



INVESTOR IN PEOPLE

MALET LAMBERT

BEHAVIOUR FOR LEARNING POLICY

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To be read in conjunction with:

Exclusions procedures policy

Anti-bullying policy

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I. Introduction

The Department for Education states that ‘Schools must apply their behaviour policies in a consistent, rigorous and non-discriminatory way and all areas of their application must be monitored routinely to satisfy legal requirements under race, disability and gender discrimination law’. This policy, along with the associated policies and the school’s monitoring and self-evaluation process, fully takes the aforementioned requirement into account. The aim of this policy is to be inclusive, fair and equitable whilst managing and improving behaviour.

“Good behaviour in school is important to their (pupils) future success. Pupils have the right to come to school and focus on their studies, free from disruption” (*Department of Education White Paper 2010*)

“Behaviour is crucially linked to motivation, achievement and hence to standards” (*Lund 1996*)

“Effective behaviour policies separate the child from the behaviour. They say ‘we want you – we do not want this behaviour” (*Lund 1996*)

In the summer term of 2013, a Behaviour Group was formed to review the Behaviour for Learning Policy. The aim of this review was to ensure that all stakeholders had the opportunity to comment on the existing Behaviour Policy and propose any ideas that might have a positive impact on behaviour management at Malet Lambert. This policy has been informed by the input of both staff and pupils and is a response to some of those concerns. The policy also takes into account the legal requirements and guidance from the latest published Department of Education documents.

2. Aims of the Policy

- To promote a positive environment in teaching areas and around school where learning can be effective and staff and pupils feel safe and respected
- To minimise low level disruption so that the maximum amount of time is available for learning
- To encourage and develop a sense of personal responsibility and accountability by pupils and emphasise that they make clear choices regarding their behaviour
- To ensure that pupils, staff, parents & governors are fully aware of:
 - i) the expected behaviour of pupils within lessons and around school
 - ii) clearly defined and graduated rewards for good behaviour and consequences for poor behaviour
- To develop systems of recording that ensure detailed information on pupil behaviour, positive and negative, can be easily accessed by staff as required
- To communicate with parents quickly where significant positive, or negative, intervention has taken place

3. Principles

- Behaviour management is a key function of the classroom teacher and so is their direct responsibility and should therefore be accountable for it.
- Expected behaviour needs to be clearly expressed to pupils , taught and reinforced regularly
- The understanding that removing a child from their routine learning environment as an intervention is a serious action and should therefore be only used when absolutely necessary
- Professional relationships are the core of behaviour management
- All pupils have equal rights to be treated with respect and fairness
- Systems must not be the end result but rather the means to achieve improvement and consistency. However rigour and routine are fundamental to behaviour management.

4. Expectations

Expectations in the classroom

It is the responsibility of all teaching staff to ensure that a positive environment for learning is created within their classrooms. Teachers should greet pupils and the door and ensure a calm entrance to the classroom.

Start of the Lesson

- Arrive on time calmly and be prepared for learning

During the Lesson

- **Signal for silence!** The teacher will raise their hand. This is the signal used across the school to indicate that all pupils should be silent and focussed on the teacher.
- **Have respect!** Listen in silence when the teacher and others are talking.
- **Want to speak?** Hands up and wait until given permission.
- **Follow instructions given!** Don't wait to be told twice
- **Focus on your activity!** Remain on task and allow others to remain on task

End of the Lesson

- Pack away quickly and calmly and wait to be given permission to leave

Expectations around the school

- Do as you are asked by all staff
- Arrive at lessons on time – you will need a note from a member of staff if you are late
- Be polite, use inoffensive language and respect the feelings of others
- Eat and drink in the areas provided. Remember no chewing gum
- Place litter in the bins provided
- Wear full school uniform in class, whenever you are in a building and when moving between lessons (remember to keep to the left on corridors and stairs)
- This is a smoking free site

5. Rewards

The school community is committed to recognising the achievements of pupils and rewarding these achievements appropriately. We believe that praise and positive reinforcement of good: attitude, progress and behaviour is an effective motivator. In September 2016, a new reward system was introduced. This system allows pupils achievements to be recognised with up to 6 reward points each day.

- Pupils can receive one point each day from their form tutor for arriving to school “Ready to Learn”. This means that they have arrived on time, in full, correct, Malet Lambert uniform and equipped for the day ahead (pen, pencil, planner and ruler)
- Pupils can receive one point in each lesson during the school day for demonstrating good “Behaviour for Learning”. This means that pupils have completed all homework, classwork and have not received any warnings.

