



Ludlow Church of England School
Behaviour for Learning Policy

Updated August 2019

Behaviour Principles Written Statement

Ludlow CE School is committed to providing an environment where all people can feel safe, happy, accepted and included. It is important that an orderly framework should exist within which effective teaching and learning can take place. Ludlow CE School holds an important position in the wider community, educating the young citizens of tomorrow in a way that will ensure that they take a positive and proactive role within their community in the future.

The distinguishing features of any Church of England school are the Christian values of love, hope, faith, reconciliation and service. This is obviously not an exhaustive list of characteristics, but they act as a framework for a behaviour policy. Students need to understand the need for positive behaviour in order to learn. In terms of a higher order ambition, students should “love being good”.

We realise that children are continually learning, evolving, developing and selecting new behaviours, and we need to shape positive attitudes and actions. When students do display negative and unsatisfactory behaviour it is our duty to modify such behaviour. Students need to understand the negative aspects of their actions, they need to reflect upon those actions, take responsibility, and allow reconciliation to encompass the next steps.

Students should be encouraged to develop:

- respect for others: their feelings, opinions, cultures, limitations and the right to individuality
- respect for themselves: pride in their own achievement and that of others in the school, high standards of behaviour and dress, and the desire to produce their best work at all times
- respect for the environment: their own, the school’s and other people’s property and the community in which we live
- respect for the future: the belief that we can all make a difference by our contribution to the local, national and global community

The Behaviour Policy will:

- emphasise providing opportunities for students to take responsibility and be involved in decision-making
- establish and promote consistent expectations of both staff and students
- promote self-discipline and proper regard for authority among students
- encourage good behaviour and respect for others and prevent all forms of bullying among students
- foster a culture in which students’ achievements are recognised and celebrated
- ensure that staff are seen to be fair and consistent
- ensure that all staff are able to take prompt and effective action when students behave inappropriately
- promote working in partnership with home and external agencies

Roles and responsibilities of Headteacher, other staff and governors

The Headteacher will be responsible for ensuring that this policy is implemented and for reporting to the governing body on its impact. He/she will ensure that staff receive appropriate training and support and that the statutory guidelines in place in relation to student discipline are applied. Ultimately, and only once all procedures have been followed, he/she will address the possibility of excluding a pupil. Governing Bodies have a duty under Section 175 of the Education Act 2002, requiring them to make arrangements to ensure that their functions are carried out with a view to safeguarding and promoting the welfare of children.

Teachers and support staff will be expected to:

- implement all policies and practices related to behaviour in the absolute knowledge that we are an inclusive school that welcomes every member of our community
- be consistent and fair in the application of rewards and sanctions, not ignoring poor behaviour and celebrating good behaviour as a way of maximising students' self-esteem and confidence as learners
- set high standards early in order to help students establish regular punctual attendance and good behaviour from the start, involving parents in the process
- intervene promptly where there is poor behaviour or unexplained absence, so it is clear that this will not be tolerated
- identify underlying causes since poor behaviour may be linked to a students' problems in understanding lessons
- recognise that when they need to challenge students, the focus must be on the behaviour.
- give students choices and help them to understand the consequences
- provide an appropriate curriculum, and high-quality teaching, promoting challenge and high expectations for all abilities and aptitudes
- ensure that teaching strategies promote active participation for all, within a challenging and supportive environment
- create a stimulating learning environment that promotes independence and on-task behaviour
- encourage pride in achievement

