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Prospect
School

BEHAVIOUR FOR LEARNING POLICY

Staff Responsible	Deputy Headteacher
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Contents

1. Aims.....	3
2. Legislation and statutory requirements	3
3. Definitions	3
4. Bullying.....	4
5. Roles and responsibilities	5
6. Student code of conduct	6
7. Rewards and sanctions.....	6
8. Behaviour management.....	7
9. Training	9
10. Monitoring arrangements.....	9
11. Links with other policies.....	9
Appendix 1 - Applications of Sanctions.....	11
Appendix 2 - Ladders of Rewards and Sanctions.....	12

1. Aims

This policy aims to:

- Provide a **consistent approach** to behaviour management
- **Define** what we consider to be unacceptable behaviour, including bullying
- Outline **how students are expected to behave – the Culture and Character of the school**
- Summarise the **roles and responsibilities** of different people in the school community with regards to behaviour management
- Outline our system of **rewards and sanctions**

2. Legislation and statutory requirements

This policy is based on advice from the Department for Education (DfE) on:

- [Behaviour and discipline in schools](#)
- [Searching, screening and confiscation at school](#)
- [The Equality Act 2010](#)
- [Use of reasonable force in schools](#)
- [Supporting students with medical conditions at school](#)

It is also based on the [special educational needs and disability \(SEND\) code of practice](#).

In addition, this policy is based on:

- Schedule 1 of the [Education \(Independent School Standards\) Regulations 2014](#); paragraph 7 outlines a school's duty to safeguard and promote the welfare of children, paragraph 9 requires the school to have a written behaviour policy and paragraph 10 requires the school to have an anti-bullying strategy
- [DfE guidance](#) explaining that academies should publish their behaviour policy and anti-bullying strategy online

As a school, we have adopted the philosophy and guidance of Pivotal Education in our approach to maintaining high standards of behaviour.

This policy complies with our funding agreement and articles of association.

3. Definitions

Misbehaviour is defined as:

- Disruption in lessons, in corridors between lessons, and at break and lunchtimes
- Non-completion of classwork or homework (due to lack of effort)
- Poor attitude
- Failure to follow reasonable instructions from school staff
- Incorrect uniform

Serious misbehaviour is defined as:

- Repeated breaches of the school rules
- Any form of bullying
- Sexual assault, which is any unwanted sexual behaviour that causes humiliation, pain, fear or intimidation
- Vandalism
- Theft
- Fighting
- Smoking
- Racist, sexist, homophobic or discriminatory behaviour
- Possession of any prohibited items. These are:
 - Knives or weapons
 - Alcohol
 - Illegal drugs
 - Stolen items
 - Tobacco and cigarette papers
 - Fireworks
 - Pornographic images
 - High Caffeine/Energy Drinks
 - Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the student)

4. Bullying

Bullying is defined as the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power.

Bullying is, therefore:

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against

Bullying can include:

Type of bullying	Definition
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Racial/homo/transphobia	Racial/homo/transphobic taunts, graffiti, gestures
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

Details of our school's approach to preventing and addressing bullying are set out in our anti-bullying strategy.

5. Roles and responsibilities

5.1 The governing board

The governing board is responsible for monitoring this behaviour policy's effectiveness and holding the headteacher to account for its implementation.

5.2 The headteacher

The headteacher is responsible for reviewing and approving this behaviour policy.

The headteacher will ensure that the school environment encourages positive behaviour and that staff deal effectively with poor behaviour, and will monitor how staff implement this policy to ensure rewards and sanctions are applied consistently.

5.3 Staff*

Staff are responsible for upholding the five pillars of Pivotal Practice:

- Calm, consistent adult behaviour

- First attention for best conduct
- Relentless routines
- Scripting difficult interventions (I notice, I need, thank you)
- Restorative follow up

The senior leadership team will support staff in responding to behaviour incidents.

* 'Staff' refers to all adults who work on the school site, whether teaching or support.

