



Behaviour for Learning Policy

September 2021

Date of next review: **August 2022**

Policy review dates and changes

Review date	By whom	Summary of changes made	Date implemented

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Introduction

The way in which members of the school behave towards one another should enable:

- Effective learning
- Positive relationships
- Respect for others
- Raised self-esteem
- Respect for the environment

It is a primary aim of our school that every member of the school community feels included and supported and that each person is valued, respected and treated well. We are a caring community, whose values are built on mutual trust and respect for all. The school 'Behaviour for Learning' policy is designed to enable members of the school community to work together in a supportive way. It aims to promote an environment where everyone feels happy, safe and secure.

At Prospect School, we aim to:

- Promote and support students to demonstrate a high standard of behaviour
- Promote self-awareness, self-control, respect for authority and acceptance of responsibility for our own actions
- Create and maintain a positive and safe school environment where effective learning can take place and all students can grow socially, emotionally and academically, with mutual respect between all members of the school community, for personal belongings and for school property

Our aims, we believe, are achieved when:

- Clear expectations are agreed, understood and accepted through regular activities which define what is acceptable and unacceptable behaviour
- A school atmosphere is created which is consistent and caring
- Students are encouraged to make responsible behaviour choices and accept responsibility for their behaviour
- Students are provided with excellent role models
- Students and parents/carers understand that inappropriate behaviour choices have consequences, which are applied consistently and fairly within the school in a calm, considered manner

Modelling

One way that children learn about both appropriate and inappropriate behaviour is by observing others. Children model their own behaviour on other people's responses, therefore it is important that they are given the opportunity to observe positive role models. Prospect School is committed to providing positive models for our students:

- Staff model appropriate, positive behaviour at all times
- Staff highlight students' appropriate behaviour, explaining why this was a good choice
- Older students are given opportunities to act as positive role models to younger students (e.g. having a position of responsibility or mentoring role; House Captain)
- Students are given first-hand experience of a wide range of aspirational role models from outside of the school (e.g. invited guests, business leaders, work experience, Governors)

Encouragement, praise and positive reinforcement

As a school we recognise that encouragement, praise and positive reinforcement teaches students that appropriate behaviour choices have good outcomes. This can be used to recognise and reinforce appropriate behaviour, and encourage students who are choosing inappropriate behaviour to make different choices.

Positive reinforcement may take the form of:

- Acknowledgement of good behaviour
- Certificates of achievement
- 'Epraise' points
- Positive messages communicated to parents/carers
- Reward trips
- House points
- Subtler forms of praise for students who find overt praise difficult to accept

Consistent use of modelling, encouragement, praise and positive reinforcement is used to:

- Create a positive school environment
- Increase students' self-esteem and self-efficacy (i.e. a students' belief in their own capability to succeed within a certain situation or on a particular task)
- Promote a model for appropriate behaviour and positive relationships

Consistency of approach and the use of a common language to reflect this is essential; the staff team work collaboratively to define and develop their professional practice through training and shared endeavour, in order to maintain this consistency in keeping with the school ethos.

General School Rules

All students are expected to follow the Prospect School Rules which are:

1. We follow adult instructions
2. We respect other people and their property
3. We respect school property
4. We move safely and sensibly around the school
5. We attend our timetabled lessons
6. We remain on the school premises

Prospect School staff will do the following to help our students follow these rules:

1. We will make sure that you have heard us and will give you enough thinking time
2. We will help you to find ways to manage difficult emotions in an appropriate way by listening and negotiating
3. We will work with students and parents/carers to achieve the best possible outcomes for our students
4. Classroom rules will be agreed by tutors and teachers at the beginning of each academic year and discussed with students at the earliest opportunity

Consequences (see Table 1 – Stages of Implementation)

When students do not follow the rules, all staff are expected to manage the situation in a calm and consistent manner. Staff will consider the context of the incident and whether the student is able to make a conscious choice. It is important that students are supported to understand that inappropriate behaviour choices lead to consequences.

Furthermore, we believe that students should always be positively acknowledged; it is the students' behaviour choices that are inappropriate, not the student.

