



# Behaviour for Learning Policy

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December 2017

Date to be reviewed:

December 2019

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## **Our Mission Statement**

### **“Inspiring Learning”**

#### **1. Policy Statement**

At Henlow CE Academy, learner behaviour is of the highest standard and relationships between all members of the academy community are consistently attributed to the Christian character and values of the academy. In order to facilitate inspiring teaching and learning, high standards of behaviour must be demonstrated in all aspects of Academy life.

We will encourage and foster good standards of behaviour, good personal relationships and respect for individuals through the HENLOW values (Honesty, Enthusiasm, Nurture, Love, Organisation and Wisdom) and through a clear understanding of our rights and responsibilities as pupils, parents/carers and members of staff.

We will establish and maintain an ethos and environment which reflect the Christian values that underpin our thinking. “And be kind to one another, tender-hearted, forgiving one another, even as God in Christ forgave you.” Ephesians 4:32

Signed by:

\_\_\_\_\_  
\_Headteacher

Date: \_\_\_\_\_

\_\_\_\_\_  
Chair of governors

Date: \_\_\_\_\_

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## **2. Legal framework**

2.1. This policy has due regard to statutory legislation, including, but not limited to, the following:

- The Education Act 2011
- The Equality Act 2010
- The Education and Inspections Act 2006
- The Health Act 2006
- The School Information (England) Regulations 2008, and the amendments made in 2012 (as amended)

2.2. This policy also has due regard to DfE guidance, including, but not limited to, the following:

- DfE 'Behaviour and discipline in schools' 2016

2.3. This policy should be used in conjunction with the following school policies:

- Anti-Bullying Policy
- Home-School Agreement
- Rights and Responsibilities Policy

## **3. Definition**

3.1. The phrase 'behaviour for learning' conceptualises the following three relationships experienced by a pupil:

- Their relationship with themselves, e.g. their self-confidence as a learner
- Their relationship with others, e.g. how they socially interact
- Their relationship with the curriculum, e.g. how best they learn

3.2. In order to foster a positive learning environment in **Henlow CE Academy**, these relationships must be developed and supported.

3.3. Most social, emotional and behavioural skills are learned, rather than focussing on unwanted behaviours, the behaviour for learning approach puts value on positive behaviours, which enable and maximise learning. We do recognise that unwanted behaviours must still be tackled; this policy aims to achieve both elements.

3.4. Our approach helps pupils understand the behavioural skills they need, what the teacher wants them to do, and why this will help them to learn.

## **4. Roles and responsibilities**

4.1. Governors will maintain a positive partnership with staff, pupils and other agencies by:

- Being involved in assemblies, celebrating achievements and success and supporting extra-curricular visits and events.

- Being involved in the appointment of new staff when appropriate.
- Visiting the school during the day to support the development of positive Behaviour For Learning.
- Taking part in learning walks and lesson observations.
- Maintaining a link governor for Safeguarding and Behaviour For Learning

#### 4.2. Staff members will:

- Monitor the attitude, effort and quality of the pupils' work.
- Treat all pupils fairly and equally, seeking to raise their self-esteem and develop to their full potential.
- Maintain a positive and well-managed learning environment, undertaking comprehensive planning to provide challenging, interesting and relevant lessons, which are appropriate to the age, ability and individual needs of pupils
- Be positive ambassadors of the school at all times, through their professional behaviour and conduct.
- Implement the school's Behaviour for Learning Policy at all times.
- Use the school's reward system and hierarchy of sanctions consistently to promote good behaviour.
- Record all behavioural events as defined in this policy, both positive and negative, in SIMS, following correct procedures and engage with relevant behaviour and rewards information to implement appropriate celebration or intervention.
- Raise any concerns regarding pupils' behaviour with the relevant Form tutor and/or Head of Year and organise sanctions in accordance with the hierarchical approach to behaviour management.
- Support other members of staff with behavioural issues involving individual pupils or groups of pupils.
- Liaise with other members of staff and the Senior Leadership Team (SLT) in order to implement effective behaviour management.
- Liaise with parents/carers regarding their child's behaviour where necessary.
- Act in accordance with the school's Exclusion Protocol when dealing with more serious breaches of school conduct.
- Support interaction with external agencies where necessary, e.g. Early Help, social services, Educational Psychologists and Counselling services as directed by the Designated Safeguarding Lead (DSL) and SENDCO.
- Ensure that all records are kept up-to-date, using Academy documentation and systems.

