

Behaviour for Learning Policy

Version: 2.0

- Date of implementation: June 2020
- Date of last review: January 2021
- Policy review date: January 2023

Related policies:

- Language policy
- Inclusion policy

Rationale

The British College of Gavá, BCG, has due diligence to set out the standards and ethos of the whole school. This includes providing a written statement of principles relating to behavior for learning, taking into account the differentiated needs of pupils. This statement applies to all staff, as well as, the duty of care to all pupils.

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The Policy - Purpose:

This behaviour for learning policy practically supports our core lifelong character education by creating the highest standards in teaching and learning throughout the school. Excellent learning is dependent on ensuring a safe and secure environment for all in which the good character and behaviour of students is assured. The following over-arching principles inform this policy:

- **Students and adults have the right to be respected**
- **Teachers have a right to teach**
- **Students have a right to learn**
- **Discipline should be administered within a framework of rules and boundaries**
- **Positive expectations are best promoted through purposeful learning**
- **Unacceptable behaviour will be challenged**

The Policy Aims:

- The IB Learner Profile will be explored with students via the PHSE programme.
 - Students are encouraged to present a positive self-image supported the rewards system; and also through consistent and appropriate sanctions.
 - Teachers should endeavour to resolve student behaviour issues themselves before moving on to the next level of behaviour management. The school is clear that this is best achieved through:
 - **High standards of lesson planning**
 - **Building positive relationships with students**
 - **Being aware of vulnerable students (SEND)**
 - **Maintaining high expectations of student behaviour**
 - **Modelling and praising**
 - **Transparent communication from Principle, the SLT team and all staff members**
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Promotion for Learning:

- Students are regularly praised and rewarded, using the rewards policy
- Teachers set high standards through their own conduct, appearance and expectations
- Students' work is clearly set via the Assessment for Learning policy. Progress is monitored in line the Teaching and Learning policy
- Work is differentiated in line with the Teaching and Learning policy
- Lessons start and end on time. Seating arrangements are managed by staff
- Rooms are kept in an attractive, clean and tidy condition, while displays support learning
- Students are given feedback on the work they produce following an assessment

- Homework is set and marked according to the school's homework policy
- Disruption and interruptions are minimised through proactive intervention by staff using the traffic lights
- All staff should challenge students for unacceptable or inappropriate behaviour. Action should be taken if necessary and rules are applied firmly, fairly and consistently
- Staff records all behaviour incidents, related to all school activities, on the behaviour monitoring system and ensure follow-up actions take place consistently and effectively
- Students are treated equally and fairly. Students are given a voice
- There is a zero policy for all forms of bullying
- The school's behaviour policy may be applied for out of school behaviour if it has repercussions for the:
 - Orderly running of the school
 - Poses a threat to another student, staff or member of the public
 - Adversely affects the reputation of the school

Positive Behaviour Management Teacher Approach:

The British College of Gavá believes that the pursuit of positive behaviour and happiness at school is the key to all other objectives. Our **three-step 'restorative justice' strategy** when dealing undesirable behaviour is as follows:

- 1. Helping the student to accept their behaviour**
- 2. Helping the student to understand their behaviour**
- 3. Helping the student to reflect on their behaviour**

The Policy – Responsibility for Monitoring:

- All Staff are responsible for proactively monitoring student behaviour regardless of key stages at all times through the behaviour management system.
- All Teachers will monitor and track student behavior via the behaviour log
- Form Tutors are responsible for monitoring the pastoral care and behaviour of their students on a daily basis.
- The Senior Leadership Team have an overview of behaviour across the school that is led by the Principal.
- The Principal will be responsible for monitoring interventions with form tutors and teachers for effective interventions to take place using focused action points.

This policy will be reviewed on an annual basis by the Principal and the SLT.

Date: October 2018

Next Review Date: Sept 2019

APPENDICES:

Appendix 1.

Reward Scheme:

A key way of maintaining and improving good behaviour is by praising and rewarding students, while informing parents and guardians. We strive to make every opportunity we can to recognize and praise an excellent contribution to whole school life and academic achievement.

