



Behaviour for Learning Policy

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Person Responsible for Policy _____ Claire King _____
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At Stephenson Studio School our policy for behaviour for learning involves staff, students, parents and governors. If students are to achieve their best then they must be free to learn in a stimulating, encouraging, supportive, friendly and rewarding atmosphere.

Our policy is based on the premise that:

- Each student has the right to learn
- Each member of staff and internship partner has the right to cooperation from learners
- Every parent has the right to information about their child's behaviour and to work in partnership with the school to encourage high standards
- Each participant in this partnership needs to be aware of these standards
- Each student accepts responsibility for their own actions
- Every student is equal and should be treated as such at all times

Acceptable behaviour and Standards:

- Includes respecting others
- Includes listening to and responding to each other
- Includes avoiding conflict with others
- Behaviour that is the normal expectation of a respectable place of work in the opinion of the Headteacher of the School

CREATE skills

The School will use the CREATE framework of skills to plan lessons and activities to enable learners to understand and work within the standards expected by the School and our Internship Partners.

Responsibilities

Staff Responsibilities are to:

- abide by the Home School Agreement
- treat all children fairly and equally
- raise the self-esteem of all children and develop their full potential
- provide challenging, interesting and relevant lessons appropriate to the age and ability of all students
- create a safe and pleasant environment
- use rules and sanctions, outlined in the Stephenson Studio School Behaviour for Learning Policy, clearly and consistently
- form good relationships with parents
- share concerns about a child's education, welfare and behaviour with the parents

Students' Responsibilities are to:

- abide by the Home School Agreement
- work to the best of their ability and allow others to do the same
- treat others with respect
- follow the directions of school staff
- take care of property and the school environment
- co-operate with other children and adults
- complete work, homework and any coursework on time and to the best of their ability

- wear the Stephenson Studio School uniform correctly at all times during the school day. Students should arrive and leave school correctly dressed
- wear a hairstyle and have only piercings (no tattoos) on display that in the opinion of the Headteacher are suitable for a place of work
- Attends school regularly and is punctual

Parents' Responsibilities are to:

- abide by the Home School Agreement
- support the Stephenson Studio School Behaviour for Learning Policy
- share concerns about their child's education, welfare and behaviour with the school
- take an interest in their child's work and achievements
- help their child with their work
- attend Parents' Evenings and support school functions
- support the school in achieving a minimum 95% attendance rate for their child
- inform the school of any absence
- ensure their child attends school regularly and is punctual
- ensure their child is in full school uniform and wears that uniform correctly
- ensure that their child has a conventional hairstyle and has no unusual piercings and/or tattoos
- ensure their child completes homework and all coursework to the best of their ability.
- supports the rewards and sanctions adopted by the school

Rewards

Students should always be commended for good behaviour. Staff should recognise students' special achievements and share such information with other colleagues. Comments should also be shared via the SIMS recording system and team meetings with the Personal Coach. At the Stephenson Studio School we believe that children are motivated to learn by praise, reward and celebration of achievement. Some of the rewards that we use are given below:

Rewards

- Praise
- Stephenson Stars
- Certificates
- Positive note in organiser to parents and/or Personal Coach
- Headteacher Commendations
- Verbal Praise – we all like to know when we are doing well and we hope that members of staff will tell students when their work or behaviour is good
- Phone call home
- Post cards home
- Attitude points for eligibility to end of year trips/activities

Stephenson Stars

Each student is given a bronze award challenge which they need to complete and have signed off by staff and the Deputy Headteacher. The bronze award demonstrates their commitment to the 'non-negotiables' and to their positive attitude towards their studies and the education of

others. Once completed, they will achieve a certificate, entered into a prize draw and have afternoon tea (or equivalent) with their parents/carers and the Senior Leadership Team. Once the bronze is completed, students will be encouraged to complete silver, gold then platinum.

Personal Coach Commendations

At the end of each term, Personal Coaches will be asked to write a commendation for each of their coachees outlining the positive contributions they have made to the School and their own education during that Term.

Phone Call Home

Staff may call home to comment about good work, behaviour or improvement in effort.

Headteacher's Commendations

A Commendation Certificate is awarded for students who produce outstanding work. If the work is exceptional the student may be awarded a Headteacher's Commendation.

