

BEECHWOOD SCHOOL – BEHAVIOUR FOR LEARNING POLICY

Our Values, Principles and Beliefs

We believe that all of our work in Beechwood School is underpinned by our values.

We value all.
We respect all.
We believe in all.
We see the good and potential in all.
We have a strong sense of all having an entitlement to experience excellence and success.
We are all determined to do our best and to be the best that we can be.

Further principles which underpin our work and team efforts are as follows.

- All students are entitled to a secure and stimulating learning environment where they feel safe and are treated with fairness and respect.
- School has a responsibility to meet the needs of its students and to assist them in acquiring the skills necessary to participate effectively in a learning environment – both whilst at school, and in preparation for the world once they leave Beechwood. In addition to providing them with the opportunity to fulfil their academic potential, this includes recognition of the social and emotional skills they require to assist them in achieving this goal.
- The culture and ethos of our school has a significant influence on the quality of learning. Therefore, the school has a responsibility to articulate social and moral values and respect for all. Everyone has the right to have their voice heard and their concerns listened to.
- The school is part of a wider community and will ensure that it works effectively with that community as part of the learning process. Our young people are enabled to understand their society, appreciate British values and the law.
- The school will promote the highest achievement in young people, irrespective of their abilities or expectations. It will challenge fixed notions of ability and value all aspects of an individual's talents. To this purpose, the Behaviour for Learning Policy emphasises respect, social inclusion and a strong sense of personal responsibility in supporting high standards of behaviour, attendance and punctuality throughout the school.

Responsibilities

Students should:

- arrive at school on time to registration, correctly dressed in full school uniform;
- ensure that they are equipped and ready to learn;
- behave courteously to others, listening to instructions given by adults, and work co-operatively with each other when required; this includes behaving respectfully towards others at all times, including those of differing ability, gender, sexual identity, race, religion and culture;
- move between lessons in an orderly fashion on the left hand side of corridors, respecting the environment at all times;

- remain on the school site throughout the school day, unless they have explicit permission to leave;
- represent the school in a respectful manner whilst on trips or out in the local community;
- always behave in a way which is safe and adhere to all legal requirements in this respect, for example, in terms of carrying weapons, potential assault or harassment of other members of the school community.

Staff should:

- prepare high quality lessons that are stimulating and are sufficiently differentiated for students of varying ability;
- mark students' work according to agreed standards, providing high quality feedback to enable students to make rapid and sustained progress;
- ensure a positive climate for learning in the classroom, where all students are treated fairly and respectfully;
- model the required behaviour for students through being courteous, well presented, well organised and well prepared at all times;
- use the school system to electronically record student achievements and any behavioural concerns, including a consistent application of consequences and escalations via a detentions / referral system;
- fulfil all aspects of their professional standards.

We ask Parents / Carers to:

- ensure that students have the required uniform and equipment and arrive to school on time;
- be actively involved in their child's education; attend school events, and remain up to date with feedback from the school regarding their progress;
- provide their child with the space and time to complete homework daily. Regularly check and sign the student planner and make contact with the school should there be any concerns;
- inform the school of any changes to personal details, particularly address and contact telephone numbers, as well as any key events at home which may be affecting their child's progress;
- should a problem arise at school, work alongside staff and support the school's system of rewarding achievements and appropriate consequences for behaviours causing concern.

Recognising Achievements at Beechwood

In consultation with our students, it is clear that they value a positive learning climate, where there are clear boundaries, and where students have the right to learn, and teachers have the right to teach.

Students value recognition of their achievements, and to this effect, there are systems in place where students are able to receive this recognition in and around school, as well as for this information to be communicated home on a regular basis. Using SIMS (the School Information Management System), staff record achievement points electronically, and students are highly

Behaviour for Learning Policy: Reviewed Summer 2020 with additional COVID addendum
Review date: Summer 2023

motivated to gain these accolades. Students have been consulted in Focus Discussion Groups regarding rewards that they feel motivated to work towards.

Reward Strategies in place:

- Letter/postcard/telephone calls home from subject teachers and form tutors to acknowledge exceptional efforts or consistently good efforts.
- Positive praise / Moments of Brilliance written communications to be sent home.
- SIMS to be used to also include recognition of Moments of Brilliance and Acts of Kindness.
- Display and celebration of student work and achievements across the school, such as the Key Stage Achievement , Curriculum and Community Evenings, Sports' Awards Evening and the Beechwood Book of Brilliance. Students work will also be displayed.
- Monthly awards for students with the most achievement points in each year group, accompanied by school screen displays and letters home from DOS.
- Termly and annual awards and trips for students in various key stages to recognise outstanding achievement, as well as rewards for top attendance and punctuality.
- Celebration Evenings including Prize Giving.

