



## BEHAVIOUR FOR LEARNING POLICY

*"But Jesus called the children to him and said, "Let the little children come to me, and do not hinder them, for the kingdom of God belongs to such as these" (Luke 18:16)*

### 1 Pre-amble

Our 'children' are not 'little', however, they *are* children and it is because of 'them' that we are here at St Wilfrid's. We, and their parents, want them to learn to fulfil their potential. Sometimes their behaviour will prevent this fulfilment. Other times their behaviour will enable learning. Such behaviour we will call 'behaviour for learning.' Children are our 'core purpose.' Successful organisations are ones that never stray from remembering their core purpose.

We are a Catholic school which therefore strives to follow Jesus' command that we should 'Love one-another'. This command should be evidenced in the way that we discipline<sup>1</sup> students who display behaviour contra to that contained in our 'School Rules' and 'Behaviour in Lessons' documents. Unwanted behaviour is often the result of un-motivated students. Excellent teaching and an appropriate curriculum can often overcome this.

### Roles and Responsibilities

#### Governors

- To work with the Headteacher to ensure that the school provides a well ordered environment for the education of its students
- To convene a discipline committee when required

#### Headteacher

- To ensure that the curriculum offers personalised opportunities suited to the needs of each student.

#### Teachers

- To deliver stimulating learning experiences (in accordance with the Learning & Teaching Policy) within 'safe' and respectful environments. Lessons must be appropriately differentiated to match the abilities of all students in the class. Poor behaviour often arises from work that is 'too hard' or 'too easy'.
- To implement the following policy

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<sup>1</sup> 'Discipline' rather than 'punish'. To 'discipline' is to try to correct or reform behaviour which is much more conducive to a 'loving Christian community.'



## 2 Promoting and Rewarding Good Behaviour

2.1 We reward students in KS3 by a system of ACE points. Students can be awarded an ACE point if they are deemed worthy of such an award under the headings of:

**A**chievement

**C**ommunity (behaviour that benefits our immediate, or wider community) or

**E**xcellence (in any sphere, i.e. relationships, presentation, uniform)

2.2 ACE points must be highly valued, i.e. multiple ACE point awards to one student are discouraged.

2.3 Teachers should strive to award **two ACE points each lesson**. More if warranted.

2.4 On awarding a student an ACE point the teacher records this in the student's planner with the reason and signs. (Student told to write whatever the award is for, saving the teacher time and re-enforcing the praise)

2.5 ACE points are tallied within the tutor group and certificates 'Bronze' (25), 'Silver' (50), 'Gold' (100) and 'Platinum' (150) are awarded at the end of each term. In addition to the certificates the two students in each tutor group with the most ACE points receive prizes. House Co-ordinators will liaise with KS3 Tutors over ACE points totals and be responsible for the production of certificates for Awards Assemblies. Each ACE point is worth 1 House point.

2.6 KS4 students are rewarded with 'Congratulations' letters/postcards/telephone calls home which should be sent by department staff. These 'Congratulatory Letters/Postcards/telephone calls should be recorded using the Achievement Log in SIMS (see instructions for recording). Each positive contact home is worth 5 House points.

2.7 In addition to 2.6 it would be excellent practice if individual teachers telephoned home with 'good news'. These should again be recorded using the Achievement Log (see recording instructions). Teachers should aim to reward students as per 2.6/2.7 at least **once per lesson**.

2.8 Every Half Term teachers will nominate students to attend a 'Celebration Breakfast' in the Head's office with parents informed of this nomination. All teachers should aim to nominate at least one student each half term.

2.9 We believe in creating a culture of 4 to1. That means 4 positive 'strokes' to 1 'negative'. A 'stroke' is a unit of interaction, i.e. a 'good morning' or 'smile'. We do not *have* to give a negative stroke if it is not warranted! However, a negative stroke could simply be advice as to how learning or achievement could be improved.



