

# Behaviour for Learning Policy

September 2018.



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## 1. Aims

The aim of this Behaviour for Learning policy is to:

- ✓ create a culture of excellent Behaviour for Learning as a minimum expectation for all at Holy Trinity Catholic School.
- ✓ ensure that all students are treated fairly, shown respect and to promote good relationships.
- ✓ refuse to give students attention and importance for poor conduct
- ✓ help students take control over their behaviour and be responsible for the consequences of it.
- ✓ build a community which values kindness, care, good humour, good temper, obedience and empathy for others.
- ✓ ensure that all students *Learn to love and love to learn.*

## 2. Excellent Behaviour for Learning

It is vital that all students, staff and parents know what we expect Behaviour for Learning to look like.

A student demonstrating excellent Behaviours for Learning will:

- be a highly self-motivated student who takes full responsibility for all aspects of their learning.
- display an exceptional level of effort and commitment.
- complete tasks thoroughly, often with extra attention to detail and deadlines are always met.
- contribute to all parts of the lesson and will offer thoughtful and insightful understanding of the subject.
- be highly organised independent student.

Likely outcomes of these excellent Behaviours for Learning will allow students to make outstanding progress against target grades and therefore they are likely to achieve their academic potential.

## 3. Expectations;

### a. Students

Only the highest standards of Behaviour for Learning are expected from our Students. This applies to students on their way to and from school, on school trips and visits, and in some circumstances, at times outside of normal school hours (including trips and intervention sessions).

The Church teaches that The Holy Trinity is a community of equal but distinct persons – Father, Son and Holy Spirit, whose common nature is love. Our school seeks to reflect this by being a community where all are respected as equal and where differences are celebrated.

We are committed to the ideas expressed in the gospel of Jesus Christ and we foster a spirit of justice and reconciliation for all.

We seek to provide a safe and caring environment within which all students are helped to discover what is good and to develop the attitudes, skills and knowledge they need to become good citizens, who are true to themselves and to their own faith.

Students will be expected to:

- conduct themselves around the building in a safe, sensible, manner and show regard to others
- arrive on time to lessons
- bring equipment appropriate for the lesson
- follow instructions given by the teacher

- behave in a reasonable and polite manner to all staff and students
- show respect for the opinions and beliefs of others
- complete all class work in the manner required
- hand in homework at the time requested
- show respect for the working environment
- Follow the school rules.

#### **b. Staff**

Consistency lies in the behaviour of adults and not simply in the application of procedure. A truly sustainable consistent approach does not come in a toolkit of strategies but in the determination of every member of staff to hold firm. It is hard fought and easily lost. The key is to develop a consistency that ripples through every interaction on behaviour. Where students feel treated as valued individuals they respect adults and accept their authority

All Staff will be expected to:

- meet and greet at the door
- check student uniform and equipment
- create a swift and purposeful start to the lesson
- reinforce clear expectations of behaviour
- model positive behaviours and build relationships.
- plan lessons that engage, stretch, challenge and meet the needs of all students
- deal with incidents of inappropriate behaviour by following the school's procedures
- follow up every time, retain ownership and engage in reflective dialogue with students.
- Never ignore or walk past students who are behaving badly.
- be aware of and follow the GDPR protocols related to record keeping.
- be aware of and follow safeguarding procedures outlined in the document Keeping Children Safe in Education (Sept 2018)

#### **c. Parents/carers**

At Holy Trinity Catholic School we recognise that parents and carers are the single biggest influence on their children and their achievements. Therefore, we are committed to building positive and responsive relationships with parents and carers, based on shared responsibility for our children, to ensure that they have the best possible experience at school. We all recognise that the success of the school and therefore our children's education is dependent on a strong partnership between all members of the school community: students, parents, staff and governors. This partnership must be based on a polite, positive and respectful relationship.

Parents and guardians are expected to:

- work in partnership with staff to ensure good behaviour
- inform staff of any concerns
- respond to concerns raised by members of staff
- ensure students come to school correctly equipped and prepared to work

#### **4. Rewards system**

We recognise and reward students who go 'over and above' our standards. Although there are tiered awards, our staff understand that a quiet word of personal praise can be as effective as a larger, more public, reward. The use of

praise in developing a positive atmosphere in the classroom cannot be underestimated. It is the key to developing positive relationships, including with those students are hardest to reach.