Classroom Expectations and Consequences

Students are familiar with consistent expectations in all of their lessons, which are displayed visibly throughout the school in the following poster format:

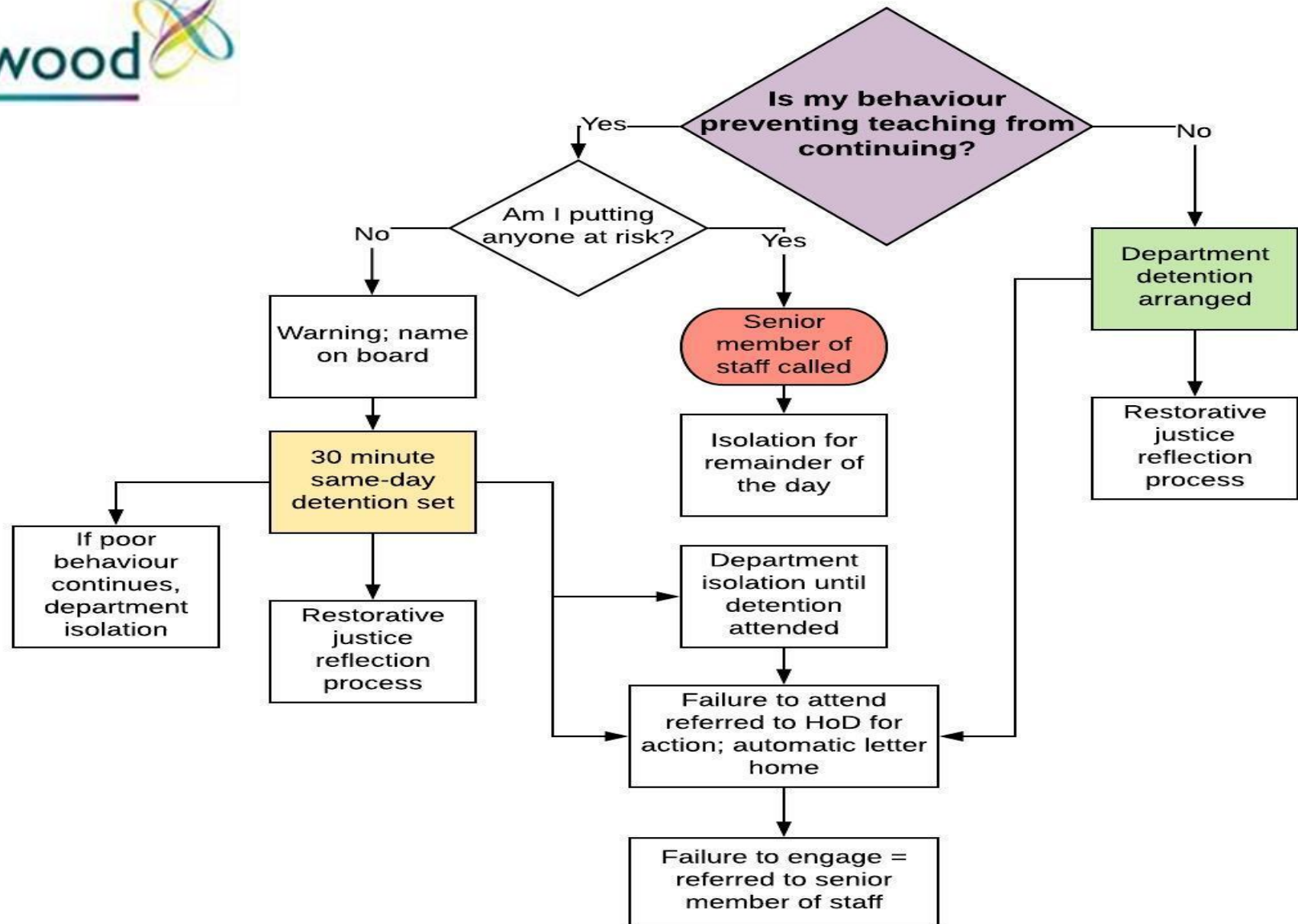
In every lesson we:

- arrive on time
- are organised: bags on the floor, planners and equipment out
- listen carefully and follow all instructions
- remain in our seats unless otherwise directed
- listen to one person at a time, speaking to our class
- show respect at all times and think before we speak
- persevere to find a positive solution to any challenge

Information is displayed around school to provide clarity see Appendix I and II.

