



Alston Moor Federation

Positive Behaviour For Learning Policy

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The Learning environment

Learning environments should always be productive and positive as an essential element within any high quality teaching and learning provision. When students are working in an engaging and purposeful manner then they will always display excellent behaviour for learning. As a Restorative institution our Behaviour for Learning procedures are underpinned by the core values of Respect, Responsibility and Resilience, in the drive to ensure that all staff and students in our care '**can be the best they can be**'. These procedures enable us to develop confident learners who arrive to lessons prepared to learn and be resilient when tasks become challenging. We also seek to develop co-operative and collaborative learners, who will support other students in maximising their learning. We believe a consistent whole school approach is important when creating and maintaining an inspiring and engaging learning environment and, to support this, we have clear, basic expectations for all.

Teaching and Learning Principles

1. Teach to the top and scaffold down
2. Mark to improve not to prove
3. Question for checking and extending
4. Plan learning for all and never be afraid to deviate
5. Model learning and assume nothing
6. Believe everything is possible

Shared consistent expectations

Consistent application of our expectations is fundamental to creating an environment where the focus is on learning and excelling.

Classroom Environment Expectations:

- Relevant and current displays that celebrate or aid high quality learning.
- Classrooms are tidy and organised with work and/ or resources stored appropriately.
- Everyone will demonstrate respect for other classroom users by ensuring the rooms are kept free of housewares and personal items and desks are clutter free.
- Classroom equipment is accessible for all and in a good working order.

Expectations of the Leadership Team:

- Frequent Learning Walks focusing on strengths, development areas and actions. Particular focus on cover lessons where the expectation is that LT will drop in.
- Ensure all staff attend all meetings as directed.
- Regular self-evaluation of standards from pupil perspective - student voice, progress data, work scrutiny.
- Challenge staff and students when they are not meeting the school's expectations - no one is exempt.

Expectations for all Staff (teaching and non-teaching):

- Attend weekly briefings and directed time sessions
- Meet and greet every lesson - students enter and exit the room in an orderly manner and are ready to learn

- Hold students to account for their punctuality and always record and sanction appropriately
- Expectations of each classroom are clearly set out
- Ensure that every group has a clear learning plan
- Challenge any inappropriateness of behaviour around the school and in social time
- Formal feedback/marking is undertaken in line with whole school expectations and curriculum area policy - students will know their current achievement level and next steps so they can achieve their target
- No coats or hoodies are to be worn inside the school building
- All staff must use the school rewards systems
- Data and reporting information is regularly recorded
- Students should be released in an orderly manner after the end of lesson bell
- Staff should always model high standards of behaviour and adhere to the staff dress code
- Staff are punctual to all lessons, meetings and duties
- ID badges to be worn at all times
- Students' mobile phones should be turned off and in bags unless a member of staff has allowed the students to use them for a specific purpose

Expectations for Parents:

These expectations form part of the Home-School Agreement.

- Support all the policies and strategies that the school uses to keep a positive working atmosphere;
- Encourage my child to be positive about all aspects of school, including homework and the many other opportunities offered;
- Ensure that my child attends school consistently and punctually, providing school with a note to cover any absence; recognising the incurrence of a fine for term time holidays.
- Ensure that my child wears full school uniform, takes pride in their appearance and brings the correct equipment for each day.
- Respond promptly to school requests for information.
- Inform the school of any concerns about my child's education, attend meetings at school to discuss progress, learn about the work of the school and regularly update school of any factors which may affect my child's performance or participation.
- Encourage and support my child to take part in extra-curricular activities.
- Help to keep the school grounds and surrounding roads safe by being aware of the speed limits around and on the school site, including any parking restrictions.

Behaviour for Excellent Teaching and Learning Summary

We support each other as staff and provide security to students when we adopt **consistent** approaches. These approaches are:

1. **Meet/greet** and **End/Send**, every lesson/tutor time, every day – non negotiable.
2. **Model** positive behaviours and build relationships being aware of '**Parent on the Shoulder**'
3. **Plan** lessons that are engaging, challenging and meet the needs of all learners.
4. **Pass** - all students that are out of lessons must have a valid reason why and the teacher must make a note of this
5. All teachers must actively look to recognise, praise and reward students in most lessons
6. Remain **calm** and give 'take up time' when going through the steps. Prevention before sanction.

7. **Follow** up every time, retain ownership and engage in reflective dialogue with learners – behaviour is the teacher’s responsibility – non-negotiable.
8. **Never ignore** or walk past any young person/s who are behaving badly – it is our collective responsibility.
9. Use 3-2-1 ready and identify and praise students who get this correct and use all “eyes on me”. Start when ALL students are ready to listen.

Recognition and rewards for effort:

We are all motivated by praise and reward. It boosts our self-esteem; it makes us feel as if our efforts are recognised, that we are valued and that we’ve contributed positively to a given outcome. It is not the size or type of reward that is pivotal but the way that it is given.

