



## **Behaviour for Learning Policy**

### **Introduction**

To make Westhaven School a more effective school it must have a positive and consistent approach to its attitude towards the management of behaviour. However, behaviour in the school cannot be separated from all the other factors that affect a school.

The importance of the following in creating a positive atmosphere in the school:

- The leadership team
- Teachers high and realistic expectations of pupils behaviour and their work
- The opportunities for achievement and success which stem from challenging teaching
- Curriculum teaching and methods well matched to students needs
- Active involvement of students in their own learning and in the wider life of the school
- Good relationships with mutual respect between teachers and students, teachers and teachers, students and students, teachers and parents
- A consensus on essential values and norms which are consistently applied
- The nurturing of students growing maturity and self-esteem
- An awareness of the school as a community that supports each other.

- A consistent approach when dealing with behaviour
- Criticising any behaviours – and not the student

Central to the school's ethos is the quality of the relationships between teachers and the ways in which students and teachers treat each other. Where teachers consistently treat students courteously, respect their ideas, value their individuality and listen carefully to what they have to say, students will learn by example from staff models and are therefore more likely to show respect both to teachers and each other.

This document, if acted upon, will help us towards a consistent approach in the management of our students' behaviour.

### **Rewards**

An essential pre-requisite for any system of behaviour management must be a personal reward system, which recognises and rewards positive achievements, not only in behaviour but also in academic, social, practical, physical and personal areas.

To enable students to feel valued and to increase their self-esteem and self-confidence, rewards need to have a value or currency and should be understood transparently by all students whatever their age and level of maturity.

Merits or Dojo points (2 Dojos = 1 merit) also count towards totals for each House, i.e. Barrington, Montacute and Tyntesfield. The House scoring the highest number of merits will win a prize at the end of the academic year.

### **System for awarding merits:**

Awarding of a merit or Dojo point

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Any good work may be shown to another teacher or member of the Leadership Team. A letter may be sent home.

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Collection of 20 merit points – Merit Certificate given in Assembly

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Collection of 100 merit points – Voucher Reward to be given in Assembly

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In Lower School an award is given for most Dojo points in a week

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In Middle and Upper School a £5 reward is given as a reward in each tutor group for the highest dojo points

Merit or Dojo points can be awarded for:

- Showing improvement in acquisition of literacy, numeracy and key skills
- Full attendance and punctuality each week
- Good behaviour in class, i.e. no recorded incidents a lesson
- Working as part of a team
- Positive support/kindness to peers
- Bringing their planner to the lesson
- Good manners
- Asking a good question
- Helping others
- Staying 'on task'
- Good listening

Other Rewards:

- 'I am proud' certificates
- Weekly celebration assembly
- Social Skills and Achievement Cup award termly
- Termly celebration assemblies with families

## **Prevention Strategies**

### **Role Models**

Students need role models. We as staff and responsible adults need to provide the right sort of role model in the presence of students by:

- Being respectful and greeting each other civilly
- Maintaining a high degree of professionalism at all times
- Remaining calm
- Speaking in an appropriate tone.
- Supporting colleagues

### **Before Lessons**

Classes line up in the playground (Lower School on their own playground) quietly to show they are ready to learn before am and pm registration and at the end of morning break. If wet play, Middle and Upper School classes line up in the hall, Lower School go straight to class. The lead member of staff will wait/ask for quiet and then declare "you are ready to learn" before classes are dismissed one at a time. Classes will be led to lessons quietly.

### **Classroom Management**

Before effective teaching and learning can take place in any "learning environment", the attention of all pupils must be dedicated to the tasks in hand. They must be "ready to learn."

Some students within the Westhaven "learning environment" have difficulties managing their own behaviours and consequently cause a disruption to the learning of themselves and their peers. Therefore, consistent strategies need to be applied by all staff to ensure that possible problem behaviours can be recognised and managed as follows

1. All staff to arrive for their lessons on time, so that corridors and cloakrooms are cleared as quickly as possible.

2. Students line up quietly and calmly outside of the classroom before being invited to enter and leave the room quietly.
3. The classroom is arranged suitably for the lesson before the pupils arrive and they are aware of the lesson objective(s) through the use of Assessment for Learning strategies e.g. WALT and WILF, LO or LI. Be clear about what they will be doing – feed this back at the end of the lesson.
4. Seating plans used as appropriate.
5. The place of materials and resources is known to all students and remains constant, so movement within the room is minimised.
6. Avoid unnecessary leaving of the classroom either by student or teacher.
7. Make sure that all work set is appropriate for each student, i.e. differentiated tasks must be available wherever possible.
8. Be aware of the whole group, even when dealing with one student. All the group need to know that you are aware of them at all times.
9. Remain calm and avoid confrontation (This can include ignoring, distracting, send on a (supervised) errand, giving extra attention, reminding students about the work they have to complete by the end of the lesson, focus on the work rather than the behaviour, involve other persons or alleviate the tension through a joke or non-demeaning light-hearted comment.)
10. Be positive – remember **PRAISE FIRST** and reward where ever possible.