Good behaviour, achievement and effort are rewarded by:

- Verbal praise (informally in the mornings or after school/formally during parent evenings)
- Letters of praise home (emails sent to parents who do not live locally)
- Certificates
- Postcards
- End of term reward class afternoons/days (movies and pizza, beach walk, etc.)
- Celebrating success and student of the month in assemblies
- Meeting with the Head teacher
- End of year prom
- Day trips (e.g. theme parks or cinema afternoon)
- Yearbook
- Tea and coffee mornings with heads of school.

Appendix 2.

Sanctions and Interventions:

Behaviour: Low Level (Green)	Teacher Action	Intervention Strategies
Talking at inappropriate moments Chewing in class Incorrect uniform\ Inappropriate footwear Unprepared for class Inappropriate clothing Incomplete homework Pushing and/or running in corridors Lateness Assembly Behaviours Mobile phones	Verbal Warning	Meet and Greet door Positive reinforcement Temporary seating change Seating plan Conversation accessibility Have clear r
Repeated behaviours Green Card	– Log on behaviour sheet <ul style="list-style-type: none"> ● Restorative Justice conversation after class ● Break detention – 5mins Mobile phone confiscated\sent to office	
Continued behaviours Yellow card	– Log on behaviour sheet <ul style="list-style-type: none"> ● Break / Lunch detention – 20mins ● Restorative justice conversation <ul style="list-style-type: none"> ● Opportunity for pupil to correct their behaviour. ● Speak with HoS 	
Continued behaviours in next lesson	Afterschool detention – 1hour Restorative justice conversation <ul style="list-style-type: none"> ● Opportunity for pupil to correct their behaviour. Speak with HoS	Form tutor
Behaviour: Medium Level		
Throwing objects Defiance – Lying Inappropriate language Cheating on exams Inappropriate use of technology Teasing	Behaviour logged on system. Automatic red card Automatic Lunch detention – 20mins Afterschool detention – 1 hour. *Teacher must attend detention to have RJ meeting and provide work to completed during the detention	
Persistent disruption	Red Card – 3 warnings Pupil to be removed from class	
Behaviour: High Level		
Fighting Inappropriate representation of school Weapons Inappropriate use of emergency equipment Sexual Behaviour Leaving school grounds without permission	Teacher has the responsibility to log behaviour on system and write up an incident report. This must be handed to the directly to the Principal.	

Use of or under the influence of drugs / alcohol Cheating on summative exams Racism & other forms of discrimination Theft Inappropriate use of internet Verbal aggression Physical aggression Smoking Use of matches and lighters Vandalism Bullying		
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**If a pupil in one lesson has not behaved to the standards expected at BCG for a consecutive lesson, the behaviour should not be logged on the system in the same way as the initial incident. An escalated response must be used to be consistent among all staff.

**Always use professional judgement when dealing with behaviour and take into consideration potential factors that might be causing behavioural issues such as: Anxiety, Family issues, SEN needs.

**RJ: Restorative Justice

Detentions\Timeouts:

Detentions are automatically applied and organised between staff on a daily basis for break times, lunchtimes. After school detentions to be arranged by the SLT.

- a. 5-10-minute break time detention\timeout by the teacher
- b. 20-minute lunchtime detention\timeout by the teacher
- c. 1-hour detention with the SLT after school
- d. Should a student fail to attend a 1-hour detention, the result in consequences will be an internal suspension for 1-day

During break time and lunch time detentions, students should reflect on their actions and self-recognizance:

- a. Be silent when asked to be by not communicating with others
- b. Restorative justice will take place with the member of staff
- c. Complete some work that they failed to complete due to poor behaviour
- d. Complete work as directed by the staff member

Report Card System:

Report cards will be issued:

1. Issued by SLT on a daily basis for a period of 5 days.
2. Final escalation point, pupil will be referred to the Principal report.

Internal Suspension:

Internal Suspension is in a separate room and arranged by the SLT for:

- a. Escalated unacceptable behaviour
- b. Directly for severe incidents
- c. Non-attendance of detentions

Note: When a student is placed on internal suspension, parents will be contacted and invited to meet with SLT. However, the school reserves the right to place a student in direct internal suspension without contacting parents for a serious incident.