Students may require reminders of these, and departments have an agreed procedure which includes issuing a verbal reminder to students, and a warning system, ensuring that our young people have adequate reminders prior to consequences being put into place. Departments' 'warning system' involves placing names on the board as a warning, followed by a tick alongside the name before logging behaviour issues on SIMS. Equally, placing names on the board when gaining achievement points is an effective strategy.

However, consequences are then followed consistently throughout the school, in-line with the following flow-chart overview:



On call for SLT via Student Services - telephone or send student



Student enters isolation space for remainder of the day



Automatic letter sent home via reception



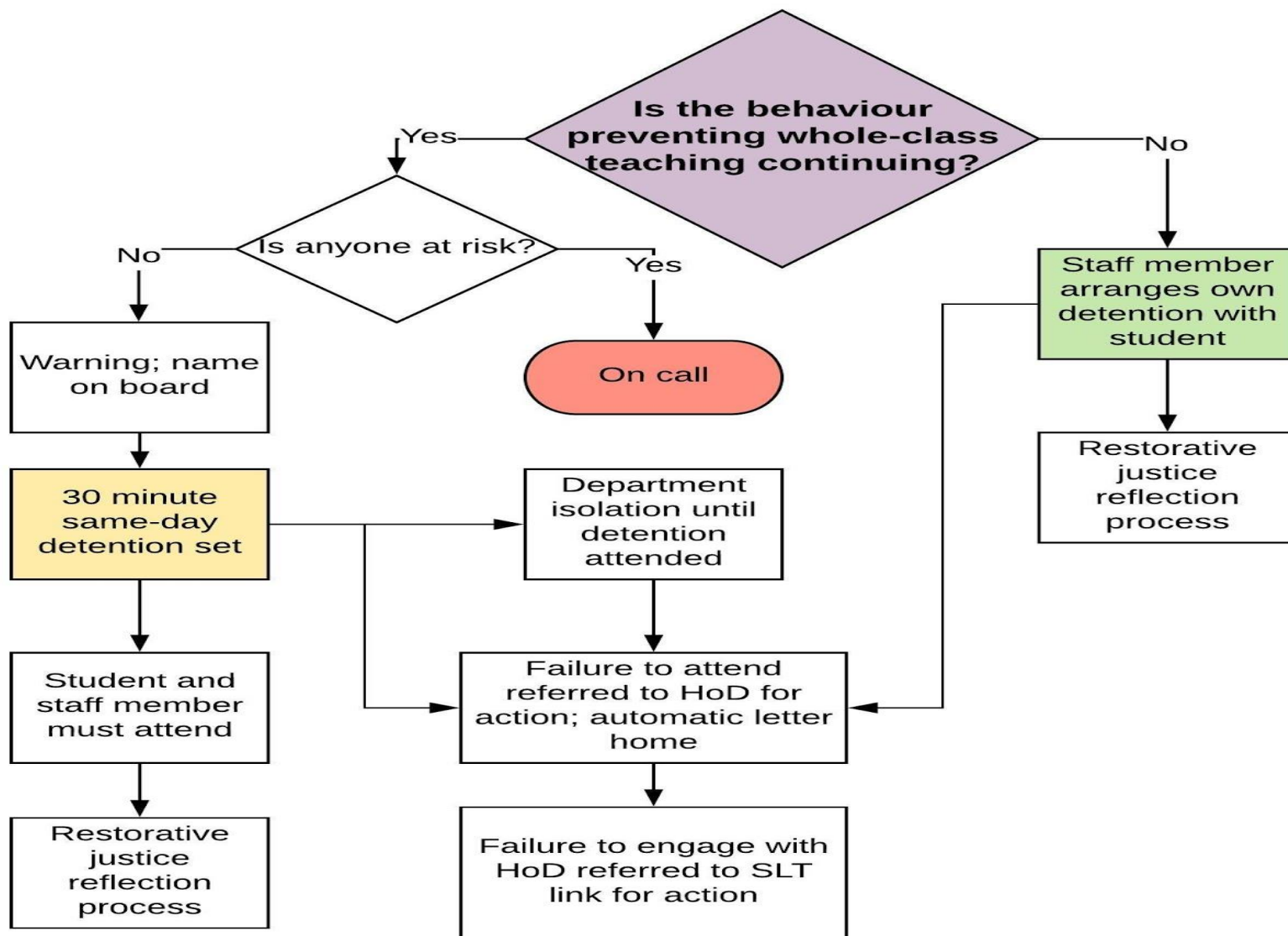
Departmental detention set and restorative justice process

Accessing the on-call system should be for the most severe of incidents or unsafe behaviour.

Such as:

- A student is a risk to themselves
- Other students are at risk
- You feel at risk
- Teaching and learning has completely stopped
- There is a significant health and safety risk

Failure to engage with this process referred to Headteacher for fixed-term exclusion



All parents have been advised that if behaviour warrants it, then a 30 minute 'on-the-day' detention will be served.