Consequences for failing to reach the behaviour standards expected at the Stephenson Studio School

It is the responsibility of the Coach to work with each of their coachees to formulate a plan of how to improve their emotional intelligence skills within the CREATE framework of skills. In most cases this will ensure that learners are equipped to work positively and to the standards expected within the School. It is recognised that on occasion there will be times when standards of behaviour fall short of expected standards and the following are some of the ways staff will seek to address these issues:

- Counselling within the lesson time or in the students free time
- Compulsory enrichment to catch up work that has not been done or has been handed in late
- Compulsory enrichment to mentor learners into more appropriate ways to handle difficult situations
- Phone calls home
- Other sanctions that in the opinion of the Headteacher are fit for purpose

On rare occasions a learner may not be in a frame of mind to work positively with others and in this instance the learning coach may ask a personal coach or Learning Support Assistant to do one to one work with a learner to ensure that all students can carry on without disruption.

Behaviour for Learning

In our school we believe that all of our students have a right to learn in a positive classroom atmosphere and that all students should be responsible for their own behaviour. If students are to achieve their best then they must be free to learn in a stimulating, encouraging, supportive, friendly and rewarding atmosphere.

We remain consistent in our approach to ensuring all students develop a positive approach to learning. We aim to congratulate those learners who display positive behaviour for learning, however students who may struggle to follow the basic expectations should be aware of the steps in place if they fall below this expectation.

The behaviour for learning ladder is designed to support all learners in our classes.






'Congratulations' comes in the form of reward points and/or a Golden Referral, which may also be accompanied in a positive call to parents. If there is a need to remind students about our expectations for behaviour, then these steps allow a clear and visual message, no need for lengthy discussions:

- A quiet word about the need to rectify their behaviour. We encourage a restorative approach to behaviour management and this allows the student to reflect on the impact their behaviour and actions is having on themselves and the learning of others.
- If problems still exist, then they will be issued with a verbal warning and students are now on a 'Yellow' On the behaviour flow chart. This means they still have the chance to rectify or modify their behaviour appropriately.
- If the student fails to rectify their behaviour in class, they progress to Orange (30 min after school detention). We will notify parents and the detention will take place the same day so that the next time can be a fresh start
- If behaviour isn't rectified or modified, then the class teacher will use a variety of different strategies such as moving the student in class or moving them to another member of staff. This will progress to the red stage which results in a 1 hour Friday DT after school.

In the event of a student not attending the class teachers DT, then this will progress to 1 hour SLT DT. (It is made clear to the student that they must in addition serve the original missed 1 hour DT with the class teacher).

Failure to attend the SLT detention will result in an internal isolation the following day and the student will still be expected to complete the time owed for missed detentions after their isolation finishes at 4pm.

Behaviour for Learning...

 GOLD	Golden referral...
 GREEN	Positive points...
Warnings issued...	
 YELLOW	At this point a restorative conversation has already taken place to support the student to rectify/modify their behaviour.
 ORANGE	30 mins DT after school...
 RED	1 hour Friday DT after school...

In the event of a student not attending the class teachers DT, then this will progress to 1 hour SLT DT. (It is made clear to the student that they must in addition serve the original missed 1 hour DT with the class teacher).

Communicating the school's approach to the use of force

Every school is required to have a behaviour policy and to make this policy known to staff, parents and pupils. The governing body should notify the head teacher that it expects the school behaviour policy to include the power to use reasonable force.

There is no requirement to have a policy on the use of force but it is good practice to set out, in the behaviour policy, the circumstances in which force might be used. For example, it could say that teachers will physically separate pupils found fighting or that if a pupil refuses to leave a room when instructed to do so, they will be physically removed. Any policy on the use of reasonable force should acknowledge their legal duty to make reasonable adjustments for disabled children and children with special educational needs (SEN).

Schools do not require parental consent to use force on a student. Schools should not have a 'no contact' policy. There is a real risk that such a policy might place a member of staff in breach of their duty of care towards a pupil, or prevent them taking action needed to prevent a pupil causing harm.

By taking steps to ensure that staff, pupils and parents are clear about when force might be used, the school will reduce the likelihood of complaints being made when force has been used properly.

What the Law says

Section 93 of the Education and Inspections Act 2006 enables school staff to use such force as is reasonable in the circumstances to prevent a student doing, or continuing to do, any of the following:

- committing any offence
- causing personal injury to, or damage to the property of, any person (including the students him/herself; or
- prejudicing the maintenance of good order and discipline at the school or among any students receiving education at the school, whether during a teaching session or otherwise. Again force used in this situation must be reasonable, proportionate and necessary. It would not be acceptable to use force if a student answered a question without putting their hand up or did not have correct equipment. Professional judgement must be used here.

