



Behaviour for Learning Policy September 2018



Introduction

At Wellfield, we recognise that the best way to encourage good behaviour is through a clear code of conduct, reinforced through a balanced system of rewards and sanctions delivered in a positive, caring and fair manner. We believe good behaviour is essential to ensuring students maximise their potential in all areas of school life and beyond. Our school aims to create an ethos of pupils taking responsibility for their actions and equipping them to make the right choices as they progress on to high school and young adulthood.

In all aspects of learning and school life, staff and students should follow the school motto of WE CARE, showing these important elements at every opportunity:

Wellbeing: To keep ourselves and others around us safe and healthy so that we develop into mature and understanding people. To be able to cooperate with all members of the school community in a polite and positive manner.

Excellence: To be proud of our personal achievements and to aim to produce work of the highest quality. To be able to set high standards and to set ourselves personal goals for improvement. To make the best use of our talents, time and resources.

Community: To demonstrate that we care for both the school community and the wider community. To take responsibility for looking after each other and the environment.

Acceptance: To be able to accept other people and their backgrounds, and respect diversity and difference. To work cooperatively with others to identify issues and find solutions. To resolve conflict peacefully.

Risk: To approach any challenge with a growth mindset and to understand that making mistakes is a key part of learning something new. To give anything a go!

Enterprise: To be innovative and creative with a can-do attitude and a drive to make ideas happen.

2 General Principles

2.1 We place great emphasis on knowing all pupils and showing care and respect for them, with the expectation that this is a reciprocal feature of all who are part of the school community.

2.2 Staff, families, visitors and students are expected to conduct themselves in line with this policy. The abuse of social media and other digital communication is included in the remit of this policy.

2.3 We want to help every student become mature, pleasant and positive young people making a significant contribution to the life of the school and showing a positive example for others to follow.

2.4 We aim to enable every child to reach their full potential academically, socially, emotionally and physically.

2.5 We have clear expectations which are consistently applied by all staff. Within our expectations, we expose our children to the terms 'opportunity' and 'consequence'. Opportunities to change behaviour and consequences as a result of the choice they make (positive or negative).

2.6 We encourage, praise and reward good behaviour.

2.7 We have a clear set of sanctions for breaking the code of conduct, which are consistently applied by all staff.

2.8 We acknowledge that some students have specific needs, including behavioural and emotional needs, and as such need certain adjustments in strategic approach to help them follow the expectations in school.

2.9 We aim to provide all students with opportunities to gain respect for themselves and others, and to embrace the needs, rights, faiths and cultures within and beyond our school community.

3 Expectations of Behaviour

3.1 Parents and carers have a responsibility for their child's behaviour inside and outside of school. Staff and parents/carers will work together closely to achieve a consistent approach and encourage progress at home and school.

3.2 In order to achieve our common goal of maximised potential in all areas, we expect excellent behaviour from all in our school.

3.3 Classroom code of conduct

- Arrive promptly and fully prepared to learn.
- Enter the classroom quietly and begin work or read your book.
- Respect others and their property.
- Follow staff instructions straight away.

- Engage fully in lessons and try your BEST!

3.4 At Wellfield, staff set an example to others through their own behaviour. To encourage good behaviour for learning staff should:

- Model the standards of courtesy expected from students;
- Adopt a calm but firm, non-confrontational approach;
- Make expectations and instructions clear, consistent and well-communicated to all students;
- Focus on, and reward, positive behaviours;
- Have high expectations of behaviour.

4 Equal Opportunities, Special Educational Needs and Safeguarding

4.1 Any behaviour which discriminates against others, whether this is because of their race, gender, finances, religion, sexual orientation, or physical or educational capabilities, will be treated as a serious incident.

4.2 If we feel a child's behaviour is likely to result in them, or others, suffering significant harm, the school's Safeguarding Policy will be followed.

4.3 Where we feel behaviour is a result of an unmet need, an individualised support plan, offering interventions and strategies, will be introduced. This could result in referral to an outside agency for further support.

4.4 Staff are involved in reviewing individualised strategies and support plans at least three times a year. Reminders and updates regarding behaviour support are communicated via our learning support newsletter on a weekly basis to ensure continuity from staff.

5 Rewarding the Positives

5.1 At Wellfield, all staff promote and model good behaviour by ensuring that school expectations are well communicated and understood by all pupils and their parents/carers.

5.2 We teach positive behaviour in a range of ways:

- Assemblies;
- Visible expectations in lessons;
- Teaching expectations in lessons;
- Targeted work;
- Modelling positive behaviour;
- A curriculum linked to pastoral learning (Be Spirited, cross curricular);
- House Team challenges;
- Responsibility Posts;
- Buddy system;
- Offering a variety of extra-curricular activities.

