

Brecon High School



Behaviour for Learning Policy

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Behaviour For Learning Policy

“If we are not modelling what we are teaching, then we are teaching something else” -
Helen Flanagan

Introduction

At Brecon High School, we strive to provide an environment where each and every pupil has the opportunity to learn and develop as an individual. The key to good learning is good behaviour that is managed pro-actively. Our behaviour for learning policy is based upon developing respect within our pupils which will prepare them for life within their community and the world of work. When enforced, it enables teachers to teach in a cohesive and respectful learning environment whilst also ensuring that pupils can learn without distraction in a nurturing atmosphere. Positive relationships between pupils and all staff are the key to ensuring that everyone within our learning community is able to work to their full potential and enjoy being here.

The key to this policy lies in the hands of the staff that will use it on a daily basis. All staff **must** use this policy in a consistent fashion in order to ensure that our pupils are receiving the same messages, experiences and treatment from every classroom in the school, as well as every member of staff around the school site. All staff **must** praise, reward, discipline, control and order pupils in and around the school. **The moment pupils see this is not the case will be the point at which this policy breaks down.**

1. Policy Aims

- All pupils are happy, feel valued in the community and achieve their best
- All pupils demonstrate respect for others
- All pupils are included within the learning experience, whatever their needs, differences or problems
- No one is socially excluded from our learning community

2. Policy Principles

- **All** individuals take **personal responsibility** for their actions and the effect that these have on the people around them
- Staff clearly demonstrate that they know their pupils and their needs. Differences should be recognised and needs met effectively.
- High expectations from all – for all
- Effective communication across the school and with parents/carers

3. Staff Responsibilities

There are a number of expectations students should expect from staff. All staff should:-

- Arrive at lessons on time to meet and greet students and supervise a calm exit from the classroom.
- Take the register within the first 10 minutes of the lesson and late arrivals recorded and dealt with swiftly.
- Use the BRECONHS lesson plan to plan engaging and motivational lessons that build on interest within their subject area.

- Ensure that learning intentions are clear, lessons are well organised, interesting and appropriate and work is sensitively differentiated.
- Set clear expectations, be fair and engage pupils while applying a positive approach towards discipline.
- Use a consistent approach in dealing with behaviour, in accordance with the classroom discipline plan, and recognising achievement and effort.
- Demonstrate to pupils courteous, considerate, polite and pleasant behaviour at all times and should never use any form of abusive or humiliating remarks. (ref: Appendix A: A Behaviour Management Guide for Staff)
- Manage any poor behaviour in a calm and controlled manner and support and encourage pupils to make a positive fresh start.
- Ensure that they update their understanding and skills in managing behaviour effectively by taking advantage of professional development opportunities.

4. Praise and Rewards

At Brecon High School, we strive to provide an environment where each and every learner has the opportunity to learn and develop as an individual. The key to good learning is good behaviour that is managed pro-actively. Supporting this is the pro-active use of praise in order to develop the emotional resilience that learners need to take on the challenge of learning. When used in its entirety, it enables teachers to recognise success and celebrate this with the learner, not to the learner. It is important that we recognise, acknowledge and reward individual achievements by pupils. Praise points should be applied consistently and in the majority of cases should outweigh sanctions.

The following examples of areas considered to be worthy of individual recognition are:

- Acknowledging good and regular attendance.
- Participating and showing commitment to extra- curricular activities.
- Service to the school or local community.
- Good or outstanding effort displayed in the classroom.
- Good or outstanding academic achievement in classwork and/or homework
- Improved attainment
- Improved effort with their work
- Improved behaviour either inside or outside of the classroom

Opportunities to celebrate can be sought in form reflection time, year assemblies, shared assembly rota and or whole school calendar events.

<p>Teachers are entitled to teach Learners are entitled to learn Everyone is entitled to respect, support and acceptance</p>

5. Managing behaviour inside and outside of the classroom – The School Rules

The school endeavours to provide a safe learning environment where all pupils can feel and be safe, enjoy and achieve. The school has developed a set of rules which will equip our pupils for good learning and set them up for the world of work. These school rules and classroom rules are known as the 3Rs and are all based on;

Respect, Responsibility and being Ready to Learn.

5.1 School Rules and Classroom Rules

Respect

Respect your teacher, classmates, all visitors and school property.
Follow the instructions of all members of staff, immediately.
Foul or offensive language is not to be used in or around the school.
Listen carefully, and be silent, when other people are speaking

Responsible

Arrive on time to school and to all lessons ready to learn.
Abide by the school internet and Computer access policy, including the use of social media outside of school hours.
Take responsibility for your own behaviour and how it impacts on the learning and wellbeing of fellow class mates - do not disrupt the learning of others.