Using force

A panel of experts identified that certain restraint techniques presented an unacceptable risk when used on children and young people. The techniques in question are:

- the 'seated double embrace' which involves two members of staff forcing a person into a sitting position and leaning them forward, while a third monitors breathing;
- the 'double basket-hold' which involves holding a person's arms across their chest; and
- the 'nose distraction technique' which involves a sharp upward jab under the nose.

Staff training

Schools need to take their own decisions about staff training. The head teacher should consider whether members of staff require any additional training to enable them to carry out their responsibilities and should consider the needs of the pupils when doing so. Some local authorities provide advice and guidance to help schools to develop an appropriate training programme.

Staff authorised to use force

The staff to which this power applies are defined in section 95 of the Education Inspections Act 2006. They are:

- any teacher who works at the school, and;
- any other person whom the head has authorised to have control or charge of students.
This:
 - i) includes support staff whose job normally includes supervising student such as teaching assistant, learning support assistant, community liaison officer and lunchtime supervisors.
 - ii) can also include people to whom the head has given temporary authorisation to have control or charge of students such as paid members of staff whose job does not normally involve supervising students (for example catering or premises related staff) and unpaid volunteers (for example parents accompanying students on school organised trips).

Telling parents when force has been used on their child

It is good practice for schools to speak to parents about serious incidents involving the use of force and to consider how best to record such serious incidents. It is up to schools to decide whether it is appropriate to report the use of force to parents.

In deciding what a serious incident is, teachers should use their professional judgement and consider the:

- pupil's behaviour and level of risk presented at the time of the incident;
- degree of force used;
- effect on the pupil or member of staff; and
- the child's age.

Behaviour Policy supporting document

- 1.1 The school's behaviour policy was adopted by the Board of Trustees in July 2013.
- 1.2 The school has ensured that parents/carers are fully informed of the behaviour policy by communicating it through the school rules, school prospectus, home-school agreements, newsletters and other normally used channels.
- 1.3 The school has communicated the behaviour policy to all new and existing students through the school rules, school prospectus, student notice board, student newsletters, school assemblies, and within the curriculum wherever relevant.
- 1.4 The school will seek to ensure that the policy and procedures are accessible to parents/carers and students by providing these in appropriate language and format.
- 1.5 The school will ensure that all stakeholders are consulted regularly about the policy and its implementation.
- 1.6 The school has communicated the behaviour policy to all teaching and teaching support staff by providing copies of the policy and through the staff training programme.

❖ Acceptable and unacceptable behaviour

- 1.7 The school defines acceptable behaviour as that which promotes courtesy, co-operation and consideration from all students in terms of their relationships with other students within/outside the school, teachers and other school staff and with visitors or other persons within/outside the school premises.
- 1.8 The school has identified examples of unacceptable behaviour as that which includes name calling, verbal abuse, threatening language or behaviour, intimidation, physical abuse, bullying and harassment, including racist, sexist and homophobic abuse.
- 1.9 The school communicates regularly the standards of acceptable and unacceptable student behaviour to students and parents/carers through the school rules, school prospectus, home-school agreement, school assemblies, student notice board, parent/carer newsletters and letters to parents/carers.
- 1.10 The school communicates the standards of acceptable and unacceptable student behaviour to staff through the staff handbook and the staff training programme.

❖ Recognition rewards and sanctions

- 1.11 The school will promote good and improved behaviour by students through a system of recognition and reward. This will include the use of:
 - praise and positive feedback;
 - commendations and awards;

- letters to parents/carers;
- extension of school privileges.

1.12 The school will review the support available to individual students who may be at risk of disaffection or exclusion, including:

- personal coach interviews;
- half termly progress reviews;
- academic report cards;
- mentoring;
- individual education planning;
- effective curriculum and curriculum resources;
- teaching strategies;
- study support.

1.13 The school will implement a range of strategies to deal with inappropriate behaviour by students, including:

- internal isolation;
- talking 'privately' with the student;
- verbal reprimand;
- time out;
- referring matters to class teacher/personal coach/ SENCO, the Deputy Headteacher(s) and the Headteacher (as appropriate);
- curriculum and pastoral detentions as appropriate;
- withdrawal of school privileges;
- letters to parents/carers;
- meetings with parents/carers;
- referral to external agencies;
- Senior Team detention;
- fixed-term or permanent exclusion (see annex 1).