- 3 School Response to Inappropriate Behaviour** (including poor behaviour outside of school, whether accompanied by a member of staff or not. This includes journeys to and from school and when in uniform as per Section 89(5) of the Education and Inspections Act 2006)
- 3.1 As a Christian community we believe in forgiveness.
- 3.2 Wherever possible the teacher should refrain from shouting and outline clearly and calmly to the student the consequences should their unwanted behaviour continue.
- 3.3 The school believes that the behaviour of students is the responsibility of everyone in our community. However, to promote consistency of reaction to unwanted behaviour we see two very clear distinctions of such behaviour, i.e. that presented in the classroom and that 'outside' of the classroom.
- 3.4 [Unwanted Behaviour in the Classroom](#)<sup>2</sup> is in the first instance the responsibility of the teacher to deal with and sanction appropriately (see below). The procedures followed by each teacher, within each department, should compliment the whole school policy. However, if the sanctions imposed by the classroom teacher fail to have the desired outcome, namely the eradication of the unwanted behaviour, then it is expected that the Subject Leader will become involved. The school has a 'Coloured' system of sanctions which should be in place in each classroom to ensure consistency of approach in each classroom. All staff should ensure that they use the language of this policy when dealing with students.
- 3.5 The "Behaviour Log" should be used to record persistent "yellow" level behaviour along with the action taken e.g. "spoken to student", even if no sanction is implemented. All "orange" level behaviour should be recorded with the appropriate action taken. You may wish to discuss with the SL/YL how best to deal with any incident. All staff involved in dealing with poor behaviour are expected to be involved in any resolution.
- 3.6 [Unwanted Behaviour outside the Classroom](#) is the responsibility of the teacher observing the behaviour. They will sanction as appropriate and may decide to inform the Form Tutor/YL of the incident and action taken.
- 3.7 In line with Statutory powers unwanted behaviour that may bring the school into disrepute or be detrimental to our local community or other students will be proportionately sanctioned by the Year Leader or member of the Senior Leadership Team or anyone else delegated by the Headteacher.
- 4 Internal-Supervision**
- 4.1 The YL may decide to internally seclude a student if their behaviour is particularly poor. This is a serious sanction in which the student works in isolation, under supervision, from their peers. They do not have communal break-times although they must be permitted to visit the school canteen to collect their lunch.
- 4.2 The subject teacher for any student placed in internal supervision must provide work for that student as directed by the YL.
- 4.3 Parents will be informed of their child's seclusion by letter or phone call. It is expected that the parents will attend a meeting with the relevant YL to discuss the issue.

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<sup>2</sup> E.g. disruptive behaviour, poor or no homework etc.



## 6 Exclusions

- 6.1 The school will always seek to help a student through their difficulties and use exclusion only as a last resort.
- 6.2 If in the opinion of the YL/LT the behaviour of the student was so poor as to warrant more than internal seclusion but not quite an exclusion, the student will be involved in an extended period of internal supervision which will consist of the student arriving at Reception at 9 am and then working under supervision with a member of the Pastoral/Leadership Team until 3.20 pm, or 5 pm.
- 6.3 The school adheres to the West Sussex Policy on exclusions in which only the Headteacher or Deputy Headteacher may exclude a student on a fixed-term basis and only the Headteacher exclude permanently. (A copy of the County Policy is available from the Headteacher's PA). Assistant Heads are delegated the responsibility of managing fixed term exclusions in consultation with the Head or Deputy.
- 6.4 Fixed Term exclusions are usually cumulative, beginning with one day but may increase to anything up to 45 days. The length of period obviously depends on the severity of the incident.
- 6.5 A fixed term exclusion will be reported to the parents by telephone and confirmed by letter clearly stating the reasons for the exclusion, rights to appeal and arrangements for work to be set for the child. Work **must** be set for excluded students. This information will be retained on the student's file. The parent will be asked to collect their child, however, it may be possible (if safety is not an issue) for the child to work under supervision until the end of the day and the first day of the formal exclusion will then be the following day.
- 6.6 Students returning from a fixed term exclusion will meet with the senior member of staff that managed the exclusion and their YL and be given an appropriate re-integration programme. This might include a positive report.
- 6.7 The Pastoral team may deem it appropriate for a Pastoral Support Programme (PSP) to be initiated for students regularly contravening school rules. These involve as many adults or agencies with an interest in the Child's welfare and are intended to help the student manage their behaviour. The PSP is intended to avoid exclusions being necessary. Sometimes, of course, a fixed term exclusion is appropriate for an isolated incident, e.g. physical fight.
- 6.8 As a result of continuous cause for concern, a student may become the focus of an Early Help Plan (EHP). This will be instigated by the YL.
- 6.9 The school will attempt to avoid permanent exclusion at all costs, although sometimes this final and absolute sanction may be unfortunately necessary in respect of serious breaches of school rules, health and safety of other community members and to ensure a safe and purposeful learning environment is maintained.



