

## Behaviour for Learning Policy

### Rationale

\*Please Note that Years Pre-KG-4 will continue to use the Golden Rules and subsequent sanctions.

All staff members have a responsibility for maintaining a positive working climate within the school. It is important that we all have high expectations of the students and that we frequently remind them of our school rules. Catching the students being good is a timely classic approach which quickly establishes a sense of positivity and respect within the classroom.

The procedures outlined below will facilitate consistency when reacting to inappropriate behavior, lack of effort or disruption to learning. They will ensure that information is disseminated to the relevant members of staff following any breach of school rules and ensure that approaches to behaviour management are fair, consistent and proactive.

Management of student behaviour should be:

**Proactive** - teachers should take responsibility for events in his/her own classroom. *The responsibility is on the classroom teacher to promote a culture of respect and outstanding behaviour in the classroom and to take appropriate action if these standards are not met.*

**Children ought not to be referred to other colleagues for discipline until the member of staff concerned has attempted to resolve the problem and has exercised the appropriate sanctions.**

**Timely** - interventions should be made as soon as it is practicable to do so. It is essential that students are made aware of their behaviour and appropriate follow up action is taken without unnecessary delay.

**A teaching tool** - when students transgress it is important to use this as an opportunity to reinforce expectations, allow students to reflect on their behaviour and enable them to consider more appropriate choices in the future.

**Consistent** - The policy ensures that regulations and expectations are applied consistently across different subject areas for similar transgressions.

*It is important to remember that individuals who breach the rules are punished as individuals and that we avoid punishing the whole class unnecessarily.*

## How do we deal with problems?

### Level 1 - possible issues

Most issues which arise in school will be "low level". To help consistency of approach we use the acronym of HAPPY. This is shared with students, and displayed around school, so that they are aware of these expectations:

**H - Homework;** failure to submit homework/failure to submit homework of suitable quality for the ability of the student

**A - Attitude;**

Not responding to teachers and peers in a respectful manner

Low level disruption to teaching and learning

Failure to engage with class activities in a positive and cooperative manner

Low level disruption during Assembly time or during other whole school events

Silliness in the playground or around school

**P- Punctuality;** to school and to lessons

**P - Performance;**

Failure to bring the necessary equipment to class such as calculator, books, PE kit

Failure to complete differentiated tasks in a timely manner based on expectations relating to student ability

Failure to complete tasks to a satisfactory standard based on the ability of the student

Failure to follow school presentation policy

**Y - Yeah!**

### Level One - possible approaches

In the first instance, the teacher will draw attention to the misdemeanour but no disciplinary action will be taken. The teacher will take this opportunity to remind students of standards and expectations.

**Most issues will end here if addressed promptly.**

This short conversation may also bring awareness about issues that the student is facing which can lead to intervention from SENDCO/Safeguarding Team.

A brief outline of what took place should be recorded on CPOMS and sent to the form tutor and copied to Head of Faculty (if appropriate) and Head of Safeguarding and Student Welfare, for information.

### Level Two

This covers repeat offenders. If a student does not commit any misdemeanours over the next few weeks, any transgressions will be dealt with as described in Level One.

However, if a student who has already transgressed, does so again within a short time period (this depends on the frequency of lessons) they are moved on to Level Two.

## Level Two - possible sanctions

Sanctions to be administered by class teacher or duty team member and may include the following:

Verbal reprimand together with reminder of standards and expectations

Time out (especially in lower year groups)

Completion of work in own time (this must be supervised)

Community service eg; picking up litter

Break or lunch detention for approximately 10 minutes

A brief outline of what took place should be recorded on CPOMS, sent to the form tutor and copied to Head of Faculty (if appropriate) and Head of Safeguarding and Student Welfare, for information.

An email will be sent to parents at this stage to advise them of the situation.

## Level Three

This covers a situation where a student continues to transgress with low level misdemeanours. At this stage, the student is referred to the Head of Faculty (for a subject issue) or to the Head of Safeguarding and Student Welfare (for issues outside of the classroom).

The sanctions imposed will be similar to those on Level Two but may also include:

Withdrawal of privileges

Letter of apology/verbal apology

Supervised task to be agreed with member of staff

**Also, parents will be informed of the situation at this time via a telephone call.**

## Level Four

In the unlikely event that a student is still committing low level disruption it will be passed to SMT. This will be Head of Safeguarding and Student Welfare for issues outside of the classroom and Head of Primary (Year 5-6), Head of Secondary Curriculum (7-11) or Head of 6<sup>th</sup> Form (12-13) for classroom matters.

In addition to one of the above sanctions being imposed, parents will be invited into school at this time to discuss the situation and to agree to any strategies to combat any further transgressions.

A note that a meeting has taken place will be recorded on CPOMS.

A report on the meeting should be written up by the teacher who led the meeting (using Form A below) which should then be attached to CPOMS.

The approach for more serious transgressions will be as follows:

Transgressions

Bullying of any description - verbal, social, emotional, including online

Fighting

Openly disrespectful or offensive behaviour

Rudeness to adults or peers

Behaviour leading to the injury of another student

Damage to property

Theft

Sanctions will include the following:

Immediate referral to the Head of Safeguarding and Student Welfare, Head of Primary, Head of Secondary Curriculum (as appropriate)

Parents contacted and invited into school for a meeting

Withdrawal from class/premises

Formal school detention

Report

Removal from teams/performances

Possible exclusion

Persistent transgressions of this nature will be referred to the Principal who will report to the full Governing Body.

Serious physical assault on a student or member of staff:

Sanction

Immediate exclusion pending investigation

Any incidents which require input from other professionals, such as SENDCO or outside agencies, will be referred as appropriate.

Conclusion

All staff must remember that our main aim is to promote positive behaviour and encourage students to develop a sense of responsibility, self-respect and a respect for other people, property, and the environment. We expect that parents and the school work in partnership so that the values encouraged by home and school are mutually reinforced.

**TRAILL INTERNATIONAL SCHOOL (Form A)**  
**Report of meeting with parents**

**PUPIL'S NAME:** ..... **TUTOR GROUP:** .....

**TEACHER:** ..... **POSITION:** ..... **DATE:** .....

Brief outline of reason for meeting:

Points discussed at the meeting:

Conclusions and Recommendations:

Signed.....

Signed.....