5.3 We feel rewards are most valuable when they are individualised and meaningful.

5.4 We celebrate positive behaviour and achievement through:

- Assemblies
- Newsletter
- Phone call home
- Verbal praise
- Note in planner
- Half termly #rewardingexcellence time
- Social media
- Displays
- Highest house point earners
- Termly star award
- Weekly House Heroes.

5.5 House points system.

House Points	Positive Behaviour Examples
1	<p>Contributions and focus - having a go in class/groups, either with consistent appropriate effort, or in recognition of an improvement in such contributions.</p> <p>Good work/homework - individually based, work produced meets expectations and is a reflection of the learning in the lesson.</p> <p>Homework completion- all homework is handed in on time to a good standard over a half term.</p> <p>Demonstrating an excellent example of politeness and courtesy around school.</p> <p>Collaboration - pupils are able to work efficiently and effectively with others in pair/group situations.</p> <p>Creativity - pupils show a creative solution to a problem, in the arts produce a creative piece of work.</p> <p>Responsibility - takes the onus to be prepared for the day with equipment and attire for a 5 day week (no absences).</p>

	<p>Respect - pupils show respect by accepting the views/opinions/beliefs of others, they can show it through actions by looking after their school environment/equipment.</p>
<p>Children may also be awarded a higher number of house points (2-5) when they display exceptional behaviour pertaining to the core values of We Care. Examples of which are detailed below.</p>	
<p>Enthusiasm - pupils show a focussed approach to work, performances, presentations or sport with enjoyment.</p> <p>Determination - pupils show resilience to complete tasks or challenges despite encountering difficulties.</p> <p>Involvement - taking an active part in the community through assemblies, sport, music, performances, recycling, fundraising etc.</p> <p>Excellent work/homework - individually based, work produced meets expectations and more, it is a clear reflection of the learning behaviour in the lesson with very few errors.</p> <p>Supporting - pupils are able to offer support to peers and teachers inside/outside the classroom to complete tasks, find belongings etc.</p> <p>Reflection - pupils who can look back at previous work, behaviour, attitude and strive towards change or identify a change made.</p> <p>Friendship - pupils care for the wellbeing of peers who are upset, ill, having difficulties with friendship groups.</p> <p>Outstanding work/homework/sporting performance - individually based, work produced is above and beyond expectations, a fine example of the learning in the lesson with no errors, time has clearly been taken to complete the task.</p> <p>Role Model - pupils demonstrate the 4 R's (resilience, reflectiveness, relationships, resourcefulness) and the idealism of the WE CARE attitudes, even when faced with challenges.</p>	

6 Sanctions

6.1 Where students do not follow the high expectations in school, we have a clear and consistent system of sanctions.

6.2 Students are encouraged to think of each stage as an opportunity to change their behaviour and make the right choice.

6.3 Low level disruptive behaviour.

Verbal Opportunity

The first time a student displays low level poor behaviour (see Appendix 1), they will be given an opportunity to make a change (VO). The pupil's name will be recorded by the teacher. If behaviour is corrected, there is no further action required, their name is removed and it is not recorded on Class Charts. If behaviour does not improve, the consequence is moving on to O1.

Opportunity 1

Continued disruption or failure to follow an instruction the second time it is given will result in an O1. This is another opportunity for the student to make the right choice. This is recorded on Class Charts and a strategy should be used by the teacher. On Class Charts click the chosen 'negative 1 behaviour' once.

Opportunity 2

Persistent disruption (spoken to 3 times in a lesson or session about poor behaviour) will result in a discussion with the class teacher at the end of the session (or at the member of staff's convenience) to reflect on behaviour. O2 is logged on Class Charts by clicking on the 'O2 button and detailing the student's behaviour- the relevant staff will be alerted.

Opportunity 3

Continued persistent disruption after 3 opportunities to make the right choice will result in an O3 being recorded on Class Chart and a ten minute detention with the class teacher will be carried out at lunchtime.

6.4 Behaviour is monitored by the Inclusion Manager on a weekly basis. If a student receives 3 incidents of poor behaviour (O3 or above) in any one half term, parents/carers will be contacted to meet with their child's form teacher to discuss strategies which can be used in and out of school to achieve a common goal: improved behaviour and progress.