## REACTION TO BEHAVIOUR IN THE CLASSROOM

*Reward good behaviour/effort but challenge 'low-level' disruptive behaviour, incomplete or no homework, lack of equipment, etc.*

*Dealt with by **Class Teacher***

### Rewards/Sanctions

It is at the teacher's discretion where on the cumulative 'scale' the student's behaviour within the current lesson has put them. Regular, low-level misbehaviour from lesson to lesson may result in the SL becoming involved. Communication between teacher, tutor, SL and YL & parent/carer (informally & formally) is essential to maximise the learning opportunities of every child.

**Green:** All students should start the lesson on **Green** regardless of what may have happened previously as this will have been dealt with and reconciliation will have taken place. Reward students who meet the expectations of the ACE point System (eg 2 per lesson). Contact home with "good news" (eg 1 per lesson). Encourage good behaviour rather than punish poor behaviour e.g. display name of students earning ACE pts rather than those behaving inappropriately. Students at this level leave the lesson feeling good about themselves and what they have learned! This should be the vast majority of students!

**Yellow:** Use a variety of strategies to inform the student that they must take responsibility for their behaviour and so respect the right of other students to learn. The strategies you use may reflect your relationship with the student but must reinforce the position of **YOU** acting as the adult and being pivotal in **resolving** any conflict! Some examples are: non-verbal reprimand, verbal reprimand, reinforcement of what the student could achieve, student being moved place, etc. Any action **must** be explained to the student at some point in the lesson.

**Orange:** Departmental report, break-time detention\*, contacting parents/carers early to diffuse future conflict, after school detention, removal to another class within the dept./corridor, SL detention, etc. Again, any action **must** be explained to the student at some point in the lesson (see appendix).

Collaboration between subject teacher and tutor should be ongoing e.g. verbally, email, etc. Tutors should be informed of any persistent/serious problems via Incident Reports and of what action taken by the member of staff. Incident Report forms **should not** pass on responsibility to deal with an issue. Tutors should be asked for advice in how to resolve conflict at the earliest opportunity. Tutors should speak to the student about the issue and offer advice for personal improvement.

The involvement of parents/carers at the earliest opportunity is essential in maximising student performance in every aspect of school life.



If the issue persists despite calmly explained sanctions/advice from tutor/involvement of parents/carers, the student may be sent to work with SL or other department member. The YL may become involved if this situation persists across a number of subject areas.

**Red:**

In the event of a serious incident the teacher may deem it necessary to ask for the student to be removed through the Emergency Withdrawal System. In this instance the 'on-call' member of staff can be contacted via reception. A student who is withdrawn automatically receives a leadership detention/period of Internal Exclusion and possibly placed on a Pastoral Support Plan. The next level of sanction is a period of Fixed Term Exclusion. Therefore, Emergency Withdrawal should only take place after a serious incident or when a member of staff has exhausted every possible professional strategy to include the student in the lesson.

**In all situations where conflict occurs between student and member of staff, reconciliation MUST take place for progress to be made. This reconciliation MUST be orchestrated by the ADULT before the next scheduled lesson.**

\*All detentions should have a purpose i.e. catch up on the work not done in the lesson, extra work, etc. They should not be punitive in the sense of lines, essays, etc.

\* For break time detentions, all students should have the opportunity to eat/go to the toilet.