Behaviour for Learning Policy

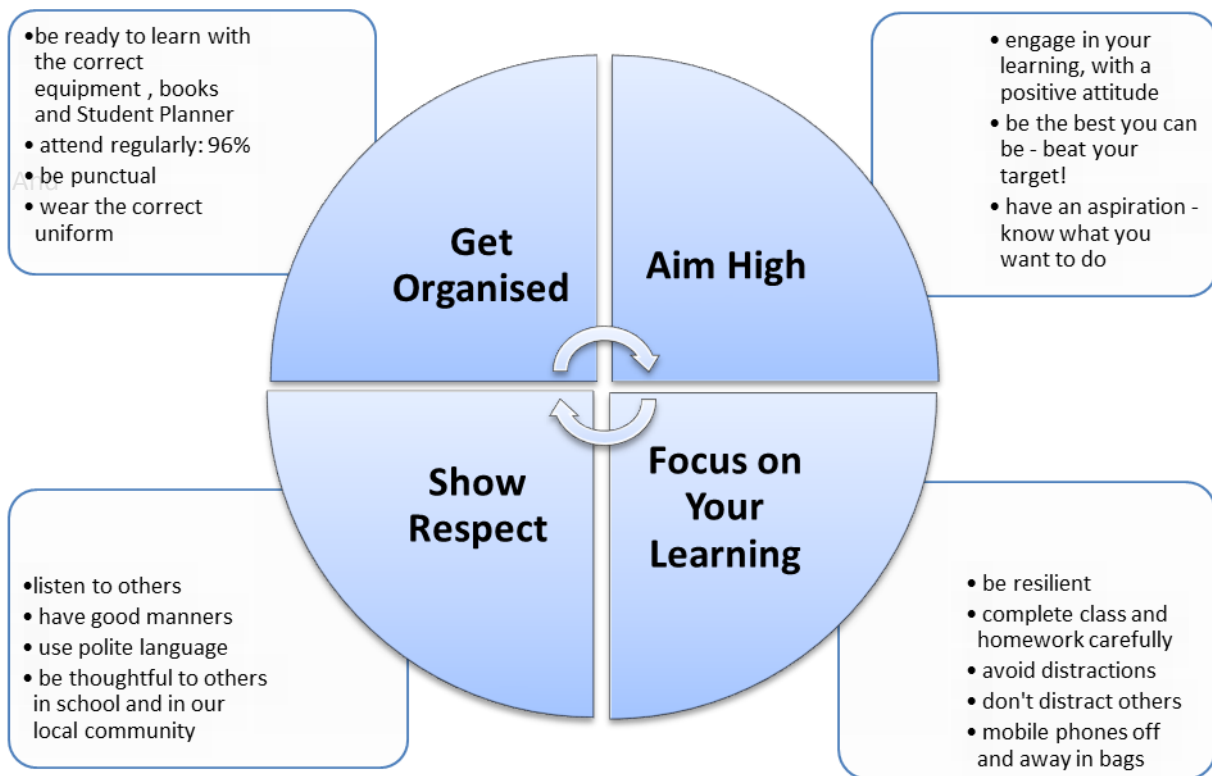
The Behaviour for Learning Policy was created in partnership between all adults and students working within Ludlow CE School. We have agreed expectations for good behaviour to enable everyone in our community to feel safe, happy, accepted and included. It is important that an orderly framework should exist within which effective teaching and learning can take place.

Our parents/carers show their support of the school's policy, through signing the Home-School agreement when their child joins Ludlow CE School. We ensure regular communication with parents through the Student Planner, scheduled meetings, letters and phone calls, not only to share concerns, but also to celebrate success.

Our robust quality assurance systems (Student Voice, Line of Sight meetings, Learning Walks, Data Analysis) ensure that we monitor the effective and consistent implementation of our Behaviour for Learning Policy, and we provide termly updates to the Governing body on levels of behaviour.

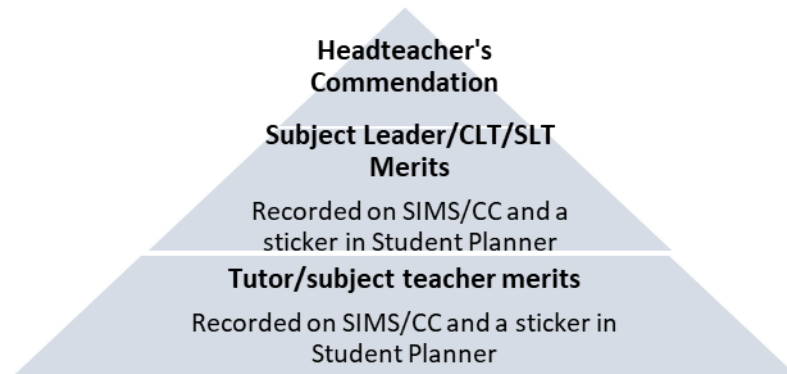
Learning Together – A Framework for Students

There are four key principles to this framework, each with clear expectations:



