last resort**
- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Be recorded and reported to parents (see appendix 3 for a behaviour log)

8.8 Confiscation

Any prohibited items (listed in section 3) found in students' possession will be confiscated. These items will not be returned to students.

We will also confiscate any item which is harmful or detrimental to school discipline. These items will be returned to students after discussion with senior leaders and parents, if appropriate.

Searching and screening students is conducted in line with the DfE's [latest guidance on searching, screening and confiscation](#).

8.9 Student support

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 special educational needs co-ordinator 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.

9. 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.

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. Information on behaviour issues may also be shared with new settings for those students transferring to other schools.

10. Training

Our staff are provided with training on managing behaviour, including proper use of restraint, as part of their induction process.

Behaviour management and Behaviour for Learning will also form part of continuing professional development.

11. Monitoring Arrangements

This behaviour policy will be reviewed by the Headteacher and Student and Personnel Committee every year. At each review, the policy will be approved by the Headteacher.

The written statement of behaviour principles (appendix 1) will be reviewed and approved by the Student and Personnel Committee every year.

12. Links with Other Policies

This behaviour policy is linked to the following policies:

- Exclusions policy
- Safeguarding policy

Appendix 1: written statement of behaviour principles

- Every student understands they have the right to feel safe, valued and respected, and learn free from the disruption of others
- All students, staff and visitors are free from any form of discrimination
- Staff and volunteers set an excellent example to students at all times
- Rewards, sanctions and reasonable force are used consistently by staff, in line with the behaviour policy
- The behaviour policy is understood by students and staff
- The exclusions policy explains that exclusions will only be used as a last resort, and outlines the processes involved in permanent and fixed-term exclusions
- Students are helped to take responsibility for their actions
- Families are involved in behaviour incidents to foster good relationships between the school and students' home life

The Governing Board also emphasises that violence or threatening behaviour will not be tolerated in any circumstances.

This written statement of behaviour principles is reviewed and approved by the Student and Personnel Committee every year.