**Any member of staff being observed in a lesson will be expected to use the language of the policy e.g. green, yellow, etc. This is a pre-requisite for any member of staff in showing positive behaviour management!**



APPENDIX

	Examples of Misbehaviour	Examples of Strategies
<b>Yellow</b>	<p>Student off task – first instance</p> <p>Student continues to be off task</p> <p>Student continues to be off task/distracting others</p>	<p>Non verbal reprimand</p> <p>Verbal reprimand</p> <p>Move place</p>
<p>Your aim here is to change the students behaviour allowing them to return to <b>Green</b></p>		
<b>Orange</b>	<p>Student has continued to display poor behaviour despite action taken. This may be the first time for this student.</p> <p>Student has continued to display poor behaviour despite action taken. The student may have displayed similar behaviour in previous lessons.</p> <p>Continuous poor behaviour within lesson and subsequent lessons despite tutor/parental involvement</p>	<p>Short/full break time detention/discussion with tutor</p> <p>After school detention/contact parents/Dept. report</p> <p>SL detention/Removal to another class/involvement of YL</p>
<p>Students placed within <b>Orange</b> will be unable to return to <b>Green</b> that lesson &amp; will face an appropriate sanction.</p> <p>The teacher should ensure that they use all available strategies to prevent escalation to <b>Red</b></p>		

**These are examples only.** Close attention should be paid to the level descriptors in order for consistency to be achieved. Staff should ensure that they are consistent in the use of language as previously described.



## EMERGENCY WITHDRAWAL PROCEDURE

**Aim:** To ensure that incidents which warrant an Emergency Withdrawal are appropriately dealt with.

### 1. **Guidance**

The removal of a student from a class through the withdrawal system should be seen as a last resort. This is a very serious sanction which could lead to internal/external exclusion.

Examples of situations where Emergency Withdrawal would be appropriate include:

- (i) Abusive language directed towards a member of staff.
- (ii) Aggressive behaviour directed towards a member of staff.
- (iii) Physical aggression between students.
- (iv) Refusal by a student to carry out a reasonable request when all other professional strategies have failed and Emergency Withdrawal is the last resort.
- (v) After a student has been withdrawn within the department/corridor and behaviour continues to be problematic.

A nominated teacher is “on duty” each lesson (schedule published in September). The duty teacher will inform reception as to his/her whereabouts if not in own office. Teachers on “duty” should not schedule meetings etc during this time. Any incident requiring Emergency Withdrawal should be reported to Reception who will inform the duty teacher who will respond to the incident.

### 2. **Before Emergency Withdrawal:**

All departments/areas should have a Departmental Withdrawal system designed to prevent escalation to Emergency Withdrawal. This can be organised within Subject areas or areas of the building.

On arriving at the classroom the member of staff doing the withdrawal will ask the teacher to confirm that they want the withdrawal to go ahead. Often the behaviour is rectified when the senior person is called for.

### 3. **Department Withdrawal**

Appropriate sanctions for Departmental Withdrawal maybe lunchtime/after school detentions. Parents should be made aware and if necessary invited into school by the class teacher to discuss. This should be supported by the Tutor, YL, SL or Assistant Headteacher when necessary.



#### 4. **Emergency Withdrawal**

If a student is withdrawn from a lesson he/she will have a day of withdrawal. This withdrawal will mean that a student will not be permitted to have their normal timetable and will be allocated to a senior teacher for the day. Students will work under supervision or in a classroom with students other than their year group. This will include break times during which they will be supervised (they will have the opportunity to eat/go to the toilet). The appropriate YL will inform parents.

#### 5. **After Emergency Withdrawal has occurred:**

- (i) On arrival at the lesson the Emergency Withdrawal teacher must ask the class teacher for the details of the incident and enquire as to whether he/she wishes the student to be formally withdrawn.
- (ii) The student will be placed in isolation under the supervision of the Emergency Withdrawal teacher, for the remainder of that lesson.
- (iii) The incident must be recorded by the class teacher who requests the withdrawal. This must be done as a matter of urgency using the Behaviour Log in SIMs. This is essential in deciding upon the severity of sanction.
- (iv) The Emergency Withdrawal teacher will inform the relevant YL so as to Action an immediate 5 period supervision period (where possible). The YL will instruct the withdrawal teacher as to where to take the student at the end of the lesson.
- (v) In order to reinforce the idea of “**Restorative Justice**”, the class teacher will be required to be involved in a reconciliation process with the student. The class teacher will be contacted by the YL for this to take place.
- (vi) Any student withdrawn from a lesson starts the next lesson with that teacher on “green” (see Behaviour Policy).