



# HALL GREEN SCHOOL

## POSITIVE BEHAVIOUR FOR LEARNING POLICY

<b>Adopted:</b>	12 February 2020
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<b>Governing Committee:</b>	Full Governing Body
<b>Responsibility:</b>	Mr D Adams - Headteacher Mr T Kambo - Chair of Governors

## **BEHAVIOUR FOR LEARNING POLICY**

Hall Green School is an Attachment Aware School.

### **Linked Policies**

- Safeguarding and Child Protection
- Equality and diversity
- E-safety
- Special Needs
- Home School Agreement
- Screening, searching and confiscation
- Use of reasonable force

### **Values and Aims**

The whole school aims underpin Hall Green's Behaviour for Learning policy.

Our aims are that:

- Every pupil makes outstanding progress
- Every pupil leaves with personal belief in and aspiration for their own successful future, and as a result takes responsibility for their learning
- Every pupil has the skills and attitudes to make a positive contribution to society as an active and engaged citizen
- Every pupil shows care and respect for others
- Every pupil values and celebrates diversity
- Every pupil is aware of and sympathetic to the needs of others, particularly those less fortunate than themselves.

As a teaching body we recognise that pupils are at different points in the journey towards these aims, and as such will not necessarily arrive at school with the skills, understanding and knowledge that are needed to demonstrate the behaviours expected of the school and work place: growing up and becoming the best he or she can be is often a challenging process for the individual and those around them at school and at home.

Students' behaviour is often a conscious or unconscious response to their own levels of confidence, self-esteem, maturation and engagement affected by a variety of internal and external factors. By identifying and responding to these factors, the school can encourage more of the positive behaviour required of pupils to achieve their goals.

As a school our aim is to create a learning environment that maximises the potential of every student to choose positive behaviour because they understand and value the importance of a secure, cohesive and happy school community.

At Hall Green School, the Behaviour for Learning policy then is a not a discipline policy. We want to create an environment that is safe, where everyone feels respected and where students come into every lesson ready to engage in learning. It is rooted in the goal to ensure that the behaviours our students exhibit are those that promote the aims of the school. The aims of our behaviour policy then are to:

- fulfil the governors' duty of care to students and staff, enabling them to feel safe, respected and valued
- promote a calm and positive climate for learning that ensures effective learning and teaching takes place, leading to high standards of attainment for all students
- establish a framework for staff to problem solve that focuses more on relationships and less on sanctions
- support students to develop the skills to take responsibility for poor conduct and to manage and modify their behaviour
- teach pupils to understand, accept and tolerate differences in individuals
- ensure that the reputation of Hall Green School is positive in the local and wider community.

Essential in achieving this are two important factors:

- The curriculum: ensuring that learning meets the needs, interests and aspirations of all students. **Good behaviour is secured through great teaching where learning is differentiated, relevant and therefore engaging.**
- Relationships: nurturing the way that students interact with each other and with teachers. This includes when, why and how we reward and sanction behaviour choices.

Our behaviour policy is based on the 'Five Pillars of Pivotal Practice' by Mr Paul Dix.

1. Consistent, calm adult behaviour
2. First attention for best conduct
3. Relentless routines
4. Scripted conversations to de-escalate
5. Restorative Follow up

## 1. Consistent, Calm Adult Behaviour

When the adult changes, everything changes

Responsibility for the behaviour of the students lies with the students themselves as they continue on their journey to be the best versions of themselves.

However, **all members of staff** are expected to create the positive learning atmosphere within the school that will help students make the right choices about their behaviour and become an active participant in their own and others' learning.

Managing behaviour is the responsibility of all staff and the wider school community. It is a co-operative venture: we work as part of a team. Mutual support, consistency and communication are an essential component of this teamwork.

Students behave well when they understand and value the importance of positive behaviour on their own and others' lives. At Hall Green we aim to encourage students to choose their behaviour out of rational and moral understanding, understanding that high levels of any emotional arousal (including fear, hunger, dread, excitement, humiliation, depression or anxiety) compromise students' ability to think rationally or respond in a proportional way.