Behaviour for Learning (BfL points) are awarded to students who show excellent Behaviours for Learning and excellent attitudes to learning (As outlined in the 5R's.)

The 5R's are:

- Resilience: The ability to keep trying no matter how many times you have already tried.
- Resourcefulness: The ability to find clever ways to overcome difficulties.
- Readiness: Being fully prepared and willing to do something.
- Responsibility: Being accountable for something.
- Reflectiveness: The ability to look back on situations and see the positive and negative points.

BFLs are linked to a tiered reward system. This practice reinforces the value in positive Behaviour for Learning.

[The tiered reward system is outlined in Appendix A]

## **5. Sanctions and the consequences system**

It is important to state that there is a subjective element to sanctions. Knowledge of the student, of the family background, of the likely outcome of a particular course of action are crucial.

Sanction decisions are based on judgement and experience and it is impossible to prescribe hard and fast rules as to what is an appropriate punishment for a particular offence. What is important is that staff are consistent and students know that inappropriate behaviour will be dealt with and not ignored.

Staff will always deliver consequences calmly and with care. It is in nobody's interest to confront poor behaviour with anger.

[Appendix B outlines the consequences system for use in lessons.]

## **6. Practical steps for managing and modifying poor behaviour**

Engagement with learning is always the primary aim. Although there are occasions when it is necessary, every minute a student is out of your lesson is one where they are not learning. Steps should always be gone through with care and consideration, taking individual needs into account where necessary. Praise the behaviour you want to see. Do not pander to attention seekers. All students must be given 'take up time' in between steps.

For the vast majority of students a gentle reminder or nudge in the right direction is all that is needed. Practical steps that could be used to do this include:

- A reminder of the expectations for students delivered privately to the student. The teacher makes them aware of their behaviour. The student has a choice to do the right thing.
- A clear verbal warning delivered privately to the student making them aware of their behaviour and clearly outlining the consequences if they continue. The student has a choice to do the right thing. Students will be reminded of their good previous good conduct to prove that they can make good choices.
- The time-out: The student is asked to speak to the teacher away from others, boundaries are reset and the student is asked to reflect on their next step. They are reminded of their previous conduct/attitude/learning.

## **7. Behaviour for Learning support for students**

The following structures exist within the school to support students whose behaviour is causing concern. Referral to these areas of support is via the Head of Year and in all cases parental involvement is essential.

This is not an exhaustive list of the support available for students. At Holy Trinity Catholic School we recognise that each student is a unique individual with varying backgrounds, circumstances and needs and as such, our response and support for Behaviour for Learning for each student is as unique and varied as they are.

#### **a. Behaviour Support Unit**

The Behaviour Support Unit is used in a two-pronged approach to support Behaviour for Learning. In addition to its use to house students who are sanctioned with C4 and C5 consequences, the Behaviour Support Unit is also used to proactively support students who demonstrate behaviour that is not deemed consistently to the standard required at Holy Trinity Catholic School.

Small group and individual support work is conducted to address barriers to Behaviour for Learning and provide students with positive learning behaviours so that they can learn to love and love to learn.

#### **b. Behaviour Support Plan**

A hierarchical system of behaviour support plans are used to support students to demonstrate excellent Behaviour for Learning in lessons and around school. These plans identify barriers to excellence and monitor the steps the student is taking to make improvements to their Behaviour for Learning. The hierarchical nature ensures that students can receive varying degrees of support and intervention based on their need.

The Head of Year plays a crucial role in coordinating & monitoring these plans, as well as communicating with parents/carers to ensure that they are able to actively support the student.

[Staff must use the Behaviour Support Plan system as outlined in Appendix C]

### **8. Use of restraint.**

Governors / IEB have granted authority for trained staff to issue restraint as a last resort and with the intention to prevent harm / safeguard.