#### 4.3. Pupils will:

- Abide by the Home-School Agreement and the school's Behaviour for Learning Policy at all times.
- Act as positive ambassadors and representatives of Henlow CE Academy through their exemplary behaviour.
- Be polite and respectful of others in the surrounding community.
- Work to the best of their ability and effort at all times, whilst allowing other pupils to do the same.
- Cooperate with other pupils and members of staff in order to create a positive learning environment.
- Be ready to learn by ensuring regular attendance to all lessons and arriving at school with the correct equipment.
- Correctly present themselves in Henlow CE Academy's uniform, in accordance with the school's Uniform Policy.
- Respect and value the environment and their surroundings, as well as each other.
- Not act in a manner which is disruptive to the learning of others.
- Under no circumstances put the health and safety of others at risk.

#### 4.4. Parents/carers will:

- Abide by the Home-School Agreement, ensuring the attendance and punctuality of their child, as well as reporting any absences.
- Encourage good behaviour and for their child to be an ambassador of the school at all times, in line with the Behaviour for Learning Policy, by reinforcing school rules.
- Share any concerns they have regarding their child's education, welfare, behaviour and life at Henlow CE academy with the pupil's classroom teacher or SLT.
- Support their child's independent learning.
- Support the school's decisions in relation to behavioural issues.
- Ensure that their child correctly presents themselves as a pupil of Henlow CE Academy, in accordance with the school's Uniform Policy.

## 5. Classroom behaviour

- A poster outlining the code of behaviour which outlines the rights and responsibilities of our community will be clearly displayed in each classroom.
- Dealing with behavioural issues is primarily the responsibility of teaching staff.
- Teaching staff will use seating plans and a range of de-escalation techniques to encourage good behaviour and create an effective learning environment.

- Praise will be used to set high expectations at the start of the lesson, in conjunction with non-verbal cues and verbal reminders in order to focus pupils on learning.
- Lessons will be structured and have a focussed framework, in order to allow pupils to understand what is being taught and how it links to what they already know.
- All staff members will support pupils' emotional wellbeing and welfare within the learning environment by encouraging pupils to develop effective social relationships.
- The overall aim of the structure of lessons is to actively engage pupils and to develop their learning skills systematically so that their learning becomes increasingly independent.
- Whilst using the school corridors and surrounding area of the school building, pupils will act in a responsible and respectful manner, as would be expected in a classroom.

## 6. Rewards and praise

6.1. **Henlow CE Academy** The Academy recognises that pupils should be rewarded for displaying good citizenship and for high standards of effort, attainment and progress in their learning regardless of ability.

6.2. Praise will:

- Be earned, the recipient **will be** clear about what they are being praised for.
- Reinforce Henlow CE Academy's core values and Christian ethos.
- Not be awarded for vague accomplishments.
- Not be in a manner which is selective, exclusive or causes the recipient embarrassment.
- Have a positive effect upon others as well as the recipient.
- Be used to motivate pupils and help them to feel valued.

6.3. **Henlow CE Academy** has a reward system in place which rewards pupils for displaying good behaviour and progressing their learning, through the following methods:

- Verbal praise
- Values postcards
- Positive feedback in books or on work
- Communication with parents/carers
- Early lunch passes
- Merits
- Head of Year Awards (3 merits)
- Deputy Headteacher Awards (4 merits)
- Headteacher Awards (5 merits)
- Prizes
- Stickers/stamps

- End of term whole-class rewards
- Pupils will collect merits and tutors will record the totals weekly so that this can be celebrated with pupils.
- Termly assemblies are held to praise and reward pupils achievements and effort.
- Reward activities are arranged for groups of pupils at the end of the year.

## • **Disciplines and sanctions**

- Sanctions and disciplines will be given when a pupil's behaviour is unacceptable/inappropriate, in order to help them to develop a sense of right and wrong.
- Punishments will be issued sparingly and only where appropriate; however, if a pupil fails to follow instructions or their behaviour falls below the established **code of behaviour**, staff members are obliged intervene.
- The issuing of disciplines and sanctions will be recorded and the consistent use of sanctions will be monitored by heads of year.
- Sanctions will:
  - Be issued consistently and fairly, ensuring that the recipient is clear about what they are being reprimanded for.
  - Reinforce Henlow CE Academy's core values and Christian ethos.
  - Not be given too easily or spread too widely.
  - Not focus repeatedly on the same issue without progress.
  - Not have a negative effect upon others.