The first skill of a classroom leader is to generate the learning climate that allows learners to flourish. Teachers must reduce the heightened emotional level in any situation: this avoids a more primitive response of fight (e.g. arguing or abusiveness) or flight (e.g. storming out). Taking the 'sting' out of any given situation is the first step in bringing a positive resolution to any behavioural incident.

In brief, staff are expected to:

- **model** appropriate behaviour themselves, including arriving punctually to lessons and duty points
- **plan** lessons thoroughly using a **variety of teaching and learning styles** and resources to inspire, motivate and extend pupils
- develop **positive working relationships** with pupils
- **be responsible for behaviour** in their areas, including duty points.

Equally, parents are essential in working with the school to support pupils in their journey towards success. The home school agreement sets out the school's expectations on parents to support the school in establishing positive working relationships. In brief, parents are expected to try to:

- ensure that their child attends School regularly, on time, properly equipped and dressed in the correct school uniform
- ensure that the School is fully aware of any concerns or problems that might affect their child's work or behaviour
- ensure full support for the School's policies and guidelines for behaviour
- ensure full support for their child in homework and other opportunities for home learning
- ensure attendance at academic tutorials to discuss their child's progress
- ensure they discuss school life with their child.

## 2. First Attention for Best Conduct

### Catch the pupils being positive

Because the students themselves are ultimately responsible for their own conduct, Hall Green has a variety of approaches to support and guide students to become active participants in their own learning.

### Incentives and rewards

A powerful motivator for students to adopt the appropriate behaviour is the promise of academic success. Students who adopt positive learning behaviours are those who achieve more highly in external exams. Continued success for Hall Green in external exams will continue to provide the incentive for many of our students to behave well.

Similarly, Hall Green offers many opportunities and privileges to students, which act as powerful motivators to help them make the right decisions about behaviour. Examples include:

- Verbal praise
- Praises
- Postcards home
- Positive phone calls home

- House points and House events
- Subject achievement awards
- House Awards Assemblies
- Star Pupil
- Reward Trips
- Leavers Day
- The Year 11 Prom and Year Book
- Celebration Evening
- Prefects and House Captain System
- Year 7 Diploma
- The School Council.

### Models and Guidance

Teachers as positive role models are an important influence on the way students behave. Teachers are influential in the way they conduct their lessons and the way they interact with pupils.

**It is difficult to tackle a student's poor behaviour if the student can cite unprofessional or disrespectful behaviour from a member of staff.**

### **3. Relentless Routines**

Hall Green recognises that pupils enjoy their schooling and perform best when they have predictable and consistent rules and routines. This includes the application of consequences when pupils do not get their behaviour right.

Hall Green expects its students to become responsible for their own learning, demonstrating outstanding behaviour. The Home/School agreement spells out the standards expected of pupils, and the vital role parents play in supporting Hall Green's standards of behaviour.

The school has further expectations of pupils to enable the school day to run smoothly.

#### **3a. Routines which help to establish positive working atmosphere**

- Home school agreement
- Uniform policy and uniform card
- Ofsted criteria for outstanding behaviour
- Corridor expectations – one way, no boisterous behaviour
- KS3 classroom entry routines
- Expectations of the playground
- Queueing in the canteen and at serving hatches at morning break and lunchtime
- Attitude to learning descriptors
- E-safety and acceptable use of ICT.

All these expectations can be summed up in the school's three basic rules – Ready Respectful Safe (RRS):

- **Being Ready**
- **Being Respectful**
- **Being Safe**

Below are some examples of Ready Respectful Safe in action. These are for guidance rather than prescription.

### Ready

- Arrive to school on time
- Wear correct school uniform
- Have the correct equipment (pack your bag the night before).

In lessons:

- Arrive to lesson on time
- Follow the classroom routines and teacher instructions
- Take an active part in the lesson
- Ensure homework is done.

### Respectful

- Respect yourself – be proud of who you are
- Respect others
- Respect the views and opinions of others
- Respect school property.