### **Personalised Strategies**

Whilst expectations of behaviour should be consistent across the school, the strategies to achieve this can be differentiated to suit an individual student. Where a member of staff has found specific strategies that work with a particular student, these strategies should be shared with other staff. This is particularly important at key times in a student's life at school, i.e. changing classes at the end of a year – especially when moving from Lower to Middle to Upper School.

### **The Role of the LSA/TA in the Classroom**

The presence of a Learning Support or Teaching Assistant in a lesson should greatly enhance the amount and quality of work undertaken by a group and can assist in encouraging good behaviours. It is essential that the role of the LSA/TA has been clarified by the teacher prior to the start of the lesson.

Support staff can assist with the management of classroom behaviours by:

1. Working with small groups or 1:1 on designated tasks.
2. Managing classroom movement.
3. Supporting students outside of the class.
4. By anticipating disruption and taking steps to stop its occurrence by being firm, but fair, with all pupils.
5. Documenting and recording of behaviour incidents.

### **Student's Responsibility**

1. Be on time for your lessons, be ready to learn
2. Settle to the lesson quickly
3. Do as asked first time
4. Be polite and considerate to others at all times
5. Aim to achieve your personal targets (students need to be aware of their targets).
6. Respect all equipment and everyone's personal property
7. Work quietly

### **Behaviours that need to be addressed**

The following are typical behaviours that should be dealt with by Teachers, Teaching Support Assistants and Learning Support Assistants:

- Unproductive noise
- Arguments with peers
- Not working – time wasting, indifference (*Beware – is the work you have set appropriate for that pupil?*)

- Late arrival to lessons (*Is there a genuine reason?*), not attending the lesson or absconding from the lesson
- Unkind personal comments
- Swearing at others
- Refusing to comply with school rules (eg – not handing in their phone/device)
- Not conforming to uniform regulations
- Eating in class/corridors (not at the correct times)

More serious behaviours that may require support from the Senior Leadership Team might be:

- Repeated/unresolved level 1 or 2 behaviours
- Personal abuse (peer on peer or student to adult)
- Publicly undermining the teacher's authority
- Physical assault on an adult or peer
- Serious destruction of property
- Serious threatening or aggressive behaviour
- Possession of drugs and substances and substance abuse (drugs, solvents and alcohol).
- Possession of dangerous items or weapons.

### **Actions/Responses**

Where support is required to reinforce pupils always being ready for learning, a number of strategies are available:

### **Level 1 Strategies for Managing "Off-Task" Behaviour (Classroom Intervention)**

\* Record as a Level 1 Incident

1. Control your voice – a quiet teacher's voice can cause the class to become quiet.
2. Stay calm – remember that you are in control.
3. Never make threats – only make promises that you will definitely carry out.
4. Talk quietly to the disruptive student to ascertain the problem.

5. Eye contact and body language that shows disapproval. For some students this may need to be exaggerated or verbalised or use of BSL or Makaton – “I’m looking at/talking to you like this because .....”.
6. Ignoring the behaviour – focusing on the learning (work to be done)
7. Verbal warning (could be repeated)  
This can be visual – e.g. written on board
8. Allocate support staff if available
9. Identify the main instigator(s) and remove to another place within the room, preferably away from other students.
10. Ask the student to work outside the room with or without support
11. Missing Break or Lunchtime to catch up on work or debrief the behaviour.

### **Level 2 Strategies for Managing “Off-Task” Behaviour (Supported Intervention)**

\* Record as a **Level 2** Incident”

1. Involvement of a “third person”, this could be a key worker/Behaviour Manager
2. Call for SLT support
3. Mediation via SLT
4. Removal of student from situation by SLT for remainder of lesson (student to walk away or use of MAPA restraint /Guided Walk)

If the student is returned to the classroom they should be accepted back into the group without negative comment and be expected to conform.