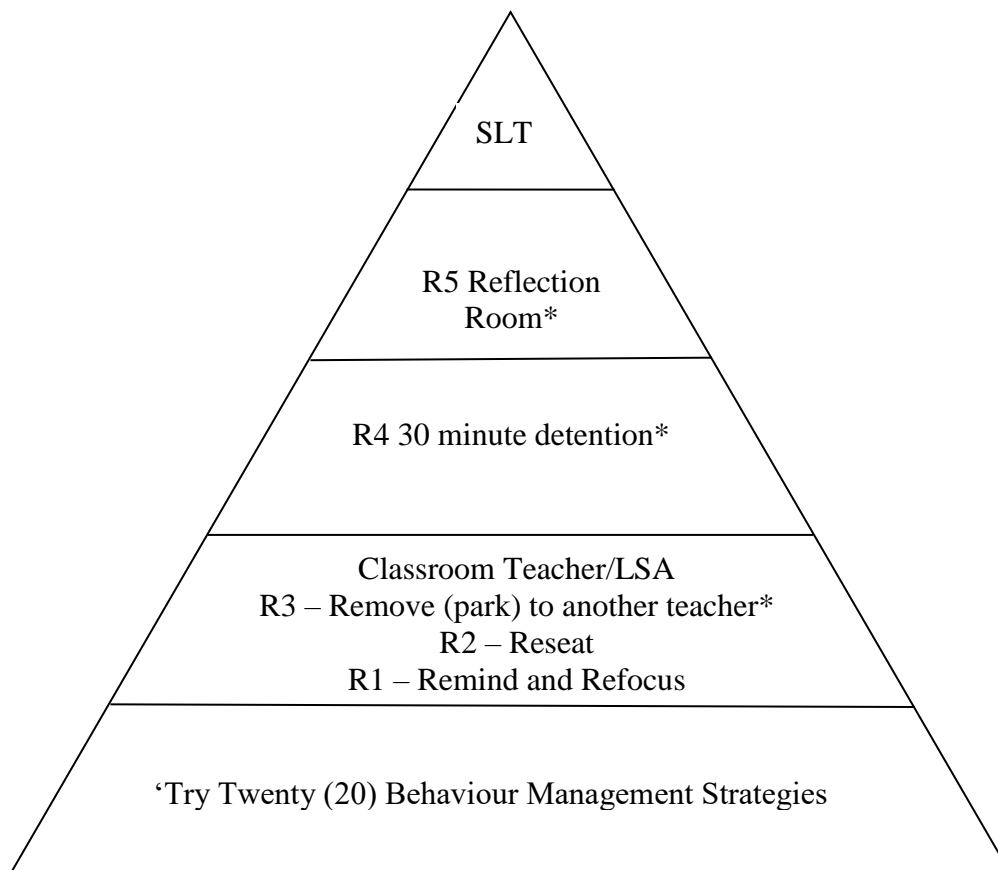
Ready to Learn

Come equipped to school – pen, pencil, ruler, calculator, books and correct uniform, including correct PE kit.
Complete all work and homework to the best of your ability and hand it in on time.
Engage fully in all classroom activities including group and oracy activities.

5.2 The Re-engagement Ladder

We want all learners to enjoy school and flourish in a learning environment that is stimulating and challenging. However, we acknowledge that there will be times when misbehaviour will exist. The school then implements a **re-engagement** system that demonstrates to all learners that actions need to be corrected and relationships repaired. This is known as the school Re-engagement Pyramid/The R Pyramid.

The Re-Engagement Pyramid



*R3 – will receive a consequence of a break time detention with the class teacher – this will be either on the same day or the following day. **It is the responsibility of the teacher to contact parents regarding this.**

*R4 – will receive a lunch time detention with the member of staff responsible for the AOLE within which the subject sits. The date of this detention should be arranged between the class teacher and this member of staff

*Only a member of SLT or PGMs can place a pupil into the Reflection Room (formerly known as the Isolation Room)

Try Twenty (20) strategies

Staff should ensure that they use a number of the 'Try Twenty (20) Strategies' prior to using the formal Re-engagement ladder.

Redirect Behaviour, Change of Task, Positive Adult Talk – Always find a Positive Comment, Change of face, Caring Presence, Provide Responsibility, Distraction Partial Agreement, Pupil given clear choices, Reminder of Past success, Use of Knowledge of pupil to avoid conflict, Use of Humour, Stay Calm, Allow Time, Consistent Approach, Ensuring Clear Routines, Teacher Movement Around the Classroom, Visual Smiley Face on Board, Use of Non Verbal Cues, Show you are Human

R1 = Remind, Refocus.