### Safe

- Be mindful of others in the corridors and the playground
- Keep your hands and feet to yourself
- Report bullying behaviour
- Tell a teacher if you know that someone is scared, at risk or in danger.

Teachers and support staff can reinforce these expectations in a number of positive ways:

- consistently referencing the three expectations (**Be Ready, Be Respectful and Be Safe**) in lessons, in form time, at changeovers and during unstructured time
- consistent application of classroom and unstructured time routines
- using non-verbal strategies such as making eye contact, standing next to a student's desk, opening a student's book, pointing to the page in the book
- repeating instructions to get them started, asking the student next to them to help them get started, asking if they have what they need, praising the students who are engaged in learning
- allowing a student to have "thinking time" outside the classroom (no more than 5 minutes)
- being **assertive**. Being assertive is being able to communicate your needs in a way that is being:
  - in control
  - clear
  - decisive with clear conviction
  - direct
  - polite and fair.

### **3b. Routines for Managing Poor Behaviour**

There will still be occasions when students do not demonstrate an acceptable standard of behaviour in line with the school's expectations. When this is the case consequences may need to be applied in order to

- address and correct the concern
- achieve the desired standard of behaviour
- get students to reflect on their inappropriate behaviour and learn strategies to avoid such behaviour in the future.

The Teacher's aim when intervening in an incident of unacceptable behaviour is that the student recognises and accepts that his/her behaviour was wrong, and as a consequence of the intervention modifies his/her behaviour and returns to a fresh start. The student should agree to accept the teacher's sanction and conditions of reintegration to lessons. This does not have to include an apology, and, in fact, insisting on an apology can place a barrier to reintegration.

**Staff should also consider, before issuing consequences, whether the student's behaviour is in fact a manifestation of unidentified learning difficulties, home difficulties, attachment or other type of SEND (Cognitive Behaviour Needs pupils).**

#### **Classroom Behaviour Management and Consequences**

##### **1. Level 1: Initial Teacher Action**

###### Warning

When a pupil displays low level disruption and poor behaviour, the teacher first intervenes with an appropriate range of low level tools. See appendix A for a range of advice and strategies for managing pupil behaviour.

If appropriate, the teacher issues a warning that the pupil risks receiving a penalty for their behaviour if they continue. This can be expressed as a choice the pupil is making: 'If you continue to mess about, you will receive a penalty.'

###### Action

If the pupil does not modify his/her behaviour, then the teacher issues the penalty and, if appropriate, can also take further action. This could be:

- Short term work/behaviour target set
- Moving seats
- Two-minute time out of the classroom (no longer than two minutes).

**The teacher issues the pupil a Level 1 Behaviour Penalty (or a Strike for Cognitive Behaviour Needs pupils) in Class Charts.**

**Sometimes it is necessary to take action and issue a penalty (or strike) directly to a pupil when their behaviour is more extreme – e.g. shouting out, entering the classroom in an overly boisterous manner.**

## **2. Level 2: Teacher Action if poor behaviour persists**

### Warning

If the pupil continues to behave poorly, then again the teacher can issue a warning in the form of a choice: 'I'd like you to sit down and get on with your work; if you don't I will have to issue a detention/call home/take further action.'

### Action

If the pupil does not modify his/her behaviour, then the teacher can issue a Level 2 Behaviour Penalty or Strike, if appropriate, could take action. This could be:

- Call Senior Leadership Team on call to speak to the pupil
- Move pupil to another class, where arrangements are in place.

If a teacher issues a Level 2 Behaviour Penalty or Strike, this is followed by an appropriate sanction:

- Have a restorative conversation with the pupil at a time convenient to the teacher AND/OR
- Up to a 20-minute detention at lunchtime (for all pupils) or after school (for non-Cognitive Behaviour Needs pupils only) AND/OR
- A phone call home.

**The teacher issues the pupil a Level 2 Behaviour Penalty/Strike penalty in Class Charts.**

## **3. Level 3: Removal**

### Warning

Again, if the pupil continues to behave poorly, then the teacher can issue a warning in the form of a choice: 'I'd like you to sit down and get on with your work; if you don't I will have to call a senior member of staff/have to have you removed from class.'