Throughout the year pupils are further motivated by meeting milestones by achieving increasingly challenging points targets. The milestones are: Form Tutor award, bronze, silver, gold and platinum. As each of these is passed the pupils will be offered the choice of a small gift or they may forgo the gift and ask for a donation to be made to their Year Group charity on their behalf.

In addition to the reward points given departments also give a variety of rewards. These can include, positive phone calls to parents, postcards home, certificates etc. These rewards are given for a range of reasons including; excellent performance, positive contribution, participation in extra-curricular activities etc. In the second half of the summer term sports day is held. It offers the opportunity for a large number of pupils to compete in a wide range of track and field events. Each contestant wins points for their Tutor Group and the winning Tutor Group from each year group is awarded the Year Group trophy.

Each week pupils are informed of their points total during form time. This is logged by the pupils in their personal profiles giving a record of their progress.

6. Sanctions

Where a pupil chooses not to follow the agreed expectations, sanctions should be used in a hierarchical way to support learning as shown below:

- Reminder and redirection
- STEP 1 – moved within the classroom
- STEP 2 – teacher action, for example break or lunchtime detention
- STEP 3 – Removal from the classroom and Whole School Detention

Duty Patrol will support hotspots, individual pupils and staff. Removing a pupil from a lesson is a significant action and so is used as a last resort to avoid disruption to other pupil’s learning

For behaviours outside the classroom as well as the more serious incidents that may occur inside the classroom, there will be a published sanctions tariff (Appendix 1). This will give some level of consistency in responding to incidents across all year groups

If a pupil fails to attend a detention with a class teacher (15 minutes), then they will receive a Department detention (30 minutes). If a pupil fails to attend a department detention they will receive a Whole School detention (45 minutes).

Whole School detentions will be held on Mondays, Wednesdays and Fridays after school. Pupils will be placed in Whole School Detentions for: removal from class; failure to complete departmental detentions; offences determined by the pastoral team. Whole School detentions to be staffed by a member of SLT and the isolation unit manager. Six Whole School detentions will result in a day's Internal Exclusion in isolation

If a pupil fails to attend an after-school detention without good reason and/or prior notification they will receive a one-day internal exclusion and will be required to sit the missed detention. If a pupil fails to serve the detention after this they will receive a one-day fixed external exclusion and they will be required to sit the missed detention. If a pupil continues to defy the behaviour for learning policy further sanctions will follow and escalated accordingly.

Further sanctions may include:

- Isolation
- Internal Exclusion
- Fixed Term Exclusion
- Informal Governors Panel
- Permanent Exclusion

When applying a sanction, teachers should focus on the behaviour and not the individual. For example, 'your behaviour is preventing you from learning'. Staff will also state a clear reason why a sanction has been given. There should be no need for confrontation. Pupils who argue will automatically move to the next sanction up. Refusing to leave if 'Step 3' is reached will result in an internal exclusion. Misbehaviour should not be tolerated.

A pupil will always start a lesson with a 'clean slate'. Restoring the working relationship and placing the emphasis back onto rewarding their positive behaviour is important. Any unacceptable behaviour from the last lesson should have been dealt with at that time. However, this does not mean that any strategy that has been put in place to support behaviour is ignored. For example, if a member of staff has moved a pupil within the room then they remain in that seat for as many lessons as the member of staff deems necessary.

In addition to these sanctions, a department may use a variety of strategies to ensure that homework and coursework are completed. This may involve sending a standard letter home or using a '**catch up**' session at a break or lunchtime. The emphasis here should be on working with parents/carers so that they are informed and can help to ensure that any work set is completed and is of a good standard.

Isolation from lessons

- Some pupils will be isolated from a number of lessons. These could be an individual lesson or a series of lessons.
- Pupils will have work set by class teachers and this needs to be taken to the isolation room. The work will be returned to staff.
- Pupils who are isolated from lessons may not necessarily be isolated from lunch time.

Internal exclusion

- Pupils will work in isolated booths.
- Appropriate work will be set for them to complete and they will be on task throughout this time.
- Internal Exclusion will run from 8.40 am until 3.10pm. Pupils will be in internal exclusion

over lunch time.