The Academy implements a graduating scale of sanctions which staff members will apply to corresponding actions using their professional judgement. To ensure clarity for all concerned, the following table provides examples of unacceptable pupil behaviour and suggested staff responses, starting at Stage 1 with low-level infringements of the Code of Behaviour through to Stage 6 for more serious misdemeanours or persistent negative behaviour. These examples are not exhaustive, but illustrate the types of behaviour that will not be tolerated and the possible responses.

- Henlow CE Academy sanctions include, but are not limited to:
  - Verbal warning/reprimand
  - Written warning/reprimand
  - Removal from the classroom or specific area of classroom
  - Repeating work of an unacceptable standard

- Record of behaviour in SIMS
- Behaviour Log
- Withdrawal of privileges
- Break time, lunchtime or after-school detention
- Completion of a reflection pack which includes reference to the relevant strand of Christian teaching
- Meeting with the headteacher or other members of the SLT
- Meeting with the governors' disciplinary committee
- Being placed on report or signing a behaviour contract
- Referral to an external agency or inclusion support
- Exclusion, including internal, fixed-term and permanent exclusion
- When a detention has been issued outside of school hours, the school will ensure that the pupil's parents/carers are informed, including why it has been given, when, where and the timescale of the detention.
- Parents/carers will be informed of detentions either via phone, email, post, a note in the planner, fax or in person.
- The **headteacher** has the ability to delegate the power to issue sanctions to volunteers, such as parents/carers who assist during an educational visit.
- The **headteacher** has the ability to strip particular staff members of the power to issue disciplines, where appropriate.

## • **Break and Lunch**

- It is more challenging for midday supervisors and duty staff to deal with challenging behaviour and to continue to carry out the supervision of pupils during social time. If an incident occurs that is deemed to be serious, it will be passed to an appropriate member of staff to investigate and resolve. Where the behaviour is unacceptable but at a low level, the member of staff on duty will complete a Behaviour Slip (see appendix D) and hand it in to the office. Staff in the office will log the details in SIMS and pass the Behaviour Slip to the tutor for information via the form box.

## • **Exclusions**

- In cases of exclusions, whether it is internal, fixed-term or permanent, the school's Exclusion Protocol will be followed at all times.
- In the event of any type of exclusion, the **headteacher** will inform the pupil's parents/carers of the exclusion via written notification, which outlines the nature of the incident, the exclusion duration and any alternative provision supplied.

- The decision to exclude a pupil is invariably done on the grounds that the pupil's behaviour constitutes such a breach of school conduct that other disciplines are not sufficient.
- For breaches of school conduct, the **head of year** has the ability to place pupils within their year group on internal exclusion.
- During internal exclusion, the pupil involved will undertake all their work whilst in an appropriate area whilst supervised by a senior colleague.
- For extreme breaches of school conduct, the **headteacher** can place a pupil on fixed-term exclusion, which will be completed by the pupil from their home and can last up to **15** days.
- The relevant **head of year** and staff members can recommend that a pupil is excluded; however, it is ultimately the **headteacher's** decision.
- In the absence of the **headteacher**, the **deputy headteacher** will make the decisions concerning a pupil's exclusion.
- The **headteacher** has the ability to permanently exclude a pupil who has seriously breached the school's **Behaviour for Learning**, or who is a persistent offender.
- Permanent exclusions will be considered by the **governing body** for authorisation.
- The exclusion process outlined in the Exclusion Protocol, will be followed at all times, ensuring that parents/carers are suitably informed and are made aware of their right to appeal.

## • **Drugs**

The school will not tolerate drug use of any sort on school property or during off-site school activities. The school will not tolerate drug use of any sort on school property or during off-site school activities. The school takes its stance on drugs very seriously and will discipline any person found to be in possession of or using drugs. This includes solvents and any other substance that can be misused or harmful. Students may be permanently excluded if they are found to be involved in drug-related incidents. This includes supplying, possessing, or taking drugs.