5.4 Parents

Parents are expected to:

- Support their child in adhering to the student code of conduct
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the Head of Year promptly

6. Student code of conduct

Students are expected to be:

- Ready
- Respectful
- Responsible

Behaviour for Learning is therefore a shared responsibility between all members of the school community, including senior staff, classroom teachers and support staff, parents and students. At Prospect, we refer to this as 'Culture and Character'.

7. Rewards and sanctions

7.1 List of rewards and sanctions

At all times, staff will give first attention to best conduct

Positive behaviour will be rewarded with:

- Praise (including names recorded on the board)
- Positive behaviour points recorded via MINTClass (for behaviour that is 'over and above')
- Postcards and/or phone calls home to parents
- Special responsibilities/privileges
- Rewards in assemblies and end of term celebrations

The school may use one or more of the following sanctions in response to behaviour that does not meet expectations:

- A verbal reminder of expectations
- Asking the student to move to the departmental 'safe room'
- A restorative conversation to take place breaktime, or after school
- Referring the student to a senior member of staff for additional support

When a student fails to respond to these initial measures, further supportive interventions may take place, such as:

- Letters or phone calls home to parents/meetings with parents
- Agreeing a behaviour contract
- Putting a student on report
- Referring the student for additional behaviour support

For serious, or persistent breaches of behaviour, the school may:

- Use the Inclusion Learning Centre (ILC) in response to incidents and behaviour that would normally otherwise result in a one day fixed term exclusion.
- Issue a fixed term, or in some circumstances, permanent exclusion (see Exclusions Policy for further details)
- Refer the student to an alternative provision, either on or offsite
- Where appropriate, the SENCo may be asked to arrange an external assessment of the student.

All departments have a timetabled 'safe-room' where students may be sent to during lessons if their behaviour does not meet expectations, and they will be expected to complete the same work as they would in class.

A senior member of staff is 'on-call' at all times, to deal with incidents that occur during the school day.

The full Ladders of Rewards and Sanctions can be found in the Appendix, and provide for a more detailed and consistent approach for staff to follow.

7.2 Off-site behaviour

Sanctions may be applied where a student has misbehaved off-site when representing the school, such as on a school trip or on the bus on the way to or from school.

7.3 Malicious allegations

Where a student makes an accusation against a member of staff and that accusation is shown to have been malicious, the headteacher will discipline the student in accordance with this policy.

Please refer to our Safeguarding Policy for more information on responding to allegations of abuse.

The headteacher will also consider the pastoral needs of staff accused of misconduct.

8. Behaviour management

8.1 Classroom management

Teaching and support staff are responsible for setting the tone and context for positive behaviour (culture) within the classroom. The school is clear that the most effective form of positive behaviour management within the classroom comes from well-planned, stimulating and effectively delivered lessons, and that all adults in the school should model positive actions.

Staff will:

- Create and maintain a stimulating environment that encourages students to be engaged
- Uphold the school ethos of “Aspire, Believe, Achieve”
- Positively uphold the Student Code of Conduct
 - Ready
 - Respectful
 - Responsible
- Develop a positive relationship with students, which may include:
 - Greeting students in the morning/at the start of lessons (hand shakes are encouraged, but not mandatory!)
 - Always giving first attention to best conduct
 - Establishing and relentlessly upholding clear routines
 - Communicating expectations of behaviour in ways other than verbally
 - Highlighting and promoting good behaviour
 - Concluding the day positively and starting the next day afresh
 - Having a plan for dealing with low-level disruption, including the use of micro-scripted interventions (“I noticed...I need...thank you”)
 - Using positive reinforcement

The school recognises that individual classroom teachers may have their own routines and procedures in their classroom, depending on their subject and location, but these should be consistent with the overall school culture and character, routines, procedures and ethos.

8.2 Physical restraint

In some circumstances, staff may use reasonable force to restrain a student to prevent them:

- Causing disorder
- Hurting themselves or others
- Damaging property

Incidents of physical restraint must:

- **Always be used as a last resort**
- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Be recorded and reported to parents

8.3 Confiscation

Any prohibited items (listed in section 3) found in students’ possession will be confiscated. These items will not be returned to students.

