

# The Royal Liberty School

Part of Success for All Educational Trust

*"Where boys are ambitious, where boys succeed"*



## BEHAVIOUR AND LEARNING POLICY

(Including Written Statement of Behaviour Principles)

Reviewed by: A Saunders

Review Date: 5<sup>th</sup> July 2017

Next Review: July 2019

# The Royal Liberty School



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## Behaviour for Learning Policy

### INTRODUCTION

Royal Liberty School is committed to establishing a safe, calm, positive learning environment for the whole school community. We believe that this achieved through our expectation that all members of the school community will treat each other with tolerance, understanding and with respect.

### Key Principle

The policy supports a positive attitude towards learning and promotes respect for all by:

- Clear expectations of what is good behaviour.
- Encouraging positive attitudes towards learning through high quality teaching.
- Consistent recognition and reward of good behaviour and academic progress.
- Clear, consistent actions when these high expectations of behaviour are not met.

### This will be achieved through

- Developing school and staff strategies for learning.
- Effective rewards.
- Encouraging parents to support positive attitudes towards learning.
- A clearly planned and differentiated curriculum.
- Monitoring the performance/attitude of individuals or groups of students at risk of disaffection
- Ensuring there is a clear and effective internal and external support system.

## STUDENT RESPONSIBILITIES

- To follow reasonable instructions by school staff, obey school rules and accept sanctions in an appropriate way.
- To act as positive ambassadors for the school when off school premises.
- Not to bring inappropriate or unlawful items to school.
- To show respect to school staff, fellow students, school property and the school environment.
- Never to denigrate, harm or bully other pupils or staff.
- To co-operate with and abide by any arrangements put in place to support their behaviour such as Pastoral Support Programmes or parenting Contracts.

## PARENT RESPONSIBILITIES

- To respect the school's behaviour policy and the disciplinary authority of school staff.
- To help ensure that their child follows reasonable instructions by school staff and adheres to school rules.
- To send their child to school each day punctually, suitably clothed, fed, rested, and equipped and ready to learn.
- To ensure school staff are aware of any SEN-related or other personal factors which may result in their child displaying behaviours outside the norm.
- To be prepared to work with the school support their child's positive behaviour.
- To attend meetings with the head teacher or other school staff, if requested, to discuss their child's behaviour
- To adhere to the terms of any Parenting Contract or Order relating to their child's behaviour.
- If their child is excluded from the school, to ensure the child is not found in a public place during school hours in the first five days of exclusion and, if invited, to attend a reintegration interview with the school at the end of a fixed period exclusion.

## **Maintaining a high quality teaching and learning environment:**

- Rewards policy that will recognise good behaviour and motivate students to behave in a positive manner.
- Expectations will be consistent across the school. Teachers will support this policy...
- Interventions should be proactive rather than reactive where ever possible.

## **Classroom Management**

1. All teachers are expected to greet students at the door.
2. Positively greet on entry and exit of a classroom.
3. Emphasise achievement.
4. Have a clear seating plan.
5. Differentiate and target specific support for groups or individuals.
6. Have a clear beginning and ending to all lessons.
7. End lesson on a positive note.
8. Have a planned routine for packing away and leaving the room.
9. Consistent use of self-assessment/evaluation/review/AFL/APP/T&L.

## **Effective Teaching and Learning**

- The first line is always the classroom teacher. A prepared, paced and well pitched lesson that engages students and minimise the possibility of problems.
- Wide range of teaching strategies. Clear use of the rewards/sanctions
- Regular liaison between school, teachers and parents.
- Meetings re-discipline issues to be at an early stage.
- Respond to disciplinary challenges in an appropriate way. Aim to de-escalate.
- Students need to be given options – ways of getting out if inappropriate behaviour whenever possible.
- Positive comments are often reserved for work and negative comments for behaviour.
- Avoid humiliating students in front of peers.
- Sending students out of lessons should be a temporary measure (it is advisable that the classroom door remains open).
- Students need to be clear about the issue with their behaviour to help them avoid it in the future
- It is important that there is a consistent approach to recording incidents across all faculties.
- Incident that occur in class are initially the responsibility the class teacher
- Incidents should be referred logically through from the subject teacher, subject leader, faculty leader. If there are problems occurring in one or more faculty area a co-ordinated response should be initiated by the pastoral team.
- Incidents outside of class are the joint responsibility of all members of staff. The corridors, playground and public areas are everyone's responsibility.