### **Prescription drugs**

Carrying, supplying or taking prescription drugs illegitimately could result in a permanent exclusion.

### **Non-prescription drugs**

Some over-the-counter drugs can be harmful if misused. We advise that students should not carry these in school. If they need medication they can go to the school nurse.

### **Medication**

We are aware that it may be necessary for some students to take medication during the school day. Parents should make the school aware of this in writing as soon as their child

starts taking the medication. Further details around medication is set out in the “Supporting Students with Medical Conditions” policy.

### **Illegal Substances**

Any pupil found to be in possession of an illegal substance will face a full investigation which could result in a permanent exclusion.

- **Monitoring and review**
- This policy is monitored for effectiveness by the Governing body, the **headteacher** and **SLT**, and will be reviewed every **two years**.

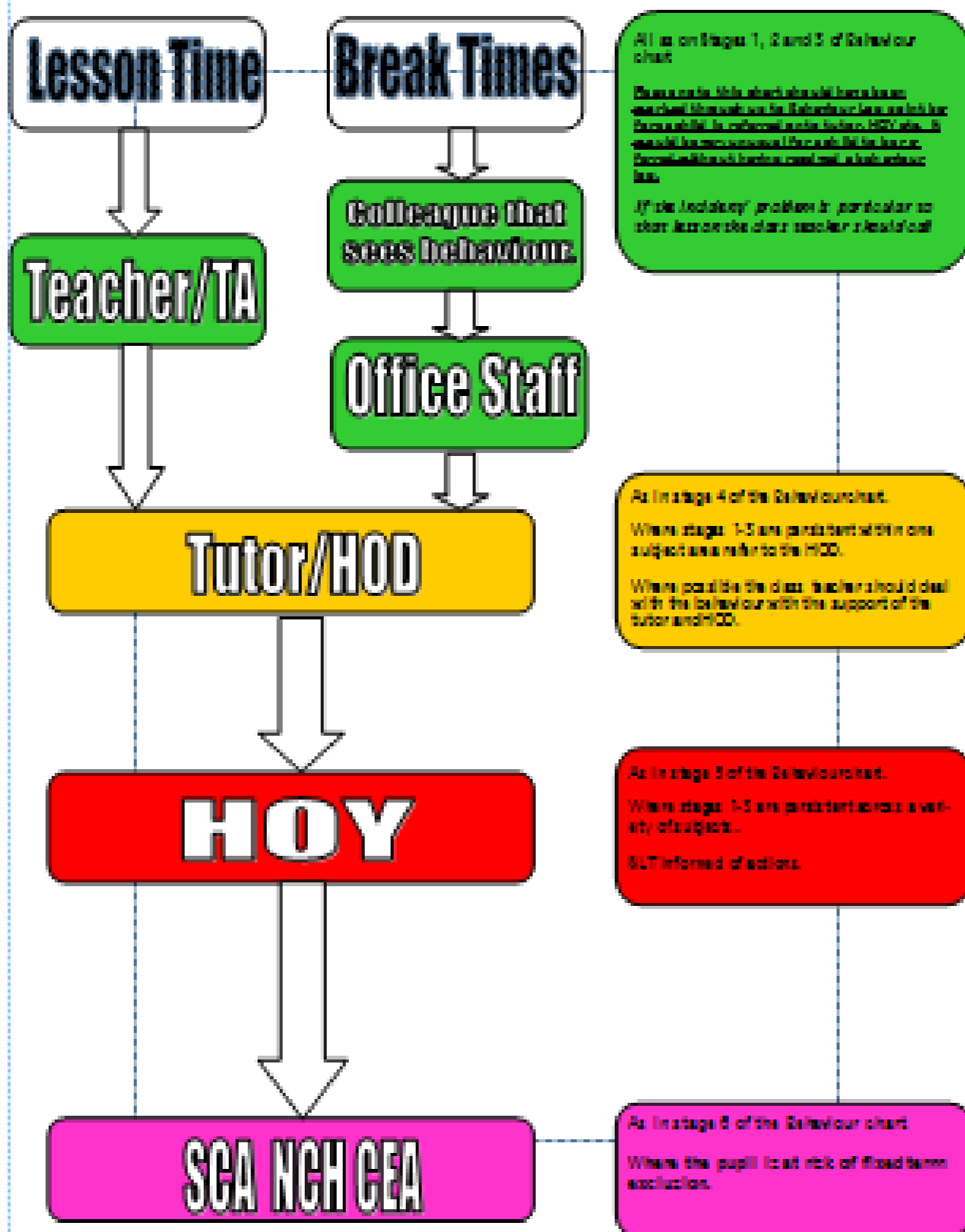
## Appendix a

STAGE	EXAMPLES	POSSIBLE RESPONSES
<b>Stage 1</b>	Low level disruption Loss of focus Poor uniform Lack of equipment Poor work rate	Quiet reminder Non-verbal signals Pupil to put planner on teacher's desk
<b>Stage 2</b>	Continuation of Stage 1 Rudeness Significant disruption to learning Inappropriate remarks Incomplete/late homework	Verbal reprimand Note in Planner Recorded in SIMS
<b>Stage 3</b>	Continuation of Stage 1/2 Defiance Offensive remark to other pupils Repeated homework issue Physical aggression of a lower level Unsafe behaviour One-off incident of bullying Damage to School property Persistent homework issues Poor behaviour of class as a whole	5 minutes time out Behaviour Log -Noted in Planner &SIMs Phone call or email home Sanction implemented (loss of time etc) <b>Tutor informed</b>
<b>Stage 4</b>	Continuation of stage 3 behaviour even after behaviour log issued Homophobic/racist remark Stage 1-3 behaviour is across a variety of lessons Scuffles, friendship conflicts, vexatious behaviour. Lunchtime/breaktime/ walking home incidents Unpleasant cyber-comments Uniform	Pupil removed from lesson and placed in tutor's class Note in Planner/contact home Sanction implemented Pupil put on subject report Referral to CPR (via SCA) Tutor report Round Robin Mentioned in Memo/Briefing Weekly emails home to monitor behaviour Meeting with parent <b>HOY informed</b>