Should there be significant ongoing concerns in a lesson, the classroom teacher notifies both HOD and DOS, and logs the incidents on the electronic system. This may result in:

- A HOD Detention (Level 2), accompanied by an explanatory letter home or telephone call / note in planner. (DOS Level 2 Detentions are also issued for serious concerns outside of subject lessons).
- A meeting with parents, the student and the Head of Department (Level 2), often followed by the student being placed on Departmental report. Similarly, DOS also call meetings with parents where there are concerns outside of lessons or across a range of subjects.
- Where students are not responding appropriately to interventions made by DOS and HOD, or persistently fail to attend these detentions despite at least two efforts clearly communicated home to gain support, students may be placed in a Senior Leadership Detention, which is accompanied by a letter home and a telephone call from relevant HOD or DOS. The Senior Leadership Detention takes place weekly and is for a period of two hours.
- Where there are serious and persistent concerns regarding behaviour, a Behaviour Support Plan will be put into place at a meeting with the parent/carer, student, and Director of Study and / or SLT. Parents must receive a copy of the BSP, as well as subject teachers. This needs to be reviewed at least each half term, and either targets amended, or student removed from BSP. DOS are to liaise with relevant student mentors to facilitate communication of BSP to relevant parties.

Alternatively, if the Director of Study deems the incident to be of a serious enough nature, he or she will consult with the Senior Link Colleague for the year group, who may recommend a fixed term exclusion (level 3), which is ultimately the Headteacher's decision. Following the readmission meeting, the student may well be placed on a DOS Report or SLT (red report), to monitor behaviour for a period of time. The student may also spend a day in the Achievement Centre to support a reintegration back to school.

Should there be an extreme and very serious situation in a lesson where there exists significant risk, then the "on-call" system should be used. Please see flow chart above for overview of when this should be used and how it will be pursued.

In cases of persistent concern or extreme concern, such as the carrying of a weapon, or supplying illegal substances to other students, a permanent exclusion may well be considered by the Headteacher. Exclusions, fixed term or permanent are the most serious of sanctions.

Fixed Term Exclusions

These will be at the discretion of the Headteacher, (or the Deputy Headteacher acting in their absence) having received a full report from the relevant Deputy Headteacher and/or Director of Studies. Following any Fixed Term exclusion, parents are expected to attend a reintegration meeting with their child.

If the police become involved in the case, the matter may pass out of the jurisdiction of the school. We always co-operate fully with the police when requested to do so.

Possession of alcohol and prohibited substances/items on the school premises are most likely to lead to a period of exclusion. In such cases, parents will be contacted immediately. Prohibited items will be disposed of.

Where a student is at risk of a permanent exclusion or where there has been a very serious breach of the school Behaviour Policy, a student may receive a Governor's final warning.

Permanent Exclusions

These will only occur as a last resort after the full appropriate processes have been completed and it is clear that the young person's continued membership of the school community is of significant detriment to the community as a whole. If concerns have existed over-time, then there will be evidence of support put in place. A permanent exclusion can, however, be served for a 'one-off' critical incident which constitutes the most serious of health and safety concerns. All disciplinary procedures and sanctions take due regard to current legislation and Department of Education guidance.

Support Plans for Students:

1. BSP – Behaviour Support Plan

Where behaviour has become a significant concern, either through very serious incident(s), through multiple and persistently high logs of behaviour concerns on SIMS, or through multiple 30 minute detentions.

DOS and Learning Mentor take ownership of this plan, and communication to parent and class teachers is key, to ensure that support strategies are shared and reviewed regularly to ensure impact.

- 2. Pupil Learning Profiles:** These have replaced IEPs, and are in place for all EHCP, SEND, Priority and Intermediate EAL students, as well as a number of students with concerns across the curriculum. As a school, we are working towards all students having Pupil Learning Profiles to identify strategic plans for maximising their potential and overcoming any barriers to learning. Profiles will be uploaded to SIMS and putting together a strategy to ensure frequent review is currently in place.
- 3. TAG profiles (Talented, Able and Gifted)** will be merged with Pupil Learning Profiles, but be marked as “TAG”. The plans provide staff with support strategies and an insight into the young person. Profiles are completed in liaison with the student and shared with colleagues and parents. All TAG mentor students will have these in place by January 2017 and they will be uploaded to SIMS and available on Fronter. All support and interventions will be recorded on these to allow for a more holistic perspective.
- 4. PEP Personal Education Plans** are for looked after children (LAC) and identify clear academic targets.