Internal Suspension Arrangements:

- Half day internal suspension can be between 8:50am and lunchtime or lunchtime through to 4:20pm
- Full day internal suspensions begin from 8:50am until the end of the school day

Note: A return to school meeting will be held between the student's form tutor and the student and, where possible, parents before the student is returned to mainstream school lessons.

Fixed Term External Exclusions:

Fixed Term Exclusions are of 1 / 2 / 3 or 5 days in length. The maximum number of days of fixed term exclusion is 15 before a permanent exclusion should be considered. For all Fixed Term Exclusions of 3 days or more, teachers are required to provide work to be sent home.

After a fixed term exclusion, the student and the parents will be met by the Principle and appropriate Head of School for a re-integration meeting.

Automatic Fixed Term Exclusions:

- a. Racist, Homophobic etc. bullying (Possible police intervention)
- b. Fighting
- c. Swearing directly at staff
- d. Failure to follow SLT instructions
- e. Vandalism of school property
- f. Vandalism of another pupil's property
- g. Smoking in school
- h. Stealing / theft / bringing in banned items
- i. Failure to follow isolation procedures
- j. Persistent Disruptive Behaviour
- k. Bullying / cyber bullying
- l. Truancy

Permanent Exclusion

Permanent exclusions may be the result of an extreme behaviour incident – such as fighting, possessing or supplying illegal substances or from persistent disruptive behaviour or persistent bullying. A managed move could be offered to students and parents as an alternative to a permanent exclusion. Permanent exclusions or managed moves will be decided by the Head Teacher.

Typical Permanent Exclusion events:

- a. Bringing drugs, alcohol or harmful weapons into school
- b. Substance / solvent abuse in school
- c. Repeated bullying
- d. Repeated fighting
- e. Hitting Staff
- f. Persistent disruptive behavior

Appendix 3.

Further Information - Staff Development and Support:

BCG runs a CPD programme for staff to help improve behaviour management strategies with the behavior management lead. Staff who are recognised as needing support with behaviour management are offered advice, support plans and training.

Student Support Systems & External Agencies

If a student is recognised as finding managing their behaviour or emotions difficult, the school psychologist has a number of support systems in place to provide for their needs. Students know who the school's safeguarding leads are and know how to report bullying and conflict. We also recognise that the school may not always have the resources to support all of our students and may on occasions need to ask parents to seek external expert advice or treatment.

School Home Partnership

The school works with all stakeholders to promote the best outcomes for students. Parents are communicated to regarding rewards and sanctions. This is done through reports, parents' evening's reports formal meetings and behaviour reports.

Student Transition

The secondary school works with the primary school all year around to ensure smooth and safe transitions of students in to the school. Information and data are sought and analysed, such as: previous behaviour reports. This information is transferred to teachers so that students are best supported on entry to the school. For mid-year admissions or transition from the school co-operates fully with previous educators to ensure a smooth movement to the school.

Malicious Allegations Against Staff by Pupils:

If an allegation is determined to be unfounded or malicious, the Principal will consider whether any disciplinary action is appropriate against the pupil who made it.

Appendix 4.

Search Policy - Banned & Illegal Items:

BCG has a banned items list. The following items are legally not allowed in schools:

- Knives or other weapons
- Alcohol, illegal drugs
- Stolen items
- Fireworks
- Pornographic material

The following items are banned from school, and should not be brought into school in any instance:

- Aerosols
- Chewing gum
- Laser Pointer pens

- Cameras used for non-learning purposes
- Any 'craze' (i.e. collection cards etc.)
- Tobacco and cigarette papers or smoking paraphernalia

We appreciate the need for some students to have access to mobile phones on their way to/from school but they must remain in bags during the school day, unless otherwise directed by a class teacher for academic use.

Searching of Students' Property:

Staff appointed by the Principal, i.e. all teaching and support staff, must refer to a bag search to a member of the SLT for any of the above banned items, with the student's verbal consent. All staff need to be with another member of staff present when searching.

Searching for Items that are Illegal in Schools:

Where staff have received information to suggest that a student is in possession of any of the items listed on the 'legally not allowed in schools' list, they should pass this information on to the SLT team for further investigation.

Appendix 5.

Behaviour Interventions & Tracking

Behaviour interventions and tracking will be tracked electronically and logged by all staff.