### Action

If the pupil does not modify his/her behaviour, then the teacher can call to have the pupil removed using the Seniors/Head of House on call system. The pupil will then be removed from class and taken to the support base or the Hub.

As soon as possible after the removal, the teacher must email the Senior on call, Head of Department, Head of House and Support Base Supervisor (and SENCo for Cognitive Behaviour Needs pupils) with details of what led to the removal. This is then followed up by action from the Head of Department. This could be:

- A restorative conversation with the pupil at a time convenient to the teacher
- 40-minute detention at lunchtime (for all pupils) or after school (for non-Cognitive Behaviour Needs pupils only) (reducing tariff for prompt arrival and compliance)
- Some other form of intervention from the Head of Department e.g. withdrawal from class for 2-4 lessons; catch up work



- Head of Department can liaise with SENCo for appropriate intervention for Cognitive Behaviour Needs pupils
- A phone call home
- Pupil placed on Head of Department report.

**The Class Teacher issues the pupil a Level 3 Behaviour Penalty/Strike in Class Charts. Parents will automatically receive a letter explaining that their child has been referred to the Head of Department for behaviour issues and that the next stage would mean the involvement of the Head of House.**

#### **4. Level 4: Head of House Operation**

The Head of House becomes involved when a pupil has displayed continued and persistent low level disruption that has not been resolved by the previous steps, for example if a pupil has had two stage 4 referrals over a half term, in which case the pupil will be picked up by an automatic alert to the Head of House from Class Charts, or if a pupil fails to attend two opportunities to attend a Head of Department detention, which would require the Head of Department to inform the Head of House.

##### Action

- A restorative conversation with the pupil at a time convenient to the teacher
- Pupils receive a 60-minute detention on Friday evening
- Meeting with parents.

#### **5. Level 5: Serious Incident**

Where a serious incident has occurred which means the teacher is no longer able to teach with the pupil in the room, the teacher should call for the Senior or Head of House on call to have the pupil removed immediately.

This might include threatening behaviour towards peers or staff, dangerous behaviour that prevents the lesson from continuing or abusive language to staff or peers.

The Head of House/Senior can take the following action depending on the severity of the action:

- Head of House contacts parent regarding the incident
- Incident recorded on SIMS by Head of House
- Internal Isolation
- Fixed Term Exclusion
- Managed Move
- Permanent Exclusion.

**The Head of House records the incident and the action in SIMS. Any witness statements and email records are filed in the pupil's record.**

The majority of pupils respond well to this system of rewards and penalties. Some pupils take longer to develop the appropriate skills, knowledge and understanding that enable them to moderate their own behaviour. For this reason, we have adopted the following three tiered system as an addition to our Behaviour Policy.

**Universal:** The majority of pupils who are able to follow the behaviour policy.

**Additional Needs (AN):** Pupils who are consistently disruptive in lessons and require a more rigorous approach to improve their behaviour. This cohort of students has been identified by Heads of House based on the numbers of penalties, Level 3 removals and detentions they have received.

**Additional Needs Plus (AN+):** Additional Needs pupils who have failed to improve their behaviour after being placed on Additional Needs.

**Complex (Cognitive Behaviour Needs):** Pupils who require a different approach to improve their behaviour for a range of reasons, most often because they have special needs or are vulnerable for other reasons (The Hub pupils).

A list of the Additional Needs, Additional Needs Plus and Complex pupils can be found in SEND Prov. The lists will be reviewed on a half termly basis which may result in some pupils being removed from the Additional Needs/Additional Needs Plus lists along with a positive phone call home to parents. New pupils may also be added to the lists at any point throughout the school year.

Procedures for Universal pupils:

- Staff implement the behaviour policy and adhere to the procedures above.

Procedures for Additional Needs pupils:

- Staff to implement the behaviour policy and adhere to the procedures above  
If a pupil behaves in such a way to deserve a Level 2 Behaviour Penalty in a lesson, staff should call or send for the member of staff on call to remove the pupil straightaway. Any pupil who has a Level 2 Behaviour Penalty in one lesson or 2 or more Level 1 Behaviour Penalties in one day will be issued with a 40-minute detention to be carried out the same day or the following day. This is a lunchtime detention overseen by Head of Houses.