Teachers use a wide range of strategies to support positive behaviour. This should include **reminding** the learner of the class expectations and **refocusing** the pupil. If a learner does not respond then the teacher issues a R1. This is a formal warning to the learner that their behaviour needs improvement.

Minor disruption of the learning of others.

Minor inappropriate / silly comments.

Not doing what is asked when asked

Pupils should be informed that they are receiving a R1 by staff saying phrases like:

1. Name, you are not ready to learn because you are speaking when you should be listening therefore I am giving you an R1 reminder that you need to refocus and stop talking

2. Name, you are not ready to learn because you are not following the instructions that you have been given therefore I am giving you an R1 reminder that you need to refocus and get on with the work as per my instructions

R2 = Reseat within the classroom.

If the learner does not respond to the teacher issuing an R1 the learner should be reseated within the classroom. An R2 should be issued.

Repeat of any offense of R1.

Repeated disruption of the learning of others and poor behaviour.

Repeated inappropriate behaviour or challenge of the classroom teacher.

Pupils should be informed that they were receiving an R2 by staff saying phrases like:

1. Name, you are not ready to learn because have continued to talk over myself/ other pupils despite receiving an R1 warning therefore I am now giving you an R2 so you will need to move to sit in a seat of my choice.

2. Name, you are not ready to learn because you are have continued not following the instructions you have been given therefore I am giving you an R2 so you will need to move to sit in a seat of my choice.

R3 = Remove – AOLE Parking.

Staff make use of an AOLE Parking Rota.

Break time detentions overseen by the **classroom teacher** to discuss with the student the reason as to why they were placed in AOLE Parking. (When an **R3** has been issued). A restorative conversation should be held between the classroom teacher and pupil.

Repeated R1 and R2 behaviour.

Offensive language not directed at the member of staff.

Repeated disruption or refusal to follow instructions.

Pupils should be informed that they were receiving an R3 by staff saying phrases like:

1. Name, you are still not ready to learn because have continued disrupt the lesson despite being given a warning and being reseated. You have now reached R3 and you will now be removed from the lesson to allow others to learn, and be placed in detention during your next breaktime

R4 = Remain

30 minute lunchtime detention held by the AOLE Lead. If the pupil is in detention for failure to attend a restorative meeting with a member of staff, part of this detention should be used for the member of staff to have this restorative conversation with the pupil with the support of the AOLE Lead.

Refusal to follow instructions of Parked member of staff.

Disruption during cool down (When Parked in Faculty).

Refusal to go to Parked Room.

Pupils should be informed that they were receiving an R4 by staff saying phrases like:

1. Name, you are still not ready to learn despite being removed from the lesson you were disrupting. You have now reached R4 of the behaviour plan and you will now be placed in detention with AOLE name during lunchtime

R5 = Reflection Room*

Covered by NC and based within the Wellbeing Centre. The use of the Reflection Room can be immediate and students may be placed for single lesson, morning, afternoon or whole day sessions depending upon the incident. This decision must only come from SLT or relevant PGM. **Parents must be informed if their child has been placed in the Reflection Room.**

Learners who have been involved in a serious incident for which there is an on-going investigation or learners who have not responded to other strategies and whose actions necessitate isolation from the rest of the community.

Physical Assault on a pupil.

Intimidating / aggressive behaviour towards peers / staff.

Verbal abuse.

Refusal to Parking.

***Only SLT or relevant PGM can place a pupil in the Reflection Room.**

5.3 Fixed Term Exclusion

Only the HEADTEACHER can make the decision to exclude. The school follows all guidance as set out in the Welsh Government document 'Exclusion from schools and pupil referral units' 171/2015. The decision to exclude a learner will be taken only:

- in response to serious breaches of the school's behaviour policy and
- if allowing the learner to remain in school would seriously harm the education or welfare of the learner or others in the school.

Whenever a learner is excluded, their parent/guardian will be notified immediately by a member of the SLT/PGM, ideally by telephone or other reasonable method, followed by a letter being sent home within one school day.

After any exclusion a meeting will take place involving a member of the SLT, the learner's parent and the learner to discuss the learner's behaviour record. .

5.4 Permanent Exclusion

The decision to exclude a learner permanently is a serious one. It will usually be the **final** step in a process for dealing with disciplinary offences following a wide range of other strategies, which have been tried without success. It is an acknowledgement by the school that it has exhausted all available strategies for dealing with the learner and will normally be used as a last resort. There may, however, be exceptional circumstances where, in the Headteachers' judgement, it is appropriate to permanently exclude a learner for a first or one-off offence in order to ensure the safety of the rest of the community. These can include:

- serious actual, or threatened violence, against another learner or a member of staff
- Sexual abuse or assault
- Supplying an illegal or prescription drug
- Bringing an offensive weapon into school, and using or threatening to use the weapon

In these circumstances, our duty of care to the rest of the school community outweighs the needs of the individual.