7 Incidents of serious misbehaviour

At Wellfield, a safe learning environment is of paramount importance, and if negative behaviour, on or off the premises, leads to students and staff being made to feel unsafe, it is dealt with very seriously. If a serious incident occurs (see orange and red columns on negative behaviour table), students may be removed from lessons while the incident is investigated and parents informed. The form teacher or Senior Leadership Team will then

decide upon an appropriate sanction which may include internal exclusion, fixed term exclusion or permanent exclusion.

The DfE refers to malicious allegations against staff- these will be dealt with through investigation conducted by an appropriate member of staff as directed by the Headteacher. This may involve time in seclusion whilst an incident is investigated and may lead to a proportional and reasonable response from the school, with the possibility of exclusion.

External support

On occasion, the support available in school will not result in improvements in behaviour, and where this occurs we will seek help from outside agencies. This would usually be for a short period of time and could consist of a specialist visiting students in school to support/assess or a temporary placement of alternative provision. Agencies involved could include:

- Silverdale School
- Moorbridge Pupil Referral Unit
- TRAX (behaviour support)
- Educational Psychologist Assessment
- The Language and Communication Team

Behaviour Pathway Flowchart

Subject Teacher (-3 points)

Behaviour must first be addressed by the teacher. Issuing VO/O1/O2/O3 when required.
Any consequence issued, must be overseen by the teacher (see 6.3).



Class Teacher (-6 points threshold)

Form teacher (class teacher if KS2) alerted when a pupil has received -6 points on Class Charts. The teacher has a meeting with the pupil to raise their awareness of the -6 points.
A 15 minute lunchtime detention is issued by form teacher.



Class Teacher (-9 points threshold)

Form teacher (class teacher if KS2) alerted when a pupil has received -9 points on Class Charts. The teacher has a meeting with the pupil and communicates with parents via telephone to raise their awareness of the -9 points. This is recorded on CPOMS. A 30 minute lunchtime detention is issued by form teacher.



KS3 Co-ordinator / SLT (-12 points threshold)

The KS3 co-ordinator or a member of the SLT communicates with parents by phone call or letter home detailing pupil's behaviour and consequence after a discussion with the pupils class/form teacher. Communication is recorded on C-POMS and a one hour after school detention is issued.



KS3 Co-ordinator / SLT (-15 points threshold)

A meeting is held in school with the parents, the form teacher and KS3 Coordinator to discuss the pupil's behaviour and strategies to improve. A week's Positive Behaviour Report Card is given. Record incident and communication on C-POMS.

Assistant Headteacher/Deputy Headteacher (-18 points threshold)

A meeting is held in school with the parents to discuss strategies and next steps. A week's Positive Behaviour Report Card is given and behaviour contract drawn up. Record incident and minutes of meeting on C-POMS.



Headteacher (-20 points threshold)

At risk of exclusion.

Examples of negative behaviours

Yellow	Orange (Record on C-POMS)	Red (Record on C-POMS)
Incorrect uniform x2	Graffiti (inc. books)	Theft
Lack of equipment x2	Dangerous/reckless behaviour	Vandalism/Deliberate damage to property
Chatting	Inappropriate use of ICT	Bully - racist
Shouting out	Inappropriate use of mobile telephone	Bully - sexist
Late homework x2	Swearing	Bully - LGBTQ+
Name-calling	Racist Incident	Bully - Vulnerable
Lateness x2	Homophobic Incident	Verbal aggression
Poor presentation (deliberate)	Inappropriate Sexualised Behaviour	Physical aggression
Failure to follow Code of Conduct	Joint enterprise	Violent assault
No PE kit	Arguing with staff	Fighting
Chewing gum		Cyber-bullying

Running down corridor		Accessing/sharing explicit content
Refusal to follow staff instruction		Sexual harassment
Pushing in the corridor		
Shouting down the corridor		

Suggested Behaviour Sanctions While On Detention:

- Written reflection of behaviour
- Complete work/homework
- Letter of apology
- Promise card for future behaviour
- Sitting silently contemplating behaviour
- Carrying out jobs for the teacher or the school community

Strategies to support students:

- Use a personalised approach by reflecting on incidents and deciding what might work best next time;
- Consult Support Plans, RAP Sheets, learning Support Newsletter and colleagues to ensure the best strategy is used for individual students;
- Apply ideas from staff training e.g. The 30 Second Intervention;
- Adopt a consistent approach which adheres to this Behaviour Policy;
- Ensure a restorative approach is applied after an event to give students an opportunity to: reflect on their behaviour; identify the choices they made; decide how the 'incident' could have turned out differently; discuss what will happen next time a similar situation occurs. Resources to support this process are available from the Learning Support Department.
- Where you identify a student or group of students whose behaviour is not improving, seek advice and support from the Class/Form Teacher and/or the Inclusion Manager.