- If a pupil has been given an internal exclusion for failure to complete a Whole School detention they will be collected from the isolation unit by their pastoral leader at 3:10 and will complete the detention.

7. Exclusions

This can be fixed term or permanent and only the Head (or the Deputy in their absence) can exclude a pupil.

A decision to exclude a pupil permanently should only be taken:

- in response to a serious breach, or persistent breaches, of the school's behaviour policy; and
- where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school' (para 15, DfE Guidance 2012/2015)

Exclusion will be considered when:

- There is an assault (or attempted assault) on a member of staff or pupil
- A pupil is in possession of a weapon/prohibited substance
- There is extreme rudeness/abuse towards a member of staff
- A previously agreed contract has been broken
- There is cumulative misbehaviour
- There is significant or persistent defiance/disruption
- There is repeated refusal to accept sanctions (detentions, displacement, unit referral)
- Serious and unacceptable behaviour causing distress to pupils (for example, cyber-bullying/racism/homophobic bullying)
- Serious and unacceptable behaviour causing distress to staff

A pupil dealing in prohibited substances or brandishing an offensive weapon can expect to be permanently excluded.

Pupils may spend time in the isolation unit whilst an incident is fully investigated and to ensure that exclusion does not take place in the 'heat of the moment'. Pupils will be given opportunity to provide statement(s) and 'when establishing the facts in relation to an exclusion decision the head teacher must apply the civil standard of proof, i.e. 'on the balance of probabilities' it is more likely than not that a fact is true, rather than the criminal standard of 'beyond reasonable doubt'. (para 7, DfE guidance 2012/2015)

Parents will be informed of any exclusion by a letter sent home with the pupil on the same day, followed by one in the post. Progress Leaders will also attempt to contact them by phone where possible.

Fixed Term Exclusion & Sixth Day Provision

A pupil can be excluded for one or more fixed periods which, when aggregated, do not exceed a total of 45 school days in any one school year. The decision to exclude a pupil will be taken on a balance of probabilities and will take into account the seriousness of breaches of the school's behaviour policy, including persistent disruptive behaviour.

Where it becomes clear that fixed period exclusions are not deterring poor behaviour the school will consider alternative strategies for addressing that behaviour. For example a pupil may be referred to: Educational Behavioural Psychology Support Team; Learning Support Centre; Pupil Referral Unit. A pupil may also be offered a personalised Alternative Learning Package or access to a Managed Move or Planned Transfer to reduce the risk of permanent exclusion. Where there is a persistent lack of parental co-operation and this is affecting the child's behaviour, the school or local authority may consider applying for a Parenting Order.

In the majority of situations fixed term exclusions will be between 1 to 5 days - work will be set by the school during this period. Pupils who are excluded for a period of 6 days or longer will be provided with alternative educational provision, which will normally be off-site. For Children In Care alternative provision will be provided from the earliest date possible, preferably from the first day of exclusion. Pupils may be required to engage in a phased reintegration (particularly for assaults) and will access support in the Learning Support Centre.

Reintegration Interview & Contract

A reintegration interview will be arranged with the parent/carer during or following the expiry of any exclusion. The aim of the reintegration interview is to assist the reintegration of the pupil and promote the improvement of his or her behaviour. A contract will be drawn up which will outline expectations regarding pupil's behaviour and will also detail support to be provided by the school and or multi-agency partners. The reintegration interview will also provide an opportunity to emphasise the importance of parents working with the school to take joint responsibility for their child's behaviour.

Exclusions and The Equality Act 2010

The Equality Act 2010: Part 6, defines a disabled person as 'someone who has a physical or mental impairment which has a substantial and long term effect on his or her ability to carry out normal day to day activities'. Pupils to whom this definition applies will receive support and intervention as outlined below but will also benefit from the two key duties summarised as:

- A less favourable treatment duty
- A reasonable adjustment duty

To prevent discrimination **the school will not:** treat pupils less favourably for a reason related to their disability than to someone to whom that reason does not apply, without justification. To prevent discrimination **the school will not fail** to take reasonable steps to ensure that disabled pupils are not placed at substantial disadvantage, in comparison with pupils who are not disabled, without justification.