5.5 Pupil Reports

Where a learner is regularly reaching step R3 and R4 of the re-engagement ladder, the learner will be placed on daily reports as follows:

- Stage 1 – Beige - Form tutor report.
- Stage 2 – Green – Progress & Guidance Manager (PGM) report.
- Stage 3 – Orange – Progress Monitoring Report
- Stage 4 - Red – Isolation Report.

The formulation of a PSP will automatically be triggered after a second fixed term exclusion or when a pupil is placed on a Stage 4 Report card.

6. Beyond the School Gates

We recognise that often events happening outside school can impact upon the learning capacity of a learner in school. As such the school will take action against learners whose behaviour outside school has a negative or harmful effect on another learner or who damages the reputation of the school in our community.

7. School Privileges

When a pupil's behaviour falls short of the standards expected at Brecon High School, they will not be asked to represent the school at events nor will they be allowed to participate in external trips. Progress & Guidance Managers will have the final say on this.

8. Mobile Phone Policy

Pupils' mobile phones must be switched off and kept out of sight during lessons and while moving between lessons. On occasions, staff may wish pupils to utilise mobile phones, with or without headphones, as a teaching and learning tool. In these circumstances, pupils may use their mobile phones in the classroom when express permission has been given by the teacher. However, pupils must not use their phone for any other purpose other than that agreed by the member of staff. Pupils may use their mobile phones before school, during break and lunchtime and after school, in the designated Mobile phone zones. When talking to a member of staff, a pupil must put their phone away if requested; using the phone whilst a member of staff is talking to you is poor manners

Pupils who infringe the rules set out in the Mobile Phone policy will have their phones confiscated by staff.

- On the first and second infringement of this policy, the mobile phone will be confiscated and taken to a secure place for storage. A record will be made of the incident and a phone call/text to parents will be made during the day to inform them that the phone has been confiscated. The pupil will be able to collect the mobile phone at the end of the school day (3:30pm at the earliest). The pupil will have to sign to confirm they have had their phone returned to them.
- If the phone is confiscated for a third time or more, the pupil's parents/carer will be asked to collect the phone from school. The parent will also be asked to sign to confirm they have received the phone back safely.
- Should a pupil refuse to hand over their phone to a member of staff, the matter will be referred to their PGM or a member of the SLT and will result in further sanctions in accordance with the Behaviour policy.

The only areas where phones can be used within the building are the Main hall (break time only) and the designated mobile phone areas.

Whilst on school premises/activities, pupils must **NEVER** use their mobile phone to photograph or film any pupil, member of staff or visitor.

Using mobile phones to bully and threaten other pupils is unacceptable. Cyber bullying will not be tolerated. In some cases it can constitute criminal behaviour. If the use of mobile technology humiliates, embarrasses or causes offence, it is unacceptable and such

behaviour will be dealt with in accordance with Appendix 1 of the school's Anti Bullying policy.

Disclaimer

Pupils are not required to have a mobile phone in school. We support parents/carers, who make the decision that their child will not bring a mobile phone to school, by ensuring that pupils have access to school landlines to contact parents/carers in the case of an emergency. Parents/carers can, of course, also contact school via the landline should they wish to get a message to their child. This policy does, however, recognise that the majority of our pupils do own a mobile phone. Any pupil who brings a mobile phone into school does so at their own risk and school will not be held responsible for any loss or damage.

9. Dress Code / School Uniform

Students are ambassadors of the school and are expected to dress and behave in a way that reflects the **high** standards we seek to achieve. The uniform should be smart with all items clearly marked. If students are unable to wear the uniform for any reason the school must be notified in writing by the parents.

Blazer (Boys and Girls)	Plain blue, with school crest (Years 7 -11), Plain black (Sixth Form)
Blouse /Shirt	Plain white with collar
Skirt (Girls only)	Plain black, pleated , knee length
Trousers(Boys and Girls)	Plain black, tailored. (no jeans, canvas trousers, tight fitting trousers or leggings)
Tie	Blue and Gold clip-on tie (Years 7-11), Black and Gold (Sixth Form)
Footwear	Plain black leather shoes, with sensible heels (no canvas shoes, no above the ankles boots, or any trainers)
Outer Coats	Sensible, plain black. These should be removed whilst inside the school building
Bag	A strong rucksack or holdall
Jewellery	1 wristwatch. 1 plain earstud in each ear. 1 dress ring. The school cannot accept responsibility for jewellery worn to school
Hair	One, natural colour, no extreme hair styles