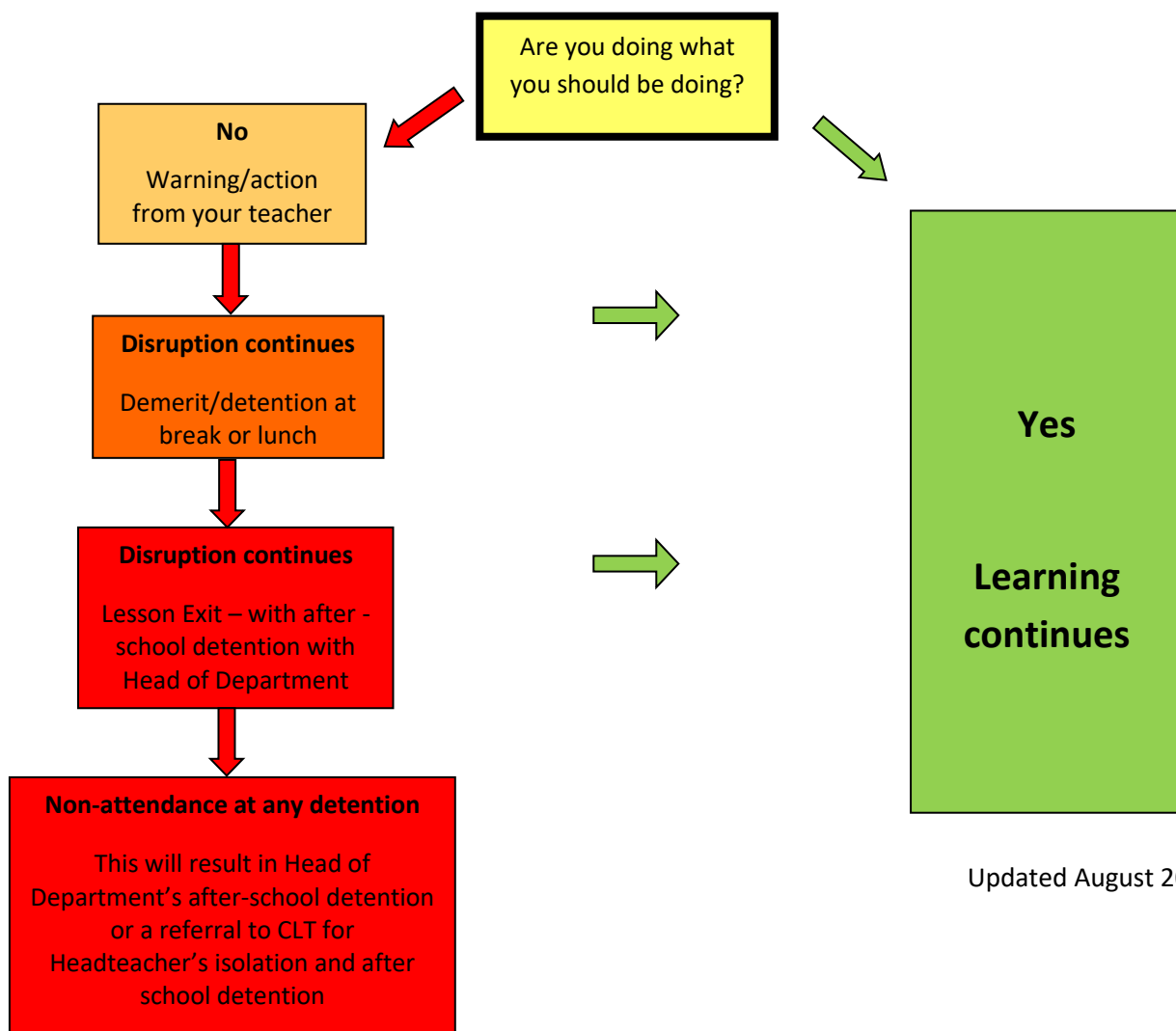
Rewards

Praise is at the centre of our Behaviour for Learning Policy, and students are rewarded for good and improved behaviour, attendance, organisation, attitudes to learning and progress through the **merit system**. This provides immediate feedback to students and parents/carers. There is a hierarchy of rewards, and students are recognised for achieving numerous merits each term with **CLT Awards** - Bronze, Silver, Gold and Platinum.