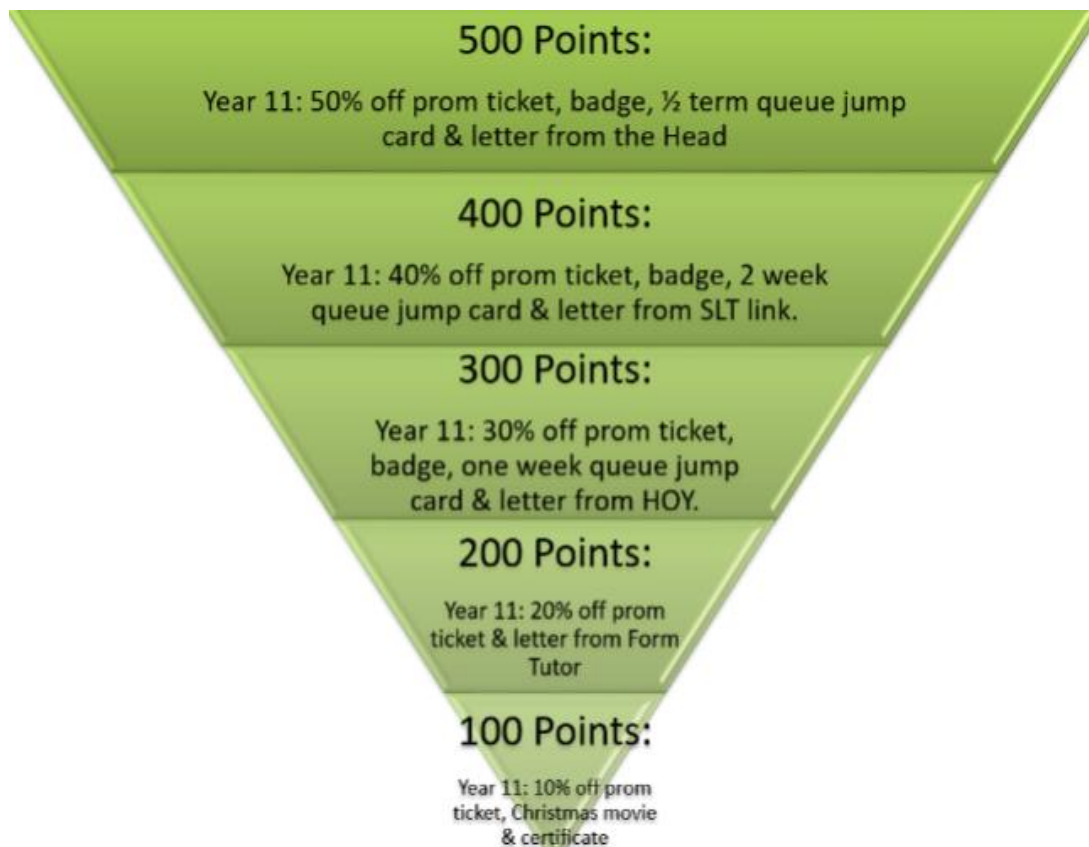
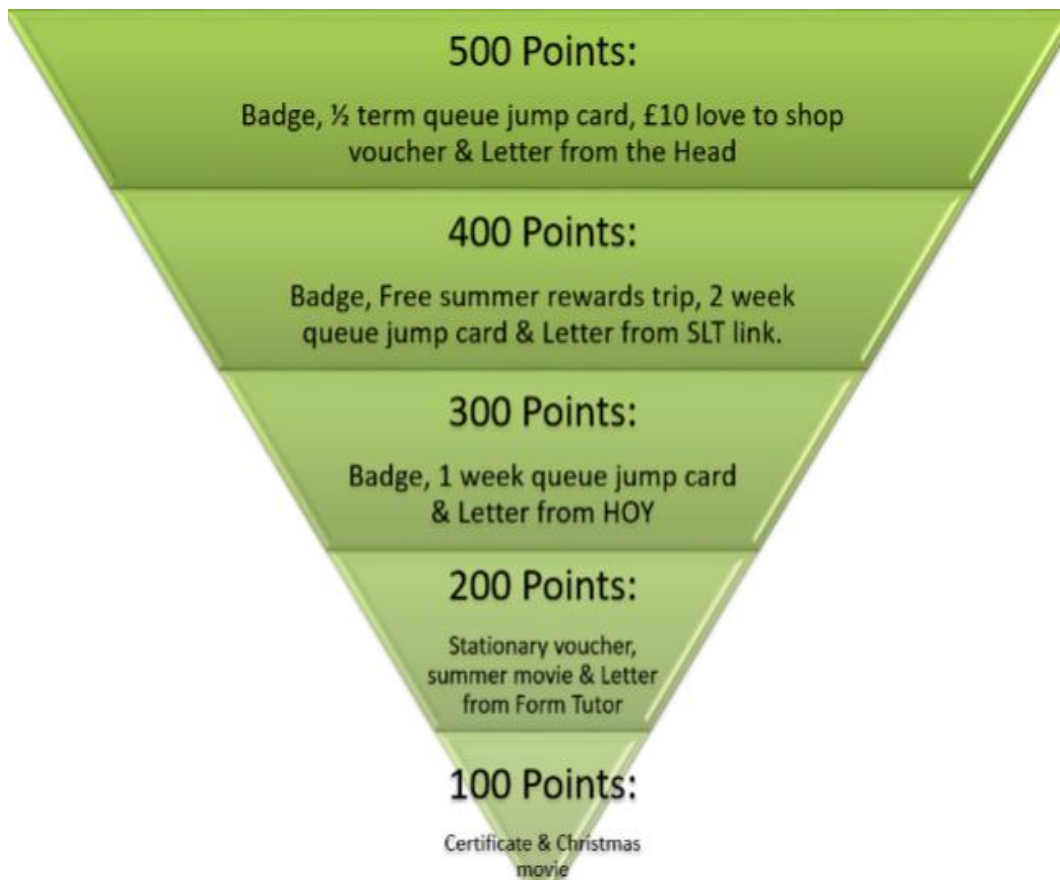
Please see: Restraint Policy / Holding- Use of Reasonable Force in Schools (Sept 2018) for further details.