APPENDIX 2

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

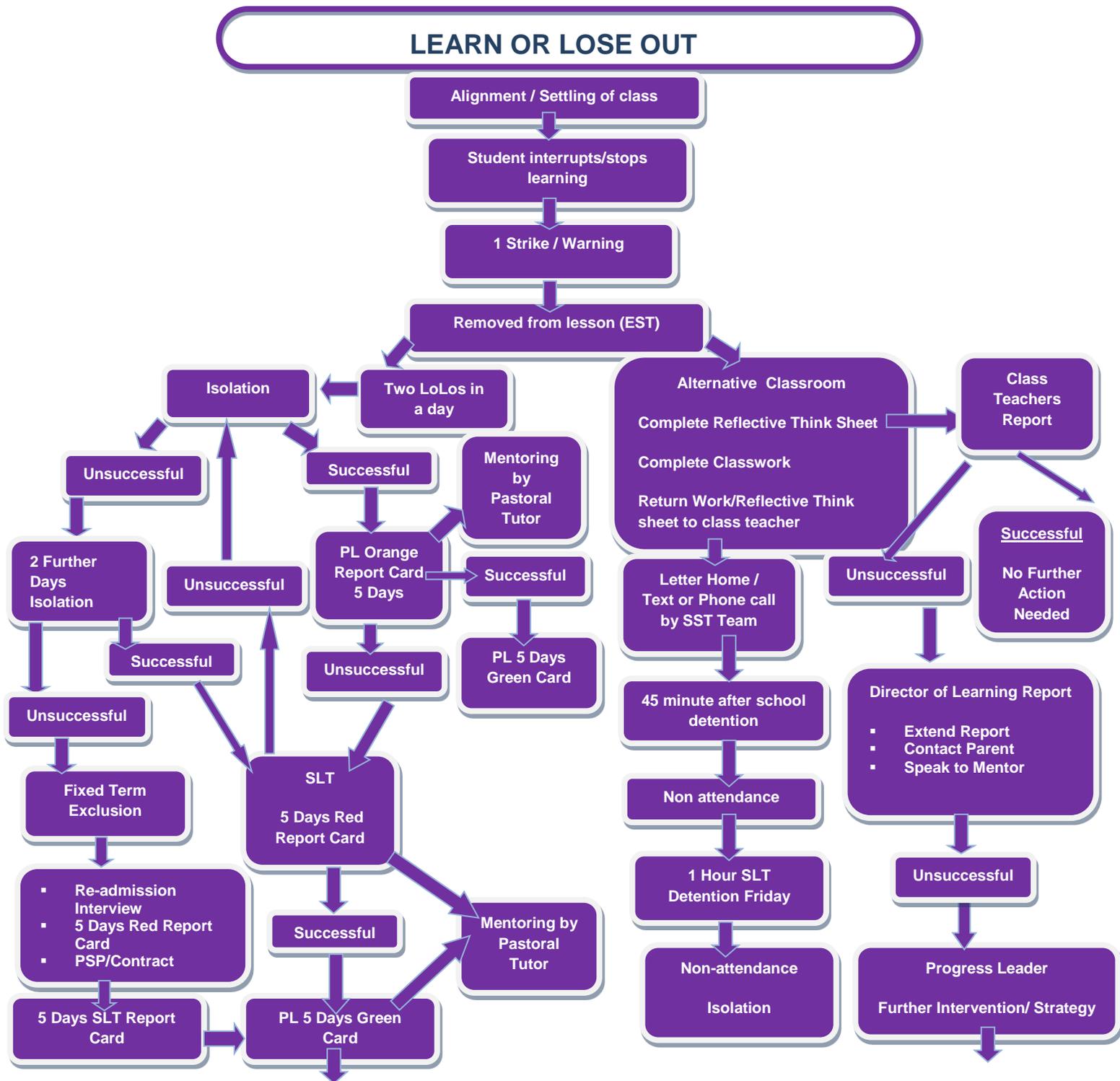
Pastoral Tutors are responsible for ensuring:

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.



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



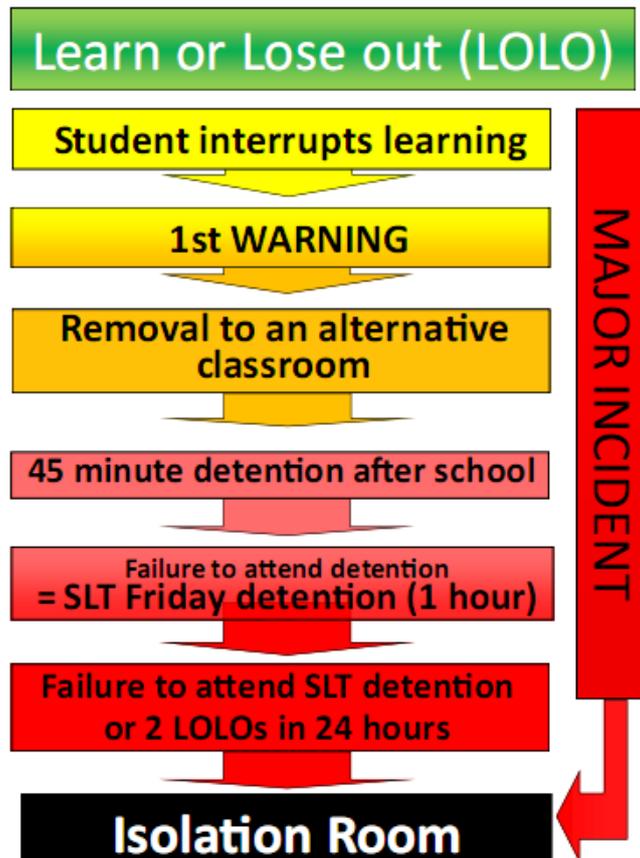
At Abbot Beyne successful learners develop a Growth Mindset

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

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

- 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

