

AYLSHAM LEARNING FEDERATION

BEHAVIOUR FOR LEARNING POLICY AYLSHAM HIGH SCHOOL

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Signed: _____

Chair

Behaviour for Learning Policy: Section 1 (Legally Required) “Ensuring Outstanding Behaviour”

1. Introduction

The role of the government is to give schools the powers they need to provide a safe and structured environment in which teachers can teach and children can learn.

The government expects:

- All students to show respect and courtesy towards each other and staff.
- Parents/carers to encourage their children to show that respect and support the school's authority to discipline its students.
- Headteachers to help to create the culture of respect by supporting the authority of their staff to discipline students and ensuring that this happens consistently across the school.
- Governing bodies and headteachers to deal with allegations against teachers and other school staff quickly, fairly and consistently in a way that protects the student and at the same time supports the person who is the subject of the allegation.
- That every teacher will be good or outstanding at managing and improving children's behaviour.

2. Vision

It is the aim of the Aylsham Learning Federation to provide a working environment where all students can realise their full potential in an undisruptive, happy and stimulating environment.

- Students learn more effectively and enjoyably when there is a sense of order and the behaviour around them is polite and reasonable.
- By making the expectations of good behaviour explicit the school can create a positive atmosphere that supports effective learning.
- Students must be taught to understand the advantages of good or outstanding behaviour in pursuit of happy and positive relationships with others both now and in the future.
- Staff and students must share the responsibility for ensuring that health and safety obligations are not jeopardised by unruly behaviour.
- Some young people display emotional, behavioural and social difficulties. When this occurs the aim of the school is to remedy, or at least positively manage, such difficulties to ensure that these students are properly included in their educational experiences and that opportunities are provided in order that the learning of their peers is not impeded.
- Aylsham High School will ensure fairness of treatment for all.

It is Aylsham High School's policy to recognise, acknowledge and reward individual achievements by students. The following are examples of these areas considered to be worthy of individual recognition:

- Consistently improved standards of work
- Good or outstanding pieces of work
- Effort in class or homework
- Outstanding effort or achievement in extra-curricular activities
- Service to the school or local community
- Outstanding attendance
- Helping others within the school

3. Principles

The behaviour for learning policy reflects the following ten aspects of school practice and, when effective, contributes to the improving quality of student behaviour.

- A consistent approach to behaviour management
- Strong school leadership
- Professional classroom management
- Appropriate rewards and sanctions
- Behaviour strategies and the teaching of outstanding behaviour
- Staff development and support
- Student support systems-high quality CPD
- Liaison with parents and other agencies
- Managing students' transitions
- Clear organisation and facilities

4. Students' views

Students believe that a good teacher is:

- One who has respect for who you are, so you can respect them for who they are
- One who does not set out to embarrass you, but talks to you away from peers
- One who listens to your point of view
- One who treats everyone fairly
- One who keeps calm and maintains class control
- One who feeds back on progress
- One who prepares lessons and teaches good or outstanding lessons

Students feel that some of their learning is hindered by:

- Copying or writing large amounts
- Teachers who shout unnecessarily
- Teachers who do not listen, so they do not know what students need
- Lessons which are poorly planned

5. Common beliefs and attitudes about behaviour for learning

Behaviour for learning should be taught, supported by the checklist of routines detailed below.

- Model expected behaviour
- Create a positive learning environments
- Manage inappropriate behaviour - students do not like negative behaviour
- Maintain an ordered environment where boundaries are clear

In order to teach this behaviour staff should ensure that further routines are in place for:

- Entry and exit into classrooms
- Lateness to a lesson
- Distribution and collection of resources
- Movement in the classroom
- Expected noise levels
- Transitions within the classroom
- Asking staff for help with understanding
- Receiving effective feedback
- Completing work before the given time
- Asking to leave the classroom

6. Powers to discipline

Teachers and support staff with responsibility for students have the power to discipline students whose behaviour is unacceptable, who break the school rules or who fail to follow a reasonable instruction.

Their power to discipline applies to student behaviour in school whilst journeying to and from school. Also, in certain circumstance outside school; these might include misuse of social media, poor behaviour or unsafe conduct within the community that might risk bringing themselves or the school into disrepute.

Teachers and support staff with responsibility for students can impose any reasonable disciplinary penalty in response to poor behaviour. Reasonable penalties can include: confiscation, retention or disposal of a student's property, detention and time in the isolation room. The Executive Headteacher can also decide to exclude a student for a fixed period or to permanently exclude them.

