

# Behaviour for Learning Policy

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Version: 2.2

- Date of implementation: June 2020
- Date of last review: January 2023
- Policy review date: June 2026

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:**

<b>Behaviour: Low Level (Green)</b>	<b>Teacher Action</b>	<b>Intervention Strategies</b>	<b>SLT Action</b>
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	<u>Meet and Greet</u> at door Positive reinforcement Temporary seat change Seating plan Conversation on accessibility of work Have clear routines	To review behaviour log
Repeated behaviours Green Card	– Log on behaviour sheet <ul style="list-style-type: none"> <li>● Restorative Justice conversation after class</li> <li>● Break detention – 5mins</li> </ul> Mobile phone confiscated\sent to office		Consult teachers on RJ meeting outcome
Continued behaviours Yellow card	– Log on behaviour sheet <ul style="list-style-type: none"> <li>● Break / Lunch detention – 20mins</li> <li>● Restorative justice conversation <ul style="list-style-type: none"> <li>● Opportunity for pupil to correct their behaviour.</li> </ul> </li> <li>● Speak with HoS</li> </ul>		Consult teachers on RJ meeting outcome
Continued behaviours in next lesson	Afterschool detention – 1hour Restorative justice conversation <ul style="list-style-type: none"> <li>● Opportunity for pupil to correct their behaviour.</li> </ul> Speak with HoS	Form tutor report	Round robin to be completed by all teachers and outcomes communicated with parents.
<b>Behaviour: Medium Level</b>			
Throwing objects	Behaviour logged on system.		Pupil to spend time in ISO

Defiance – Lying Inappropriate language Cheating on exams Inappropriate use of technology Teasing	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		Parents notified Parents brought in for a meeting Placed on SLT behaviour report SLT to communicate outcome with MoS
Persistent disruption	Red Card – 3 warnings Pupil to be removed from class		Pupil upon 1 <sup>st</sup> instance to spend half day in ISO
<b>Behaviour: High Level</b>			
Fighting Inappropriate representation of school Weapons Inappropriate use of emergency equipment Sexual Behaviour Leaving school grounds without permission 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	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.		Pupils to be isolated directly while incident is investigated.  Short term exclusion Parental meeting Behaviour contract SLT Report  Outcomes to be shared with staff  Permanent exclusion

\*\*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

Notes:

1. Students will work from the Head of Phase's office or the office located in the reception area. Students will work from a device or their textbooks. Students will receive their snack and lunch as normal but break time will be spent in isolation.
2. 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 Principal or 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.

### **Note:**

1. A managed move will include helping the student move into another school or system. The school will write a reference (if requested by the future school) for this student and an expulsion will not be present on their education record.

2. In the case, parents withdraw their child from the school. The 2 month fees are due as per the agreement.
3. If the school offers a managed move but the parents do not take it then the child is expelled with immediate effect. In this case the two months notice period does not apply, although parents will still owe outstanding fees and charges that may be on the bill.

#### **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. Verbal, physical or cyber abuse to another student or students
- f. Verbal, physical or cyber abuse to a member of Staff
- g. 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 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.