## **Proactive Interventions**

- The consistent and positive application of the Behaviour for Learning Policy by all staff.
- Expectations of all standards displayed and consistently used (PPP).
- A clear line of response whenever a behavioural problem arises.
- Common sense, professionalism and qualified judgements used by all staff at all levels.
- Encourage parental contributions to consolidate positive behaviour.
- Ensure the SST team are involved with any disaffected students or group of students.
- Use of CAF.
- Use of Multi Agency Meetings.
- Use of target setting as a base for improved response.
- Involve Governors.
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## **REWARDS**

### **Rewards should be issued for:**

- Effort
- Attendance
- Behaviour
- Dress
- Participation
- Achievement
- Progress

### **Students can achieve:**

- House points
- Records of Excellence
- Faculty postcards
- Faculty rewards
- Badges
- Canteen pass
- Canteen vouchers
- Prom points
- Year book points
- Head Teacher Commendations
- Students of half term
- Jack Petchey Awards
- Governor Award
- Celebration assemblies-Recognition in a house/celebration assembly
- Honours Board
- Award Evenings
- Posts of responsibility e.g. Science Ambassadors, Prefects, School Council

# THE REWARDS

**Merits will be monitored by Form tutors and HOY. Half termly/termly merit cards will be collected and values entered on G4S.**

## **Year 7 – 9**

50 Merit/House Points = Bronze Badge

150 Merit/House Points = Silver Badge

250 Merit/House Points = Gold Badge

Y7-Y9 Receive badges throughout the year

250 + Merit/House Points = students entered into a draw to win a £30.00 Amazon Voucher

## **Year 10 – 11**

25 Merit/House Points = Bronze ribbon

75 Merit/House Points = Silver ribbon

125 Merit/House Points = Gold ribbon

In Year 10 - 11 Students will be awarded with 'Colours' ribbons which are sewn below the breast pocket of their blazer.

Merits will be awarded for:

- A) Outstanding effort and achievement with your work in school or at home.
- B) Outstanding acts of kindness or politeness.
- C) Outstanding role-modelling and behaviour at all times or a sudden, commendable change to behaviour that deserves notice.

## Sanctions for poor behaviour

The use of disciplinary measures have 3 main purposes.

- Impress on the perpetrator that what he has done is unacceptable.
- Deter the student from repeating that behaviour.
- Signal to other students that their behaviour is unacceptable and deter them from doing it.

The school staff have the statutory power to impose sanctions.

- Sanctions must be reasonable and proportionate
- The school will monitor the use of sanctions by age, ethnicity, SEN and disability.

## SANCTIONS

- One to one admonishment
- Removal from a group.
- Withdrawal from a particular lesson or peer group.
- Withdrawal of access to the school IT system.
- Withholding participation in a school trip or sports event that is not essential to the school curriculum.
- Withdrawal of break/lunchtime privileges
- Carrying out a useful task in school.
- A variety of detentions (see separate sheet).
- A variety of report cards (see separate sheet).
- Internal exclusion.
- External exclusion
- Referral to the Governors
- Referral to the inclusion panel.
- Permanent exclusion.

## CONFISCATION

The Education and Inspections Act 2006 include a specific statutory defence for school staff who have reasonably confiscated students property.

- An item poses a threat to others – e.g. laser pen/knife. (*Legislation in the Violent Crime Regulation Act 2006 allows Head teachers to search groups of students if they suspect one of them is carrying a knife. Heads are also entitled to use metal detector arches and wands to carry out random non intrusive searches for weapons*).
- An item poses a threat to good order e.g. a personal music player in class.
- An item is against school uniform rules e.g. a student refuses to take off a baseball cap/sweat top.
- An item posing a health and safety threat e.g. wearing rings, earrings in PE.
- An item which is counter to the ethos of the school e.g. material that may cause tension between one community and another.
- An item that is illegal for a student or adult to have in their possession e.g. racist or pornographic literature or images.
- Items that are confiscated should be clearly labelled and taken to the office.
- Items should then be logged in the confiscation log and put in the school safe until collected by the parent/carer or collected by the police or appropriate agency.

# SANCTIONS LADDER

## Behaviour

- Late to lessons
- Incorrect uniform
- Lack of equipment/planner
- Defence/non co-operation
- Failure to follow reasonable instructions
- Interrupting/shouting out
- Lack of work
- Inappropriate language
- Phone out of lesson
- Failure to attend detentions
- Rudeness to staff
- Rudeness to student
- Vandalism
- Leaving lesson without permission
- Smoking
- Truancing
- Phone in lesson
- Inappropriate use of ICT
- Verbal abuse to staff/student
- Physical abuse staff/student
- Racism
- Theft
- Bullying
- Repeated failure to attend detentions
- Directed verbal abuse
- Major vandalism (inc. arson)
- Use of drugs/alcohol
- Possession of drugs/alcohol
- Sexual harassment staff/ students
- Homophobia
- Risk to self or others
- Possession/use of firework
- Planned assault
- Possession of a weapon
- Physical abuse of staff

## Review

This policy will be reviewed annually and amended as necessary.

Date of this policy:

Date of last review:

Review date:

Reviewed by: Anthony Henry, Assistant Headteacher

Signature of Head Teacher:.....  
Date:.....

Signature of Chair of Governors:.....  
Date:.....