Procedures for Additional Needs Plus pupils:

- Staff to implement the behaviour policy and adhere to the procedures found in the grid above.
- If a Level 1 Behaviour Penalty is issued for disruptive behaviour, at the teacher's discretion, the pupil may be removed from the class (staff follow on call procedures).
- Any pupil who has accrued 1 or more Level 1 Behaviour Penalty in one day will be issued with a 40 minute detention to be carried out the same day or the following day. This is a lunchtime detention overseen by Head of Houses.

Procedures for Complex pupils:

- In the first instance all strategies provided on SEND Provision should be implemented and reasonable adjustments made.
- If pupils do not respond to these strategies, staff follow the same process as for Universal pupils, but record a Behaviour Strikes on Class Charts rather than Behaviour Penalties.

- If a Cognitive Behaviour Needs pupil is removed from the lesson following a Level 3 Behaviour Penalty, as soon as possible after the removal, staff should send an email detailing the incident to the SENCo, the relevant Head of House and the Head of Department and ideally before the end of the day.
- The SENCo will issue Penalties and impose a consequence. If the teacher prefers, she/he can apply the consequence, but must keep the SENCo informed so the pupil is not punished twice.

### Other Important Routines

- Uniform – See Appendix B
- Homework – see Appendix C
- Detentions and reports – see Appendix D
- Punctuality – see Appendix E
- Classroom Entry – See Appendix F
- Investigating Incidents – See Appendix H.

### Behaviour Off-site

This policy applies to pupil behaviour both in school and beyond the school gates, when the pupil is:

- taking part in any school-organised or school-related activity
- travelling to or from school
- wearing school uniform
- in some other way identifiable as a pupil at the school.

This policy also applies when pupils display misbehaviour at any time, whether or not the conditions above apply, that:

- could have repercussions for the orderly running of the school
- poses a threat to another pupil or member of the public
- could adversely affect the reputation of the school.

Where a pupil takes part in criminal or anti-social behaviour, or poses a serious threat to a member of the public, the school will co-operate fully with any police investigation into the behaviour of pupils in and outside school.

### Offensive Weapons

Hall Green School has a duty to safeguard all pupils and staff. This duty is explained further in *Keeping Children Safe in Education* published by the Department for Education. Therefore, Hall Green School is most likely to permanently exclude any student found to be carrying a knife or offensive weapon\*, both on and off the school premises, and the police will be informed.

\* *Offensive weapons can include knives, knuckle-dusters, broken bottles or tools such as spanners and hammers if they are intended by the person carrying them to cause injury to a person.*

Very occasionally, school may use powers to restrain, search or confiscate items from students. This will only happen where school needs to safeguard pupils (or staff) or needs to maintain the order and discipline in school. Hall Green School will follow the three guidance documents published by the Department for Education in deciding when to use these powers.

These documents are:

**Searching, Screening and Confiscation:**

<https://www.gov.uk/government/publications/searching-screening-and-confiscation>

**Use of Reasonable Force:**

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/444051/Use\\_of\\_reasonable\\_force\\_advice\\_Reviewed\\_July\\_2015.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/444051/Use_of_reasonable_force_advice_Reviewed_July_2015.pdf)

**Behaviour and Discipline in Schools:**

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/488034/Behaviour\\_and\\_Discipline\\_in\\_Schools\\_-\\_A\\_guide\\_for\\_headteachers\\_and\\_School\\_Staff.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/488034/Behaviour_and_Discipline_in_Schools_-_A_guide_for_headteachers_and_School_Staff.pdf)

**Random searches of pupils' bags and coats, and the use of hand-held and fixed metal detectors, have been introduced to reassure staff, pupils and parents that the school continues to be a safe and secure site.**

Special and Additional Needs

Hall Green recognises that students behave in different ways because of a number of factors, and that some students have particular emotional, psychological, medical and other needs that present barriers to learning and barriers to adopting the appropriate behaviour.