We will also confiscate any item which is harmful or detrimental to school discipline. These items will be returned to students after discussion with senior leaders and parents, if appropriate.

Searching and screening students is conducted in line with the DfE's [latest guidance on searching, screening and confiscation](#).

8.4 Student support

The school recognises its legal duty under the Equality Act 2010 to prevent students with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour may be differentiated to cater to the needs of the student.

The school's special educational needs co-ordinator will evaluate a student who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.

When acute needs are identified in a student, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis.

9. Training

Our staff are provided with training on managing behaviour, including proper use of restraint, as part of their induction process.

Behaviour management will also form part of continuing professional development.

As a school, we follow the approach of Pivotal Education. All staff are encouraged to download the App and make use of the resources available to them. Further information can be found at <https://pivotaleducation.com/>

10. Monitoring arrangements

This behaviour policy will be reviewed by the headteacher and the governing board every two years, or more frequently if necessary. At each review, the policy will be approved by the headteacher.

11. Links with other policies

This behaviour policy is linked to the following policies:

- Exclusions policy
- Safeguarding policy
- Anti-Bullying policy
- Mobile Phone Policy
- Restraint Policy

- Dealing with Allegations against staff
- E-safety Policy

Appendix 1 – Application of Sanctions

Very often, poor behaviour is a reflection of an unmet learning need.

We do not assume that our students know, for example, how to read or write; if they cannot, we will teach them. We therefore should not assume that students (especially younger students and those new to the school) know how to behave. These students need also to be taught how to behave. This may be through the application of sanctions, but this should be as a last resort.

The Five Pillars of Pivotal Practice must always be applied:

- Calm, consistent adult behaviour
- First attention for best conduct
- Relentless Routines
- Scripting difficult interventions
- Restorative conversations.

In many cases, a quiet verbal reminder of expectations is enough (“I noticed...I need...thank you). Students also need to be shown that attention is given to students demonstrating best conduct, and that rewards are given for behaviour that is ‘over and above’ these basic expectations.

The school operates a centralised system which enables restorative conversations to take place at the end of the school day, if a member of staff wishes to make use of this. Alternatively, staff may prefer for these conversations to take place at the end of a lesson, or at breaktimes. Whichever is preferred, this must be applied consistently for all students. If students are required to attend at the end of the day, this can be recorded via MINTClass. Staff must be aware that if a student is required to attend, they must also attend; if they know they will not be able to, the conversation should take place at another time.

Heads of House will monitor student attendance. When students do not attend, the Head of Department will be notified, and it should be followed up within the department. If the HOD wishes to set a further sanction, they should do this within their department.

Restorative conversations are not appropriate for students who have not completed homework. It is up to individual departments to decide how they wish to deal with this; their approach should be recorded in their departmental development plan.

The school operates a separate learning classroom (Inclusion Learning Centre – ILC) for students who demonstrate persistent or more serious breaches of the Student Code of Conduct. Referrals to the ILC can be made by Heads of House, Heads of Department or Senior Leaders only. The Senior Leader in charge of managing the ILC, in consultation with the other senior leaders as appropriate, will manage and authorise these referrals on a daily basis. Parents will be informed both verbally and in writing.

If behaviour still does not improve, or for one off, very serious breaches, a further range of interventions may be applied, but these can only be authorised by the Deputy Headteacher or Headteacher.