Sanctions

When a student displays negative and unsatisfactory behaviour, it is our duty to modify such behaviour. We have clear pathways for managing unsatisfactory behaviour displayed in all classrooms, to enable students to put their behaviour right and return to learning. It enables staff to coach for good behaviour and ensures a consistency of approach.



Updated August 2019

Our Behaviour for Learning Policy is underpinned by a commitment to coaching our students to develop positive behaviours and attitudes. Sanctions follow a staged approach, with monitoring and scheduled opportunities to review effectiveness.

Sanction	Communication	Responsibility
Demerit/detention at break or lunch (with reasonable time given to eat, drink and use the toilet)	Reason recorded on SIMS or ClassCharts and note in planner	Subject teacher or tutor
After-school detention (written notice to parents) for failure to attend detention or as a result of a lesson exit to subject leader	Written notice to parent/carer, recorded on SIMS/ClassCharts and in planner. Completed Lesson Exit slip to tutor, CLT, LH	Subject leader, CLT, SENCO or SLT
Headteacher's lunch isolation and after-school detention (with reasonable time given to eat, drink and use the toilet)	Written notice to parent/carer, recorded on SIMS/ClassCharts and in planner	SLT
Half or full day isolation (with reasonable time given to eat, drink and use the toilet)	Parent/carer contacted, and recorded on SIMS/ClassCharts	SLT/CLT/SENCO
Fixed-Term Exclusion – re-admission meeting and monitoring through Red Report	Parent/carer contacted and given written notice, and recorded on SIMS/ClassCharts	Headteacher
Permanent Exclusion	Parent/carer contacted and given written notice, and recorded on SIMS/ClassCharts; contact made with Local Authority Inclusion Service	Headteacher

Coaching for Improved Behaviour

A small number of students may require more focused coaching to help improve their behaviour. The **Daily Report** (white) or the **Monitoring Report** (peach) can be set up by the tutor or CLT with clear targets for the student to achieve. The **Red Report** is given on a student's return from a Fixed-Term exclusion specific departments can also coach for a better attitude to learning and behaviour through the Subject Intervention Report (orange). This cycle of lesson by lesson feedback and daily review enables the student to take responsibility for actions; positive outcomes can be rewarded and sanctions given to reinforce the consequences of poor behaviour. The reports allow us to work closely with parents/carers, who, by seeing and commenting on the report at home each evening, are able to encourage their child towards better behaviour.

If a student fails to make positive progress in their behaviour and attitude to learning, the CLT will meet with the student and parents/carers to set up a **Behaviour Support Agreement**. This sets out clear targets for the student, and states the support the school and the parents/carers will give to the young person.

Where the school is concerned about the lack of progress from a student in modifying inappropriate behaviour, or where there has been a serious breach of the Learning Together framework, the school will invite the Local Authority Inclusion service to meet with the CLT, the student and parents/carers. This is known as a **Pupil Planning Meeting**, and provides an effective forum for sharing concerns, deciding actions and a time-frame for securing improvement.

Our **House system** is crucial in fostering an inclusive community and supporting our Behaviour for Learning Policy. Through our Tutor Mentoring programme, and peer support system, students are encouraged to reflect and take responsibility for their progress.

Students with a higher level of need are managed by CLTs or the SENCO. We employ a range of interventions, including working with outside agencies, to help address the underlying causes of poor behaviour:

- Structured intervention in the Pupil Support Centre to coach positive behaviours for effective learning
- Key person/learning mentor for regular support and review
- Short periods of therapeutic work in school through a key person, or specific activities, such as Food Club, PSC garden, Zones of Regulation
- School Counsellor
- School Nurse
- A number of outside agencies, including Woodlands Behaviour Outreach Service, Spectra Inclusion Support Service, Enhance (with targeted youth support), Family Solutions, Social Workers, Traveller Support, Educational Psychologist, Educational Welfare Service, Information, Advice and Guidance advisors, CAMHs, Young Carers and Substance Misuse counsellors, may be engaged to work with a student for a fixed period of time.

Our Framework for Staff

In developing our Behaviour for Learning Policy, all staff have agreed, not only the high standards of behaviour that they expect from our students, but also the expectations of themselves and each other in achieving a positive climate for effective learning. Regular whole staff CPD, and targeted individual coaching, ensures that we are able to achieve the best outcomes.