- Consequences can follow sometime after an event, when the student is regulated and able to reflect upon their behaviour. In such circumstances, staff should inform the student that their behaviour is inappropriate and that it will be spoken about later.
- Consequences will never involve taking away a previously earned reward.
- Teaching staff will avoid any consequences which lead to unnecessary shaming or humiliation of the student. We understand that such approaches are detrimental to the student's self-esteem and wellbeing, and can result in increased inappropriate behaviour.
- The specific needs of the student will be considered when deciding appropriate consequences, which will be individual to the student; we recognise that a 'one size fits all' approach is not appropriate for our students and that consequences should not impede future learning.
- After a student receives a consequence, it is important to maintain positive staff-student relationships. Staff must reassure the student that the inappropriate behaviour has been dealt with and that all parties will move on and start afresh. In addition to the stages of consequences, where appropriate, students will be supported to reflect on their behaviour choice and be given an opportunity to make amends, for example they may be supported to make a sincere apology, replace something that has been broken, replace displays or tidy a classroom that has been disrupted.

Persistent Inappropriate Behaviour

It is expected that teachers and students begin each day afresh with optimism and encouragement for success. If there is persistent inappropriate behaviour, then there are a variety of options that may be taken:

- The student will attend a behaviour meeting with their Tutor where a target for their behaviour will be set. The Tutor will work collaboratively with the student to identify any reasons, concerns or difficulties which may be leading them to make inappropriate behaviour choices. The Tutor will then work with the student to address these issues.
- If after an agreed time there is no change in behaviour, the student will attend a behaviour meeting with the Pastoral Lead. At this time the Tutor will inform the student's parent/carer of the situation and share the student's behaviour target with them.
- If the student continues to make inappropriate behavioural choices, the Headteacher will arrange a meeting with their parent/carer to discuss their behaviour.
- The Headteacher may decide that it is in the student's best interests to give them some supported time away from their class.
- Where there is no improvement in behaviour, the Headteacher may impose a period of exclusion from school. The school takes the use of exclusion extremely seriously and will make every effort to promote an improvement in a student's behaviour before this stage is reached. The school has a strong commitment to inclusion. However, it is important for all parties to understand the consequences of consistently poor behaviour, including how it can affect a student's learning, the learning of their peers, and the health and safety of themselves and others.

Serious Incidents

In cases of severe misbehaviour (**violence towards another student or staff member, significant criminal damage, bullying including cyberbullying, threat of violence towards another student or staff member, intimidation**) a message would be sent to the Senior Leadership Team and the situation managed by them. In such cases the parents/carers would be notified of the incident and informed as to what action was taken.

All serious incidents should be properly recorded using CPOMS or file notes when necessary and the damage reporting forms.

If a student is unable to manage themselves during social-times and is perceived to be at risk of harming themselves or others by not following adult guidance, then they will be supervised 1:1 by a staff member.

Break-time Supervision

Prospect School staff are on duty throughout social-times, supervising students and their activities. Students should be reminded how to move around the school in a safe and sensible manner and how to engage with their peers appropriately.

The school expects all members of the community to adhere to the principles as set out in the Behaviour for Learning Policy and therefore to behave in an appropriate manner within school. Incidents of verbal or physical aggression to staff by parents/carers of students in the school will be reported immediately to the Headteacher who will take appropriate action.

Searching Students (and/or their possessions)

When information has been received or there is a well-founded belief that inappropriate material has been brought into school, the school may carry out searches of students and/or their possessions.

Only the Headteacher and authorised members of staff may conduct a without consent search of a student and/or their possessions. The school does not conduct intimate searches and only outer clothing will be required to be removed.

The consent of the student will usually be obtained before conducting a search unless the Headteacher and authorised members of staff reasonably suspects that an item has been, or is likely to be, used to commit an offence or cause personal injury or damage to property.

All personal searches will be conducted by two members of staff. A search may also be conducted off school premises where the student is in the lawful control of the school.

Items which may be searched for include any item banned under the rules of the school and any other item identified as such by law. If the item is an electronic device, the school may examine and erase any data from the device if the school considers there to be good reason to do so unless advised by social services or police, in which case the device would be retained. Parents/carers will be informed of any search conducted of their child and/or their child's possessions. The school will keep records on CPOMS or file notes of all searches carried out, including the results of the search and any follow up action taken.

Mobile Phones

Mobile phones are not to be used in the classroom, are not to be used to watch inappropriate material at break times and are not to be used to cause offence to others. We appreciate that some students use a mobile phone when travelling to and from the school building, but the use of them

during the school day is not necessary and can lead to distraction and safeguarding issues. If a student needs to bring their phone to school, the safest place for it to be kept is in their individual locker in their tutor room where it can be locked away for the day. If a phone is not locked away and it is seen in a lesson, the student will be asked not to bring it in the following day.