The school offers a range of strategies and approaches aimed at supporting students in this position and helping them make the most of their schooling, including the use of the SP Hub, the Linc Office, an Isolation Room, the School Nurse, and the Student Support Base.

In particular, staff should be aware of the SEND pupils who are classed as Cognitive Behaviour Needs and Cognitive Behaviour Needs+ pupils, for whom the school makes reasonable adjustments in the application of the behaviour for learning policy to meet their needs.

Monitoring Behaviour Incidents

Monitoring the behaviour of students in the school is essential for several reasons.

Accurate monitoring of behaviour enables staff to take timely action for a pupil, whether it is to put in place appropriate sanctions to address poor behaviour, or to intervene with appropriate support to help a pupil access the curriculum. Monitoring enables parents, governors and staff to be fully aware of the behaviour trends of students; it enables the Pastoral team to take proactive steps to avoid future occurrences of inappropriate behaviour.

The school monitors the behaviour of pupils in several ways:

- Recording of penalties and praises in Class Charts
- Recording incidents, sanctions and exclusions in SIMS
- Attendance and punctuality in SIMS
- Call out records

- Support base records
- Punctuality records
- Pastoral meetings and updates
- Quality Assurance processes – termly Behaviour for Learning report to seniors and governors
- Parental access to pupil information via Class Charts
- School Reports.

#### **4. Scripted Conversations**

The way that adults interact with the students in school is essential to forming good working relationships, so it is sensible practice to prepare for these interactions in the same way we prepare for lessons using a number of well-established strategies. In Appendix A there are a number of practical and positive behaviour management strategies, guidance and scripts for different situations.

Of particular importance is the need to de-escalate in situations of heightened emotion, especially with more challenging students (Additional Needs (+) & Cognitive Behaviour Needs), to get them back on track with their behaviour, without giving attention to the negative behaviour. Staff deliver a script that they feel comfortable with. This should be no more than a 30-second intervention. Click on the link below for more information about the 30 Second Intervention and examples of scripted conversations.

<https://www.noblesvilleschools.org/cms/lib/IN01906676/Centricity/Domain/780/The%2030%20Second%20Intervention.pdf>

The shorter the intervention the less likely a member of staff is to “improvise”.

Staff will then walk away and give students time to think and act positively.

#### **5. Restorative Conversations**

Because relationships are key to establishing positive working environments, it is essential to work quickly to restore positive relationships when they have broken down following serious incidents of behaviour.

In brief, when a teacher has had a student removed from their lesson, ideally a restorative conversation needs to take place between them. This is a good opportunity for the teacher to model the kind of behaviour that we, as a school, want the student to adopt. It should take place at the earliest opportunity, before their next lesson together.

Restorative Conversations offer an alternative way of thinking about behaviour management in schools, where pupils are invited to focus on the impact of their actions on the feelings of others rather than on the rule breaking. They aim to reduce the use of sanctions and punishments to manage behaviour, promote effective reflection about incidences of poor behaviour and build stronger relationships between staff and pupils to make learning more effective.

To facilitate such a process requires the ability to:

- Establish a respectful rapport with people;
- Listen and respond calmly, empathically and without interruption or judgment to all sides of an issue;

- Inspire a sense of safety and trust;
- Encourage people to express their thoughts, feelings and needs appropriately;
- Appreciate the impact of people's thoughts, feelings, beliefs and unmet needs on their behaviours;
- Encourage those involved in the problem to find their own solutions.

Staff will have a script for the restorative conversation that they feel comfortable with. An example of a script for a restorative conversation is:

- (a) ask the student what happened
- (b) ask the student who they think was affected by their behaviour
- (c) ask them what they could have done differently; what would they do to avoid the same situation happening again
- (d) ask the student what you could have done differently
- (e) agree strategies, goals, targets with the student for the future
- (f) ask the student if they have anything, they want to say. An apology is only of value if it is meant. Forcing a student to apologise is not going to change the situation.

**See Appendix G for more detail on Restorative Conversations.**