### **Level 3 Strategies for Managing “Off-Task” Behaviour (Targeted Intervention where there is a physical element to the incident – either peer/peer or peer/staff or damage to property. This can be actual or potential )**

\*Record as a **Level 3** Incident”



1. There is a physical element to the incident – either peer/peer or peer/staff or damage to property. This can be actual or potential.
2. The student is escorted away from the situation using MAPA 1 – the pupil is located with a member of SLT or chooses to use the “Calm Room”
3. The pupil is escorted by 2 (or preferably 3) MAPA trained members of staff using MAPA 2 to the “Calm Room” (Follow the guidelines for using the “Calm Room”. See “Restrictive Physical Intervention” Policy.) or another safe place (seated or walking MAPA restraints could be used in these situations). Under no circumstances should restraint be used on a flight of stairs, on the first floor a seated restraint can be used in any suitable area.

## **Management of the behaviours**

### **LEVEL 1:**

- Ignore the behaviour in the first instance (if appropriate)
- Talk to the student
- Repeat the instruction
- Loss of break-time/lunch-time/golden-time(to complete work missed if required)
- Work sent home at staff discretion
- Parental communication via note in planner, email or phone call
- If the behaviour is exhibited at a break or lunchtime, they will miss their following break
- Loss of Dojo points
- **IF THE ABOVE FAIL TO CHANGE THE STUDENTS BEHAVIOUR AT THIS POINT – FILL OUT A LEVEL 1 INCIDENT FORM**

### **LEVEL 2:**

- Inform the student that they are displaying Level 2 Behaviour
- Removal of student (MAPA 1)
- In an appropriate time (the next break) facilitate a detention for a de-brief, missed work to be completed
- The students Behaviour Support Plan (BSP'S) to be considered (if they have one)
- Work sent home at staff discretion

- Parental communication via email or phone call
- **A LEVEL 2 INCIDENT FORM MUST BE COMPLETED**

### **LEVEL 3:**

- Take all threats seriously
- Seek support from other staff
- Use of restraint (MAPA 2)
- Remove student to a safe area (Calmroom)
- In an appropriate time (the next break) facilitate a de-brief, missed work to be completed at staff discretion
- Student to remain out of class for a period of time (minimum 1 lesson) for staff to decide on best course of action in collaboration (possible Internal Exclusion for the rest of the day).
- Inform a member of SLT as soon as possible after a Level 3 incident
- The students Behaviour Support Plan (BSP'S) to be considered (if they have one)
- Parental communication via email or phone call
- **A LEVEL 3 INCIDENT FORM MUST BE COMPLETED**

In extreme circumstances students can be excluded from school, however this is only used as a last resort and only a member of the SLT can authorise this sanction. There is a clearly defined disciplinary continuum leading to exclusion from school. Where students are placed on a fixed term exclusion a post exclusion meeting must take place before the student can return to school. It is the parents' responsibility to bring in their child for the post exclusion meeting. If a student is on School Transport, it will be reinstated after the post exclusion meeting.

### **Behaviour outside the classroom**

Good behaviour around the school is the responsibility of us all. Never turn a blind eye. If you see something that should not be happening, deal with it and report it to the teacher on duty or the class teacher. Do not assume that someone else has seen it or is dealing with it. All staff and volunteers should:

- Deal with minor misbehaviours themselves; reporting to the class teacher only if they feel that it is necessary.

- More serious difficulties must be reported straightaway to the responsible teacher.
- If necessary, report to the Assistant Head/Deputy Head responsible for the relevant key stage.

### **The Re-Engagement Centre (REC)**

In term 4 (2017–2018) the school introduced, on a trial basis, a unit for pupils to access during lesson time. If a pupil couldn't or wouldn't, for any reason engage in their learning, then they could choose to go, or be sent to the REC.

Pupils can remain in the REC for as long as is necessary to complete work whilst being supervised by a member of staff. The REC will continue if it proves successful.

### **Support**

#### **Consistent Behaviour Programme**

Where a student's behaviour becomes a cause for concern and regular intervention is required, a Consistent Behaviour Support Plan (BSP) is drawn up – this plan outlines the concerns and specific strategies to support the pupil

Where a pupil has been excluded for a period of time because their behaviour is deemed to be a health and safety issue, a Behaviour Support Plan is put in place in conjunction with a health and safety risk assessment. This plan is drawn up with parents and targets are set to support the student in school.

#### **Target Cards**

These are put in place and managed by the form teacher. These can be used as a formal way of monitoring a student's behaviour and are specific to a student and their individual needs. These can be taken from lesson to lesson by the student or a member of staff. These are used by students to help them manage their own behaviour.

#### **Personalised resources**

Personalised resources are used for specific purpose to support students around the school.

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### History of Document

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