(See the school red orange yellow document in the student journal).

7. Expectations of students

Students are expected to be polite and show consideration and respect towards each other and towards school staff.

- Respect yourself, others and the school environment.
- Actively engage in all aspects of learning.
- Have a school bag with appropriate equipment, including a learning journal at all times.
- Follow instructions given by a member of staff.
- Maintain the good name of the school both on and off the premises.
- Attend school regularly and be on time for lessons.
- All forms of violence, bullying and aggression, including fighting, abusive language, throwing objects and encouraging others to be violent, are forbidden.
- Aylsham High School is a non-smoking site both inside the building and within the school grounds.
- Follow the school uniform policy at all times.

8. Classroom behaviour for students

- Enter and exit the classroom in a calm and orderly fashion.
- Arrive on time and ready to learn.
- Be properly equipped.
- Move sensibly and safely around the classroom.
- Follow instructions immediately and without argument.
- Attempt all tasks set.
- Show respect to others (adults and peers) in the class.
- Use appropriate language.
- Follow Health and Safety instructions.
- Work as hard as you can.

9. Partnership with parents/carers

Parents/carers are encouraged to work with the school to ensure that their children contribute to the maintenance of a safe and secure learning environment. The Aylsham

Learning Federation and Cluster provide a parent support advisor in order to help and support parents/carers especially with matters of behaviour and attendance.

- Parents/carers are required to use their best endeavours to guarantee that their children's behaviour does not prevent others from learning effectively.
- Parents/carers are entitled to an explanation of actions taken by the school which will always endeavour to be fair and proportionate, particularly the application of sanctions and the treatment of anti-social behaviour.
- Parents/carers do not have the right to withhold permission for detentions and are expected to co-operate with the school to ensure that students can return home safely at a later time.
- Parents/carers will receive a courtesy call if a student is kept behind after school for a detention. Staff are no longer required to give prior warning that a detention has been issued.

10. Rewards and Sanctions

Rewards encourage students to repeat desirable behaviour. Praise is usually effective in motivating students and creating an environment for successful teaching and learning. Rewards help to improve:

- Relationships between staff and students and between students' enjoyment at school
- Students' behaviour
- Students' self-esteem and confidence
- House identity

Sanctions are put into place when behaviour is deemed inappropriate. They are more likely to change student's behaviour when they:

- Address the problem without condemning the person
- Encourage students to take responsibility for their actions

Any punishment of a student should be in proportion to the offence and enable students to make reparation where appropriate. Within the school there are structures in place to ensure consistency of approach. At Aylsham High School there are structures for classroom management and the R.O.Y (Red, Orange, and Yellow) document which can be found in the learning journal and in the classroom provides a consistent structure to support this.

11. Expectations of governors

The Governing Board has the responsibility of setting down these general guidelines on standards of discipline and behaviour, and of reviewing their effectiveness. The governors support the Executive Headteacher/Head of School in carrying out these guidelines.

The Executive Headteacher has the day-to-day authority to implement the school's behaviour policy, governors will monitor the implementation of this policy and the Executive Headteacher will report to governor meetings the number of incidents.

Behaviour for Learning Policy: Section 2

“Working with students with additional needs”

- 1. Nurture Group** – The Eagles is a small supportive teacher led group supported by a learning support assistant (LSA) and a lead intervention teaching assistant (TA). The group primarily addresses the challenge of transition from often very small primary schools to a large secondary school environment for the most vulnerable learners. It also helps to ensure students are given the academic, social and emotional support they need at this hugely significant transition point. The students are carefully selected according to their individual holistic profile of needs identified from primary school and parents/carers, as well as using commercially available assessment methods, with a specific tailored and structured induction process being in place for all students.

The group incorporates the six principles of nurture:

1. Children’s learning is understood developmentally
2. The classroom offers a safe base
3. The importance of nurture for the development of self-esteem
4. Language is a vital means of communication
5. All behaviour is communication
6. The importance of transition in children’s lives

The students taught in the nurture centre and in mainstream lessons with the aim of nurture centre teaching reducing over time. They continue into key stage 4 as a small group for core subjects and also have the opportunity to choose their pathway to success. This will range from entry-level courses to full GCSEs, the aim to offer students a curriculum with extensive choice and flexibility to ensure enjoyment and achievement. At key stage 4 the nurture centre is available to students outside of structured times; the school will continue to provide support, care and guidance.

