



# BEHAVIOUR FOR LEARNING POLICY

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## **Behaviour for Learning**

### **Principles**

Promoting and reinforcing positive behaviour for learning is underpinned by the following principles:

- Every member of the school community is equally valued, from the most senior members of staff to the youngest members of Year 7.
- We treat one another with mutual respect and trust, and use language and gestures that reinforce this at all times.
- We all display good manners to one another, wherever we are in the school.
- As a community we work hard to ensure that we learn together to promote these values, which will deliver positive behaviour, and a close partnership between all stakeholders in our school community.
- Teachers play a key role in communicating our expectations and enabling students to achieve these: classroom climate and good teaching have a crucial role to play in fostering good behaviour.
- Frequent and effective communication with all members of the school – parents, staff and students is essential to ensure that everyone understands our expectations and is able to be included in these.

Our behaviour policy has two strands to it:

- Promoting behaviour for learning and rewarding good behaviour
- Sanctions and strategies for effectively managing behaviour.

It is our belief that we place much more emphasis on the first of these two strands whilst recognising that it is important to have a clear procedure in place for the second.

The school has a statutory duty to ensure that this policy is carried out with a view to safeguarding and promoting the welfare of children and the general duty to eliminate discrimination.

### **Promoting behaviour for learning and rewarding good behaviour**

Students have told us that they want to be recognised and rewarded whenever possible for good behaviour, for making a positive contribution and for success and achievement. It is important to understand that students will achieve at different levels depending on their different skills and aptitudes and teachers should take care to ensure that rewards are given equitably and fairly.

We want to help students take responsibility for their own good behaviour and learning. At Prospect School all students are expected to follow the school values of

“Aspire, Believe, Achieve”. There are a clear set of Ready to Learn rules which promote excellent behaviour for learning in lessons, and enable students to follow the school values. The Ready to Learn rules are:

**Listen** actively and follow instructions

**Enter** the room in time ready to learn with the correct uniform and equipment

**Attempt** all learning to the best of your ability

**Respect** themselves and others in the class

**Never** give up.

Students are expected to take an active part in these rules – passive acceptance is not good enough!

Students are rewarded on a lesson by lesson basis for adhering to the five Ready to Learn Rules through Vivo points, which acts as a reward and also a report to parents and staff. Additionally, good behaviour is rewarded through:

- Praise within lessons, which can be additionally rewarded through Vivo
- Positive comments on work
- Public praise including school newsletter and celebration in assemblies
- Celebration Evenings held in the summer term

### **Vivo Rewards**

All teachers are given a weekly allocation of Vivo points which should be awarded fully by the end of the week. In most circumstances, these will be awarded to students at the end of each lesson, as long as they have demonstrated an adherence to the Ready to Learn rules. Additionally, teachers may wish to use some of their allowance to reward individual pieces of class/home learning, or for particular contribution to the school and/or community. Teachers can track their weekly allowance through the vivo website, and should aim to strike a balance between rewarding as positively as possible, but ensuring students are aware when and why they may not receive a Vivo at the end of a lesson. In many cases, the loss of the vivo (and perhaps a quiet word) should be the only sanction a student needs to ensure they correct their behaviour.

Vivos will additionally be used to promote and maintain excellent attendance at school.

### **Sanctions and strategies for managing behaviour**

However, there will inevitably be occasions when a student's behaviour is not acceptable within the school's code of conduct and a sanction is necessary. We are clear that punishment is not about retribution, but about empowering students to

understand the difference between right and wrong, and giving them strategies to ensure that they make the right choices in future. Wherever possible, students should be given the opportunity to reflect on the poor choices that they made, and where appropriate, make reparations for this.

We have a clear set of guidelines for classroom behaviour, which are referred to as the 'Ready to Learn Rules'. They are displayed in every classroom so all staff and students alike are able to see that all students are treated equally and fairly. Every student will be given a warning to give them the opportunity to modify their behaviour before there is any sanction. Any sanctions that are issued must be proportionate and fair. We will also monitor the issuing of sanctions to ensure that they meet our Equalities Policy.

The school will use detentions when it is deemed appropriate. In line with our Ready to Learn Policy, detentions are served on the same day, and will include the opportunity for restoration with the teacher concerned. In law the school has the right to set detentions outside school hours in term time, including at weekends (except weekends preceding or following the half term break) and on training days. Whilst parental consent is not required for detentions we will always inform parents of any detention scheduled to last more than 15 minutes. Students who fail to attend their detention will be given a second chance to attend the following day. Students who miss this second detention will receive a fixed term exclusion and will not be allowed to return to school until their parents have met with a senior teacher to reinforce our expectations of behaviour.

We are clear that we must provide support for students who need help in meeting our expectations. Where appropriate we will seek help from external agencies, provide an alternative curriculum, or consider a multi-agency assessment for students who display continuous disruptive behaviour.

### **Students' behaviour outside school**

At Prospect School we want to ensure our students are safe travelling to and from school and that they are encouraged to behave in a responsible and respectful manner. Occasionally there will be circumstances when we believe it is appropriate to sanction behaviour that takes place outside school. For example:

- Any misbehaviour travelling to and from school and/or whilst wearing school uniform
- Taking part in a school organised or school related activity off site
- Misbehaviour which could have repercussions for the orderly running of the school, which poses a threat to another student or member of the public or could adversely affect the reputation of the school.

## **Bullying**

Prospect School takes all forms of bullying very seriously and has a separate Anti-Bullying Policy.

## **Exclusion**

The Headteacher has the power to exclude. This is included within the Ready to Learn Policy. Further details can be found in the separate Exclusions Policy.

Effective approaches to behaviour are characterised by a healthy balance between the rights and responsibilities of staff and students, based on mutual respect. However, it should always be clear that the Headteacher, teachers and other school staff are in charge. We have a duty of care to ensure that the learning environment is a safe, secure and enriching place to be at all times.