If parents/carers have any concerns regarding the management of mobile phones, please do not hesitate to contact your child's tutor.

The Role of Parents/Carers

Parents/carers have a vital role to play in their children's education. It is very important that parents/carers support their child's learning and co-operate with the school to promote good behaviour. The school is very conscious of the importance of having strong links with parents/carers and good communication between home and school. Thus, the school works collaboratively with parents/carers. The school will ensure that parents/carers are kept informed as to their child's behaviour at school, so that they receive consistent messages about how to behave at home and at school.

The School's Behaviour for Learning Policy is accessible to all parents/carers via the school website and parents/carers and students are asked to sign a home/school agreement when enrolling at the school.

If the school has to implement consequences as a result of inappropriate student choices, parents/carers should support the actions of the school. If parents/carers have any concern about the way their child has been treated, they should initially contact the Tutor.

The school expects all members of the community to adhere to the principles as set out in the Behaviour for Learning Policy and therefore to behave in an appropriate manner within school. Incidents of verbal or physical aggression to staff by parents/carers of students in the school will be reported immediately to the Headteacher who will take appropriate action.

Table 1: Consequences – Stages of implementation

The precise nature of consequence will vary from student to student and from incident to incident, the below table is to be used as a guide:

Stage 1	Agreed loss of time STAR points not achieved	Staff will use a verbal warning system. Following 3 warnings from staff, an agreed period of free time is lost: <ul style="list-style-type: none"> • A verbal warning (stating clearly and calmly, what behaviour you expect to change) • A second verbal warning • A final warning This system will be used to manage unacceptable behaviour seen on a daily basis, such as door kicking, refusing to follow adult instructions, isolated incidents of inappropriate language, refusing to go into tutor time or leave the courtyard when requested.
Stage 2	Longer period of loss of free time	A further warning following a short loss of free time will trigger a longer loss of free time.
Stage 3	Lunchtime or after-school detention	Persistent poor behaviour throughout the school day leading to loss of more than 15 minutes of free time, will result in lunchtime or after-school detention.

		<p>The following behaviour will result in immediate Stage 3 Consequence:</p> <ul style="list-style-type: none"> • Lower level damage to property • Persistent, targeted, inappropriate language towards staff or peers
Stage 4	Internal or external exclusion	<p>Persistent and/or serious breaches of school rules. For example:</p> <ul style="list-style-type: none"> • Bullying • Racism • Serious malicious behaviour towards staff or other students • Violence • Using illegal substances at school including smoking and alcohol (this includes smoking paraphernalia) • Leaving site without permission • Intentional and significant criminal damage (including broken windows and door locks)
Stage 5	Permanent exclusion	<p>Exclusion is an extreme sanction and is only administered by the Headteacher. The main categories of misconduct which may result in permanent exclusion include, but are not limited to:</p> <ul style="list-style-type: none"> • Repeated verbal abuse to students, staff and others • Repeated physical abuse to/attack on students, staff and others • Repeated inappropriate/sexual behaviour • Repeated deliberate damage to property including vandalism and computer hacking • Supply/possession/use of controlled or illegal drugs and solvents or their paraphernalia, or substances intended to resemble them • Repeated possession of alcohol or tobacco • Repeated supply of alcohol or tobacco • Blackmail, intimidation, racism or persistent bullying • Serious actual or threatened violence against another student or a member of staff • Sexual abuse or assault • Carrying an offensive weapon with intent and threatening staff or students • Arson • Unacceptable behaviour which has previously been reported and for which school sanctions and other interventions have not been successful in modifying the student's behaviour • Other serious misconduct by a student or parent/carer (by association) which affects the welfare of a member or members of the school community or which brings

		the school into disrepute (single or repeated episodes) on or off school premises.
Catch-up	To be arranged with the relevant teacher during social times and after school if necessary.	<p>Catch-up is not to be confused with an agreed loss of time for inappropriate behaviour or a detention.</p> <p>This is for specific use when a student refuses to attend a timetabled lesson, or, when in the lesson, refuses to engage with the learning.</p> <p>Catch-up is the responsibility of the member of staff leading the missed learning, who should liaise with the student's Tutor in order to arrange the most appropriate time for the catch-up to take place. Ideally, catch-up should be arranged for the same day whenever practicable.</p>