### **9. Monitoring, evaluation and review of the Behaviour for Learning policy.**

This will be carried out as part of Holy Trinity Catholic School's Self-Evaluation Framework. The school's Governing Body will review this policy annually, or sooner, if deemed necessary.

## Appendices:

### Appendix A: Reward pyramids.



**Appendix B: In lesson consequences system.**

Warning: Students are given a clear verbal warning regarding their behaviour.

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graph TD; A[Warning: Students are given a clear verbal warning regarding their behaviour.] --> B[C1: Verbal reminder of behaviour and name recorded on the board. Logged on Bromcom.]; B --> C[C2: Verbal reminder of expectations and name recorded on the board. Logged on Bromcom. This is the final warning before sanctions are issued.]; C --> D[C3: Sanction issued. Logged on Bromcom. 30 minute detention after school on a Monday, Tuesday or Thursday. If appropriate, students will be asked to complete their detention whilst supervised within a department to do work instead.]; D --> E[C4: Escalation or serious/critical incident. On call will be alerted for assistance. Logged onto Bromcom. The student will be escorted to the Behaviour Support Unit where they will remain for at least the rest of the lesson. This consequence requires a sanction of 40 minutes on Friday after school with the Head of school.];
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C4: Escalation or serious/critical incident. On call will be alerted for assistance. Logged onto Bromcom. The student will be escorted to the Behaviour Support Unit where they will remain for at least the rest of the lesson. This consequence requires a sanction of 40 minutes on Friday after school with the Head of school.



## Appendix C: Behaviour Support Plan system.

- Form tutor:
  - identified by FT or directed by HOY (issue across more than one subject)
  - Form tutor logs on Bromcom and HOY sends standardised letter home informing parents.
- HOY:
  - Progression from Form tutor, HOF or due to serious enough incident.
  - HOY logs on Bromcom and HOY sends standardised letter home informing parents.
- Class teacher:
  - identified by class teacher or directed by HOY/HOF (issue in only one subject)
  - Discussion with HOY prior to report to ensure issue only in one subject.
  - Class teacher logs on Bromcom and HOF sends standardised letter home informing parents.
- HOF:
  - Progression from Class teacher or due to serious enough incident (issue in only one subject)
  - Discussion with HOY prior to report to ensure issue only in one subject.
  - HOF logs on Bromcom and HOF sends standardised letter home informing parents.
- BfL leader:
  - Progression from HOY report or serious enough incident.
  - HOY logs on Bromcom and HOY sends standardised letter home informing parents & requesting a meeting.
- SLT link :
  - Progression from BfL leader or serious enough incident.
  - HOY logs on Bromcom and HOY sends standardised letter home informing parents & requesting a meeting.
- Head :
  - Progression from SLT link or serious enough incident.
  - HOY logs on Bromcom and HOY sends standardised letter home informing parents & requesting a meeting.