The school will make 'reasonable adjustments' to the application of the behaviour policy. Reasonable adjustments are aimed at preventing discrimination and reducing the risk of exclusion. Reasonable adjustment can be taken in the form of:

- Use of individual behaviour plans (IBPs)
- Friendship circles, buddy, mentor
- Internal exclusion
- Inclusion in intervention programme
- Support from Educational Behavioural Psychology Support Team (EBPST), Special

Reasonable Adjustment and Justification

The school will seek to make ‘reasonable adjustments’ to ensure that ‘less favourable treatment’ does not occur (unless the reasonable adjustment would not have made a difference to the particular case).

‘The exclusion rates for certain groups of pupils are consistently higher than average. This includes: pupils with SEN; pupils eligible for Free School Meals; looked after children; and pupils from certain ethnic groups. The ethnic groups with the highest rates of exclusion are: Gypsy / Roma; Travellers of Irish Heritage; and Black Caribbean communities.

In addition to the approaches on early intervention set out above, head teachers should consider what extra support might be needed to identify and address the needs of pupils from these groups in order to reduce their risk of exclusion. For example, schools might draw on the support of Traveller Education Services, or other professionals, to help build trust when engaging with families from Traveller communities’. (paras 20/21, DfE Guidance 2012/2015)

Exclusion Appeals and Reviews

Fixed term and permanent exclusion letters include details of all appeal procedures. Where the Head has permanently excluded a pupil, the Governing Body will consider reinstatement of the pupil within 15 school days of receiving notification.

The Governing Body’s duty to review the Head’s exclusion decisions are summarised in Appendix 2. This process is in line with statutory guidance from the DfE. Should a Governing Body decide not to reinstate a permanently excluded pupil, parents may appeal that decision within 15 school days. The appeal will be heard by an independent review panel. An independent review panel cannot make the Governing Body reinstate a pupil but may direct the Governing Body to reconsider its decision.

8. Bullying

Bullying at Malet Lambert School in any form is unacceptable. The school has a responsibility to “safeguard and promote the welfare of all pupils” (Education Act 2002) and to put policy and procedure in place to “prevent all forms of bullying” (Education and Inspections Act 2006).

Due to the importance of tackling bullying the school operates a separate ‘Anti-bullying Policy’ which pupils, parents and staff should familiarise themselves with.

9. Staff

Where a member of staff feels that they require support with a group they should initially speak to their Subject Leader. Subject leaders should support all members of their team in issues of classroom management. This may involve peer observations within the department to share good practice, meeting with the parents of demanding pupils and/or temporarily removing a pupil who is not responding. There will be an opportunity for staff to receive whole school training and INSET on an individual basis as part of the CPD.

Progress and Pastoral Leaders will work to support members of staff and Departments when ‘patterns’ of negative behaviour have been identified which are across subject areas or when there is poor response to department strategies. Senior Leaders responsibility is to ensure consistency across year groups, subjects and departments, ensuring a hierarchical, strategic

deployment of resources and response to managing behaviour.

10. Consistency

“The key characteristic of the successful policy is the consistency with which staff, having agreed a policy, apply it”(OFSTED)