1.14 The school will monitor the use of rewards and sanctions to ensure that its arrangements operate with due regard to equal opportunities and anti-discrimination.

❖ *Early intervention*

1.15 The school will undertake reviews of the educational needs of students, as appropriate. Details of reviews undertaken will be included within each student's file.

1.16 The school will involve external agencies where it is appropriate to do so, for the purposes of student education and guidance.

- 1.17 The school will develop measures to encourage students to take responsibility for their own behaviour and to help them to recognise the consequences of inappropriate behaviour.
- 1.18 The school will provide appropriate training for all staff in order to promote positive and consistent behaviour standards within the school.
- 1.19 Parents/carers will be contacted promptly by the school and normally within one working day to notify them of any reported serious incidents of misbehaviour in which their child has been involved.

❖ *Investigating cases*

- 1.20 The school will investigate, as appropriate, reported incidents of student misbehaviour.
- 1.21 The school will ensure that relevant staff receive adequate and appropriate training for the conduct of any investigations, including in respect of the recording of evidence and the taking of witness statements.
- 1.22 The school will provide adequate non-contact time for the conduct of investigations.
- 1.23 The school will notify the police and other relevant bodies of incidents where it is appropriate to do so.
- 1.24 The school will complete investigations within a reasonable timescale and not normally exceeding two days.
- 1.25 The school will ensure that appropriate feedback from any investigation undertaken is provided to relevant persons together with recommendations for action.
- 1.26 A copy of the results of all investigations undertaken will be held on record until such time as the student leaves the school. Where an investigation finds that there is no case to be heard, the report will be held by the school but will not be kept within the student's file.

Developing capacity

❖ *Training and professional development for all staff*

- 2.1 The school has a comprehensive behaviour management training programme which has been reviewed to ensure that it is appropriate to the needs of staff and the circumstances of the school.
- 2.2 The school reviews regularly the health, safety and welfare of all its staff and provides for professional and personal support (including counselling and training).
- 2.3 The school provides relevant information and training on behaviour management matters to all groups of staff, including:
- lunchtime supervisors;
 - support staff (e.g. teaching assistants, technicians);

- other school staff (e.g. catering staff, buildings/grounds maintenance);
- newly qualified teachers during their formal induction period;
- students undertaking programmes of initial teacher training;
- supply teachers;
- class teachers ;
- management/leadership group.

2.4 The school will provide for the training and development of all staff on behaviour management matters through induction training for all new staff, whole-school training and specific planned/tailored training.

2.5 The school undertakes annual reviews of the continuing professional development needs of all staff.

2.6 The school provides opportunities for staff to develop their knowledge and skills in relation to such issues as:

- implementing the school's behaviour policy;
- logging and recording of incidents;
- lunchtime supervision;
- classroom management;
- educational visits;
- learning styles;
- legislation affecting behaviour management (e.g, detention, exclusion, child protection, student restraint);
- pastoral support;
- equal opportunities and anti-discrimination;
- techniques for promoting positive behaviour.

❖ *Clear roles and responsibilities*

2.7 The school ensures that all staff job descriptions include appropriate reference to the school's behaviour policy.

2.8 The Trustees are advised of the implications of the behaviour policy for its own practice and relevant committees recognise their responsibilities under the terms of the policy and any other regulations and government guidance.

❖ *Referral*

2.9 The school will undertake reviews of students' needs prior to identifying suitable educational plans, strategies and alternatives for students.

- 2.10 The school undertakes regular monitoring and review of its internal and external arrangements for student referral and support.
- 2.11 The school has established a database of the main points of referral outside the school (including student counselling, education social work personnel, educational psychologists, voluntary sector, health authority/trust, social services/child protection, police).
- 2.12 The school maintains appropriate records on the use of referrals, using the relevant referral forms.
- 2.13 The school ensures that the class teacher/personal coach is informed in full of the outcome of any referral.

❖ *Resources*

- 2.14 The school undertakes an annual review of the resources needed to ensure the effective implementation of the behaviour management policy, including reviews of the following:
- (a) staffing issues:
- staffing levels;
 - staff training and development;
 - provision for non-contact time;
 - workload;
 - health and safety.
- (b) record keeping:
- provision of administrative and record keeping systems (including use of ICT);
 - monitoring arrangements (including use of ICT).
- (c) curriculum review and alternative provision:
- alternative education provision for students, including the use of off-site provision (where available);
 - review of curriculum appropriateness;
 - use of curriculum flexibility;
 - on-site facilities wherever possible and appropriate
- 2.15 The school has secured access to appropriate specialist child and family support services including:
- Education Social Work Service;
 - Education Psychology Service;

- health Services (including mental health);
- Social Care ;
- Youth Workers;
- Youth Offending Team;
- drug Counselling Agencies;
- Learning Mentors.