It is not what you give but the way that you give it that counts.’

- Reward behaviour that is over and above
- Praise should be appropriate to the circumstances and age
- Praise should be timely, sincere, plausible and specific to the reason it has been given.
- Praise should be an expected and enjoyed part of the life of the class
- Recognition over material reward (make the students feel valued)
- Don’t give false praise or over elaborate on something ‘minor.’

School level:

APS/SKS

Attendance half termly celebration – hot chocolate and cake/juice and biscuits

APS

House Points weekly competition then half termly reward with House Cup. End of year reward.

Dojo certificates – bronze, silver, gold

Headteachers Certificates

SKS

Learner of the Week Pink Slip – free dinner draw

Form achievement points – half termly individual reward and termly form reward

Classroom teacher level:

APS

Dojos and house points

SKS

Subject postcard

Positive phone call

We want to praise and reward our students for their ‘can do attitude’ and hard work, occasionally we will need to use consequences when students fail to engage. We also need to consider why such a situation may have arisen.

Students must accept **responsibility for their own behaviour** and learning. Support the pupils to develop their own self-discipline based upon mutual respect, supported by clear boundaries that are consistently enforced.

Consequence System

	Steps	Actions – Students MUST be made aware of each stage of this sequential process.
	Redirection	Gentle encouragement, a ‘nudge’ in the right direction, small act of kindness
C1	Reminder	Reminder of expected behaviour i.e. READY (Ready to learn, ready to listen, ready to work, readily equipped etc), RESPECTFUL (to staff, students, the community, the classroom, the school) RESPONSIBLE (learner, in the class, in the hall, around the site, outside of school). This should be delivered privately wherever possible. This can be repeated if adjustments for SEND students are required. Teacher should take the initiative and try to keep things at the C1 stage.
C2	Warning	A clear verbal warning (delivered privately if possible). Identify the poor behaviour and outline next steps. “If you continue to..... this will mean that you have chosen to move to be a C3. Name on the board. ”
C3	Timeout- Recorded in SIMS/Schol arpak	This can be a short time out of the lesson (2 minutes maximum) as an opportunity for the student to cool off and look at the situation from a different perspective. Students should be asked to step outside the classroom and wait for the teacher to come out. Speak to the student privately (outside) and give them one final opportunity to engage. You may wish to move seats at this point. Offer them a positive choice and refer back to examples of good behaviour they have shown for you in the past. If there is a TA working in the class, they could be used to support this student for the remainder of the lesson. The student must stay back at the end of the lesson to briefly discuss the behaviour and re-affirm expectations. Encourage a positive change ready for the next lesson. Tutors to track on SIMS and speak to students 3.15-3.25pm. Refer to SLT if appropriate.
C4	Internal referral – Recorded in SIMS/Schol arpak	Sometimes a student may need to be removed from the lesson if the time out has not worked. A student can either work away from the group with a TA where appropriate or may be sent to the office for a member of SLT. They should be sent with work to complete. All internal referrals must be recorded on SIMs immediately. All internal referrals must be followed up with a full break/lunchtime detention to repair and reflect on the situation that led to the internal referral. SLT can support this if necessary/appropriate. Three detentions will lead to an after school detention with SLT the following week for SKS students and meet parents for APS.
C5	Serious Incident Recorded in SIMS/Schol arpak	An incident which is serious enough that it warrants immediate support from SLT should be recorded on the orange Incident Record form. A meeting with the parents, learner and member of the LT will follow. The outcome of this meeting will be recorded on SIMs by SLT with agreed targets that will be monitored over the course of two weeks.

All lower level misdemeanours must also be recorded from the drop-down behaviour menu in SIMs (late, uniform, equipment, homework, mobile out, corridor behaviour etc).

Further sanctions may include report, close supervision, break and lunchtime supervision, internal exclusion. Fixed term exclusions can be used as a last resort.

Student reminders/our expectations:

1. Do as asked **“first time every time”**
2. Be equipped and in uniform
3. Line up in silence.

4. Sit/Stand quietly at the start/end of lesson ready to be dismissed
5. Show a positive attitude to learning.

Support for Repair and Reflect meetings – Guidance only

Questions for students:

Tell me about what you feel happened today?

Why do you think you were removed?

Was there a trigger/problem/reason?

Do you think you could have handled it differently?

Talk to the student about the behaviours that resulted in the consequences.

Now the student has had time to think about their action, how do they feel now?

How should the student respond in future?

Do they need to apologise?

Reaffirm your commitment to building a trusting relationship.

To maintain an environment for learning which is meaningful, engaging, relevant and accessible for all, it is not appropriate for students to question staff roles within the classroom.

In these rare occasions, students should be challenged with **“Are you refusing to follow my instructions?”** remember failure to do so must result in a **C4**.

The success of the system is a consistent commitment from all staff to have the highest of expectations of all students.

“The strength of the team is each individual member. The strength of each member