Meet, greet and correct issues at the door

Bring positivity early, and take ownership of your room by insisting on your seating plan and routines.

P.I.P. and R.I.P.

Use plenty of praise, with use of names, specific comments, notes in planners, postcards or phone calls home.

Make sure reprimands are kept private, depersonalised and allow for positive outcomes.

Consistently deliver challenging and engaging lessons

Thoroughly planned, differentiated and well resourced, with regular marking and feedback.

Be a positive role model

Punctual, respectful and caring, smartly dressed, well organised and enthusiastic about learning.

Maintain an assertive, confident manner

Employ non-confrontational techniques, positive body language, seating plans, use names, and insist on routines and boundaries.

Teachers' Powers

The Department for Education sets very clear guidance on the powers and duties of members of staff to discipline students whose behaviour is unacceptable, who break school rules or who fail to follow a reasonable instruction (Section 90 and 91 of the Education and Inspections Act 2006). This includes, in some circumstances, misbehaviour outside of school.

- Power to discipline beyond the school gate

Our expectations for good behaviour extend beyond the classroom, with sanctions imposed for any misbehaviour when a child is taking part in any school-organised or school-related activity. Some incidents travelling to or from school will be responded to, in partnership with parents, transport and Police, as appropriate. The severity of the incident will dictate whether the school judges it has been brought into disrepute and should therefore take action. Any misbehaviour, including inappropriate use of the internet, which could have serious repercussions for the orderly running of school, the safety of a member of the school community or the reputation of the school, may be acted upon according to the Behaviour for Learning Policy. This is particularly pertinent with staff if there are comments made linked directly to their status as a member of the school's staff.

- Power of exclusion

The decision to exclude a student for a Fixed Term of 1 to 5 days, or permanently, is the responsibility of the Headteacher, although certain tasks will be delegated to other SLT or CLTs – collecting statements, evaluating the situation, contacting parents and informing relevant staff. Any decision to exclude is made with due regard to the Equalities Act 2010, in respect of safeguarding and in respect of students with special educational needs. A student could be excluded for one of the following offences: persistent refusal to follow instructions, unprovoked physical assault, abuse of staff or students, racial/sexual harassment, deliberately setting off a fire alarm, illegal substances or serious defiance.

- Power to use reasonable force

The legal provision provides staff with the power to use reasonable force to prevent students committing an offence, injuring themselves or others, damaging property, and to maintain good order and discipline in the classroom. See separate document "Policy on the use of Restrictive Physical Intervention" for full details. Training has been undertaken by SENCO and CLTs in de-escalation strategies in Summer 2018.

- Power to screen and search students

Following DfE guidelines, SLT/CLT will request to search student's property if we have any cause for concern that the student may be in possession of any items that could cause a danger to themselves or others, pornography, alcohol, cigarettes or other smoking paraphernalia, tobacco products or illegal substances, or items brought to school with the intention of re-selling to others. This will be carried out with the student present and an additional member of SLT/CLT, making sure that a male member of staff is present with boys, and a female with girls. The school expects compliance with a request to search and may draw a negative conclusion from a student's refusal to co-operate. This behaviour will be viewed as serious defiance and may result in exclusion. Confiscated items will be safely stored by SLT and parents informed and requested to collect goods, if appropriate. Illegal goods may be passed onto the Police, and sanctions will be imposed as appropriate.

- Malicious Allegations against School Staff

Any allegation made by a student against a member of staff will be investigated, with statements from the member of staff, the child and other witnesses. CCTV will also be reviewed, if appropriate. If it is found to be a malicious allegation, the seriousness of the allegation will be considered, with disciplinary actions ranging from detention, or isolation to exclusion.

Associated Resources:

1. Home-School Agreement
2. Anti-Bullying Policy
3. SEND Information Report
4. Child Protection Policy
5. Behaviour and discipline in schools DfE January 2016
6. Mental health and behaviour in schools DfE November 2018
7. Use of reasonable force – guidance for headteachers, staff and governing bodies DfE July 2013
8. Screening, searching and confiscation – guidance for headteachers, staff and governing bodies DfE January 2018
9. Exclusions guidance DfE July 2017
10. Preventing and tackling bullying DfE July 2017

Approved and Signed

On behalf of the Strategy and Resources Committee

Approved: September 2019 (To be approved)

Review Date: September 2021