2.16 The school has a pastoral support programme overseen by our personal coach, and has reviewed the need for mentoring, counselling and peer mediation.

Meeting needs

❖ Needs assessment/reviews

3.1 The school has identified a named person (SENCO) to undertake assessments and reviews of the needs of students whose behaviour is disruptive.

3.2 The school provides appropriate training for all named person(s) responsible for the conduct of assessments and reviews.

3.3 The school ensures that adequate time is given during the normal school day for the conduct of student assessments and reviews and for the development and implementation of the pastoral support programme.

3.4 The school ensures that teachers receive adequate non-contact time to provide support to individual students.

❖ Curriculum flexibility

3.5 The school's curriculum is appropriate to the needs of students.

3.6 The school's curriculum provides an opportunity for students to talk about behaviour issues and to formulate personal and group strategies to minimise and avoid conflict.

❖ Student involvement

3.7 The school encourages students to take responsibility for their own learning and behaviour.

3.8 The school encourages students to take responsibility for developing a positive behaviour culture within the school through such measures as peer mediation, involvement and strategies for self - discipline.

3.9 The school provides opportunities for students' positive involvement in the life of the school and community.

❖ Parent/carer involvement

3.10 The school ensures that parents/carers are informed promptly of any concerns regarding their child and are given the opportunity to be involved in responding to their needs.

3.11 The school provides opportunities to encourage parental involvement and support for the behaviour policy.

❖ *Community involvement*

3.12 The school liaises with a range of bodies as appropriate, including health services, police, voluntary sector and religious bodies, social services.

Reviewing effectiveness

❖ *Record keeping*

4.1 The prompt and accurate reporting of incidents is considered particularly important to the effectiveness of the school's behaviour policy.

4.2 The school maintains accurate records of behaviour incidents using the standard incident report forms.

4.3 The school has advised all staff of the need for timeliness, accuracy and completeness in the recording of behaviour management incidents and has advised staff of the correct procedures for recording statements.

4.4 The school provides for the use of ICT for logging of incidents and monitoring of trends as appropriate.

4.5 The school deploys appropriate administrative staff to undertake routine administration and record keeping.

❖ *Monitoring and evaluation*

4.6 The school monitors behaviour incidents in order to identify issues and trends.

4.7 The school makes effective use of ICT database facilities to support the implementation of its procedures.

4.8 Staff receive individual and collective feedback (as appropriate) on behaviour management issues, trends and the outcome of referrals.

4.9 The school monitors incidents of disruptive behaviour in terms of:

- type of incident (including racist, sexist and homophobic incidents);
- critical days/times in the week;
- critical places within/outside the school;
- students involved;

- profile of students involved (ethnicity, gender, age, SEN);
- timeliness of response;
- outcomes.

4.10 The school ensures that its student record keeping systems provide analysis of the impact of its behaviour policy on particular groups of students and in respect of special educational needs, disability, ethnic origin, gender and children in public care.

4.11 The school ensures appropriate levels of confidentiality within its monitoring and reporting arrangements.

4.12 The school evaluates its policy against key improvement objectives which include:

- improvement of individual behaviour;
- academic progress.
- general behaviour patterns; balance in the use of rewards and sanctions;
- staff support and training needs;
- curriculum access and academic progress;
- equal opportunities;
- behaviour management trends over time;
- effectiveness of the policy in encouraging positive behaviour.

4.13 The school provides details of issues and trends to staff and the Trustees as a basis for effective decision making.

4.14 The school ensures that behaviour issues are discussed with all parents/carers as part of each of its parents' meetings.

4.15 The school will report to parents/carers details on the implementation of the behaviour management programme.

❖ *Sharing good practice*

4.16 The school shares information on good practice gleaned from:

- reviews of individual practice;
- reviews of whole-school practice;
- reviews of practice in other schools;
- reviews of cross-phase practice;
- reviews of cross-subject practice.

4.17 Relevant information is shared with all members of staff and the Trustees to better inform decision making, and to assist in meeting the educational needs of all students at the school.