<b>Stage 5</b>	Persistent failure to adhere to the Academy behaviour for learning policy and Stage 4 intervention with tutor has not seen a change Use of extreme offensive/ insulting language Serious physical assault/ serious fight Continued bullying or one-off incident of serious bullying (including cyber-bullying) Refusal (point blank and after warnings/reminders) to follow staff instructions.	Behaviour Log Contact home Sanction implemented HOY and SLT informed Pupil removed and isolated for 2-6 lessons from the lesson in question where behaviour has been a problem. On report with HOY 'Free-time' isolation SLT informed Meeting with parents Internal isolation

<b>Stage 6</b>	<p>Persistent failure to adhere to the Academy behaviour for learning policy and Stages 4&amp; 5 intervention with HOY has not seen a change. One-off bullying of a very serious nature or continued bullying after Stage 5 intervention has occurred</p> <p>Extreme damage to property</p> <p>Extreme aggression</p> <p>Refusal (point blank and after warnings/reminders) to follow staff instructions even after HOY intervention.</p> <p>Possession/Use of illegal substances</p>	<p>Internal exclusion</p> <p>External exclusion</p> <p>On report with SLT</p> <p>Meeting with parent</p>
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# Behaviour Referral Process



## Behaviour For Learning: Aims and Ethos

At Henlow Church of England Academy we have created an environment that allows children to gain an outstanding education and achieve their full potential in terms of personal, emotional and intellectual growth. We enable pupils to become resilient, independent learners and caring community members we can be proud of, allowing them to succeed in an increasingly demanding and ever-changing world.

We provide a caring ethos where excellence is celebrated and positive discipline enables individuals to feel valued and supported. The school also values an ethos of learning, responsibility and respect where learning is at the heart of the school, responsibility for ourselves and respect facilitates learning at every level.

We employ a variety of rewards and sanctions that meet the requirements of explicit standards. Pupils work most effectively when they are valued and rewarded for their efforts, achievements and general citizenship. We focus on positive reinforcement and as a result, disruptive behaviour is minimised. Working alongside the Code of Behaviour the rewards and merits system motivates the pupils and allows them to share in their success both as individuals and as groups.

We balance our rewards systems with agreed sanctions. Our hierarchical approach begins at Stage 1 with low-level infringements of the Code of Behaviour through to Stage 5 for more serious misdemeanours. These sanctions are used in conjunction with a wide range of classroom management strategies to ensure excellent Behaviour for Learning.