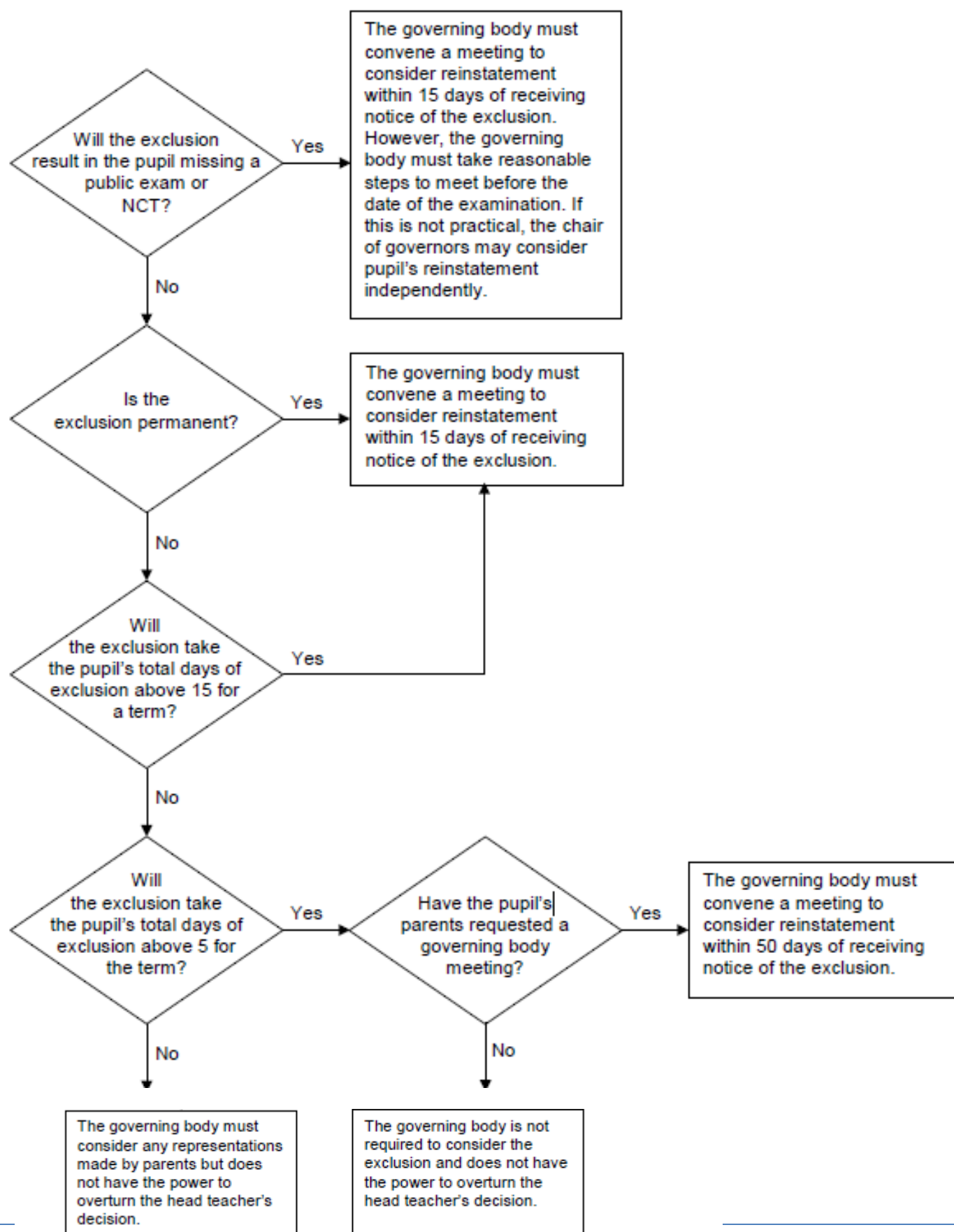
It is vital that matters of behaviour management are approached in a positive and consistent way so that pupils can gain a clear idea of the boundaries, and so that they have a sense of ‘justice’ as any reward or sanction is given evenly. It also helps support the entire staff body if a collegiate approach is adopted and followed.

Sanctions Tariff

- It is intended that all sanctions have some cumulative value. Possible example , 6 removes from class should lead to an Internal Exclusion ; 6 Internal Exclusions should lead to a FTE ; 3 FTEs should lead to a PSP ; failed PSP should lead to Governors Disciplinary meeting
- We hope that by providing these guidelines to parents, pupils as well as staff, everybody is clear what RANGE sanctions may be imposed for different types of inappropriate behaviour.
- Please note that some of the school sanctions taken for some of these offences would go alongside the involvement of the police
- **NB these are guidelines and staff may feel it necessary to make modifications depending on particular individual cases.**

	Parents	Dept Action incl detention	Whole School detention	Isolation/ Internal exclusion	FTE	PE
IN THE CLASSROOM						
Classroom Disruption						
Persistent Disruption whole school						
Lack of homework						
Insufficient work						
Lateness to lesson						
Truancing from lesson						
Persistent Lateness to lessons						
Persistent truancing						
Lack of response to departmental action						
TOWARDS EQUIPMENT						
Use of mobile in school						
Inappropriate use of equipment						
Deliberate damage to property						
Theft of equipment						
Repeated theft of equipment						
Vandalism						
Graffiti						
TOWARDS OTHERS						
Dealing in a controlled substance						
Physical aggression towards staff						
Inappropriate language towards staff						
Bullying						
Smoking						
Possession of illegal substance						
Possession of alcohol in school						
Consumption of alcohol in school						
Carrying of weapons (knives; fireworks etc.)						
Extortion						
Theft/deliberate damage of property						
Interfering with others work						
Fighting						
Racism						

Annex A – A summary of the governing body’s duties to review the head teacher’s exclusion decision



The governing body may delegate its functions to consider an exclusion to a designated sub-committee. References to days mean 'school days'.