Prospect School Ladders of Reward and Sanctions

		Examples of Excellence			
Level		During lessons (including tutor time)	Outside lessons (including to and from school)	Likely/possible Reward	Staff Responsible
Level One	R1	Improved work ethic Excellent work in class Excellent homework Active participation in the lesson Being particularly helpful	Being helpful Being kind and considerate towards others	Verbal praise 1 House point	All staff
	R2	Any typical R1 behaviour sustained over a period of several lessons	Regular attendance at an extra-curricular activity Form tutor student of the week	Postcard Home 2 House points	All staff
	R3	Excellent work over a sustained period of time/piece of coursework/project work	Participation in a school event (concert, sports fixture etc) Participation in a year group/departmental activity	Postcard or formal letter home. 5 House points	All Staff
Level Two	R4	Consistent punctuality over ½ a term 100% attendance over ½ a term No consequences in ½ a term Assisting the school community		Formal letter home 10 House points	Middle Leaders
	R5	Form tutor student of the term Outstanding work, effort or achievement in a subject over a sustained period of time 100% attendance for a whole term		Formal letter home 15 House points	Middle Leaders
	R6	Outstanding Attitude to Learning across all subjects in termly report home HOY student of the term		Formal letter home 20 House points	HOH
Level Three	R7	Outstanding effort, achievement and/or service to school across the school year HOY students of the Year		Rewards ceremony 25 House points Honours board	HOD HOH SLT
	R8	Exceptional service and/or achievement, going above and beyond to achieve personal goals		Rewards ceremony Headteachers Commendation Honours Board 30 House points	Headteacher Chair of Governors

- First attention to best conduct at all times – focus on praise
- Record in SIMs
- Be consistent
- Certificates each half term in regular rewards assemblies
- Annual Rewards Evening
- End of Year trip – for those that have achieved in the top 20% achievement points

		Examples of Behaviour			
Level		During lessons (including tutor time)	Outside lessons (including to and from school)	Likely/possible Consequence	Staff Responsible
Level One	C1	Off task chatter Lack of equipment Late (>5 minutes) Chewing gum Uniform Misuse of mobile phone	Out of lessons without reason/pass Chewing gum	Verbal warning 1 consequence point	All staff
	C2	Lack of response to C1 Eating in lesson Dropping litter Late (<5 mins) Lack of homework Lack of progress in lesson Preventing others from learning Continued C1/C2 behaviour Rudeness to staff Inappropriate language Arguing with other students Continued misuse of mobile phone	Dropping litter Thoughtless behaviour Disrespect towards others/others possessions Rudeness to staff Inappropriate language/behaviour	30 minute detention 2 consequence points	All Staff
Level Two	C3	Continued C2 behaviour Failure to attend C2 detention Disruption of detention Failure to follow instructions Inciting others to fight Truantiing a lesson	Continued C2 behaviour Failure to attend C2 detention Disruption of detention Failure to follow instructions Inciting others to fight	Safe Room Withdrawn from lessons in department until resolved – parental call 3 consequence points Tutor Report	Middle Leaders Tutors
	C4	Threatening behaviour Truantiing numerous lessons Damage to schools/other property Defiance to staff Bringing the school into disrepute Racist / homophobic behaviour		SLT Detention 4 consequence points HOD Report / Head of House Report (if across more than 2 Subject areas)	Middle Leaders SLT
Level Three	C5	Continued C4 behaviour Failure to attend a C4 detention Disrupting a C4 detention In appropriate physical behaviour Swearing directly at a member of staff Bullying Inappropriate behaviour towards a member of staff or student Behaviour that compromises the safety of others Theft Behaviour that seriously disrupts the school day		Internal Exclusion Assistant Head Teacher Report- discussion held with Head of House Meeting with Head of House and Assistant Head Teacher	SLT
	C6	Continued C6 behaviour Failure to comply with the expectations of an internal exclusion Persistent verbal abuse of a member of staff Compromising the health and safety of school site Dangerous behaviour likely to hurt themselves or others Intimidating or threatening behaviour Violent conduct Bringing banned or inappropriate items onto the school site Wilful damage to school property Extreme defiance		Alternative Provision Exclusion Governors Panel Meeting Deputy Head Teacher Report – Meeting between Deputy Head Teacher and AHT	Headteacher
	C7	Continued C7 behaviour Possession of illegal items on the school site (e.g. weapons/knives/drugs/alcohol) Violence towards a member of staff Criminal Offences Persistent behaviour that repeatedly flouts the expectations of the school.		Permanent Exclusion Headteacher and Governors	Headteacher Chair of Governors

- Record in SIMs
- Be aware of cumulative, low level acquisition of points
- Scale up and down as necessary – be aware of the needs of the child.
- Be consistent.