The aim is to:

- Improve attendance and attainment by building confidence and self-esteem
- Support parents and carers to become real partners in education
- Empower staff as they see the progress the students are making
- Promote inclusion, making Aylsham High School a place where all children can flourish
- Teach students how to make good relationships with adults and each other
- Ensure students have the opportunity to return to our mainstream setting

2. Pastoral support provision (AHS behaviour improvement strategy)

At Aylsham High School students are supported to improve their behaviour in the following ways:

- Form Tutor report
- Head of House report
- BEP (Behaviour Education Plan)
- PSP (Pastoral Support Plan)- Involving parent/carer
- Early Help Assessment Plan – involving outside agencies and parents/carers.
- Short term isolation in the isolation unit
- Short fixed term exclusion

3. The isolation unit

The isolation unit is an alternative to fixed term exclusion; it provides students with an opportunity to reflect on their behaviour and attitudes to learning.

- This facility allows students to access the school curriculum enabling them to remain part of the school community.
- The students complete work from their timetables and there are reflective sessions, which ensure that students address their behaviour and understand the impact of it upon others in school.
- The isolation room reinforces expectations, the school rules and gives guidance to students to ensure that, although excluded from mainstream sessions, they still have support.
- The isolation room runs from 8.30am through to 3.30pm.
- When in the isolation room the isolation manager works with the students and produces a daily progress report which informs parents/carers and staff of progress made.
- Students are supported with integration back into the curriculum after their period of isolation.

4. Managing disaffected students

In the event that a student is persistently disruptive there are a number of strategies which may be put in place that ensure that the students have every opportunity to succeed. These include:

- The use of curricular flexibilities
- Work-related learning
- Alternative provision
- Mentoring/support services
- Pastoral support provision (AHS behaviour Improvement strategy)

5. Curricular flexibility

The Executive Headteacher has the authority to modify any National Curriculum requirement so that a student has the opportunity to concentrate on improving key skills.

6. Alternative provision

Work-related learning, through individual work-related placements and alternative setting placements focusing on specific skills can be offered alongside school provision. The provision will be well planned and linking with a well-known provider with appropriate insurance and health and safety certification.

7. Mentoring/support services

Students may be referred to other services in order to support them this may include Aylsham Learning Federations Social Emotional Mental Health Officer, school nurse,

business mentors, point 1, CAMHS service. This will depend on the student's individual need.

8. Managed move – The North Fair Access Panel (FAP) meet half termly to discuss potential managed move students. Managed move is used as an early intervention support for students whose behavioural issues are putting them at risk of permanent exclusion. Typically a young person undergoing a managed move would fulfil some of the following criteria:

- Displays persistent disruptive behaviour
- Has had one or more short fixed term exclusions or equivalent
- Has engaged with a range of school based intervention but has been successful
- Has begun a PSP.

A managed move allows students a trial period in another school setting to give them a fresh start.

9. Medical Needs – The short stay school provides support for students who are medically unfit for school.

10. Exclusion

Only a very small number of students are ever excluded. Exclusion applies to extreme behaviours or bringing the school into disrepute. A reintegration meeting will take place following a fixed term exclusion which will involve the student, the parents/carers, the Executive Headteacher or a member of the senior leadership team and the Head of House. A pastoral support plan will be completed at this meeting which will require input from the parents/carers, student and the school.

Fixed term or permanent exclusions may be used for the following offences:

- Harm with intent, to staff or students (physical abuse, verbal abuse, emotional abuse)
- Racism, radicalisation and homophobic behaviour
- Persistent disruption or defiance
- Behaviour that compromises the safety of themselves and others
- Possession, misuse or supply of drugs or drugs paraphernalia
- Misuse of illegal drugs/other substances
- Sexual abuse or assault
- Carrying an offensive weapon
- Arson
- Indecent behaviour
- Sexual harassment
- Damage to property
- Theft
- Unacceptable behaviour which has previously been reported and for which school sanctions and other interventions have not been successful in modifying the students' behaviour

This is not an exhaustive list and there may be other situations where the Executive Headteacher makes the judgement that exclusion either fixed term or permanent is an appropriate sanction.

11. Restraint in school

In exceptional circumstances there may be occasions when the school sees the need to use force to restrain, this would be in exceptional circumstances and as a last resort. Staff have been trained by Safer Handling and have our own in house trainer to be able to deliver this.

12. Inequality in school

Incidents deemed to be discriminatory will be addressed through the school's equality information and objectives policy, following Norfolk County Council's guidance and procedures.

13. Searching and screening

Please refer to the school's separate policy document on searching and screening.

14. Extremism/Radicalisation – see Aylsham High School Safeguarding Policy