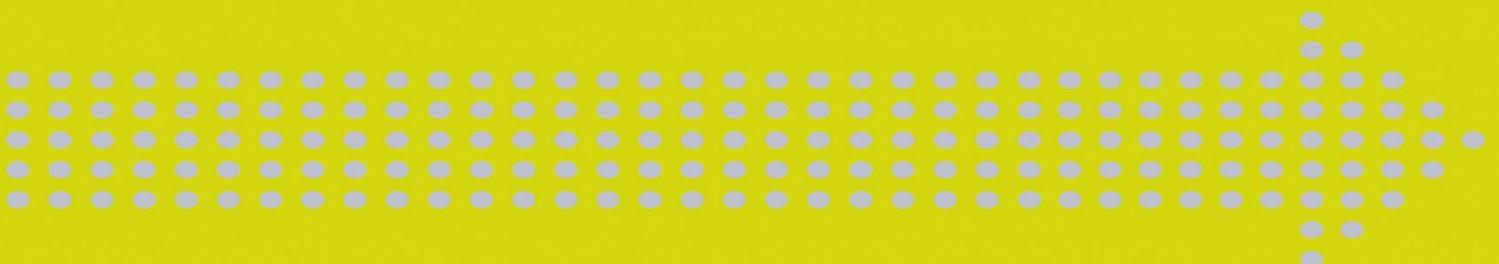


BEHAVIOUR *for* LEARNING POLICY

RATIFIED BY THE LEVER ACADEMY TRUST:

18.07.16

celebrating achievement and success



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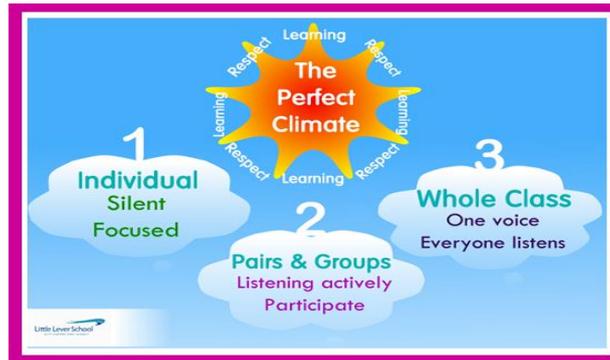
Behaviour *for* Learning (Student Agreement)

Little Lever School's Behaviour for Learning Policy – Staff

Choices, chances and consequences: 'For every action there is a consequence'.

The perfect climate for learning:

For pupils to make outstanding progress it is very important that their attitude to learning and behaviour in school is of a high standard. Our expectations with regard to behaviour in the classroom are made very clear to students at Little Lever School. Every teacher must insist that the Perfect Climate protocols are adhered to in every lesson in order to ensure that a consistent message has been put forward to our students, by all staff working with them in a learning capacity. These protocols are included on the image below, which can be found on a display board in every classroom.



The school also has clear protocols for the start and end of a lesson to ensure that learning time in every lesson is maximised. All students are made aware of these and they are as follows:

At the start of a lesson:

- teachers should greet students at the door
- students are to stand behind their chair silently
- a uniform check should take place before the students are asked to take a seat
- students should put their learning equipment on the desk
- a register for the class must be taken.

At the end of a lesson:

- students are to stand behind their chairs and leave the room tidy
- a uniform check should take place
- the teacher should then dismiss the students in an orderly fashion.

The Respect Charter:

Whilst these protocols are to be adhered to in the classroom, the entire ethos of the school is underpinned by its Respect Charter, which was devised by members of the Student Leadership Committee (SLC), in consultation with staff and introduced in September 2011.

In accordance with our Respect Charter, students and staff are expected to treat other people and the school environment with respect. Its principles are as follows:

- We treat everybody with RESPECT
- We treat our school environment and community with RESPECT
- We are RESPONSIBLE for our learning and the learning of others
- We are RESPONSIBLE for our behaviour and how it impacts on others
- We CELEBRATE our ACHIEVEMENTS and the achievements of others
- We are PROUD, INDEPENDENT life-long learners.

Celebrating and rewarding success:

Our expectations in terms of behaviour both in and around school are very clear and have been outlined above. The school places a great sense of importance on the use of rewards and it is essential, therefore, that pupils are rewarded for meeting these expectations, for making excellent progress in their learning and for partaking in extra-curricular activities. To ensure that students achieve their full potential, we reward students through praise in lessons, positive points on the reward system, various awards and certificates, positive emails and telephone conversations with parents/carers.

Consequences for those students who might not meet our expectations in class:

At Little Lever School staff do not issue punishments, but rather consequences for students who fail to meet the expectations outlined above. Within a lesson, if a student is not adhering to the perfect climate protocols and causing low level disruption, these consequences (or initial warnings) will be issued sequentially, providing students with the opportunity to modify their behaviour and make a positive choice.

The first warning, known as a C1, will be issued if a teacher is concerned that a student is not behaving appropriately. They should be made aware that they now have a clear opportunity to modify their behaviour. If the student continues to behave inappropriately, they will then be issued with a C2, which will serve as both their final warning and their final opportunity to make the correct choice. It is entirely down to staff how they decide to issue a C1 or C2. Some may simply acknowledge it verbally, whilst others may choose to record them on the whiteboard with the student's initial alongside. How staff might choose to do this is left to the discretion of the individual member of staff, but it is essential that ALL staff in school make use of the system.

Having issued a student with a C2 it is important that staff make it very clear that should a C3 be issued, it will result in a 45 minute detention after school. These detentions will take place on a Tuesday, Wednesday and Thursday, and will be allocated accordingly, depending on which day of the week the C3 was originally issued.

Should the student fail to attend school on the day s/he is due to serve the C3 detention, it will be completed at the next available opportunity on their return to school. Should the student fail to attend that detention s/he will be placed in isolation and will still need to complete the original detention on the same day.

Teachers who issue a C3 must record this on the reward system. These must be entered before 15.15 so that parents can be given 24 hours' notice.

Once a C3 has been issued students will not be given the opportunity to 'work off' the C3 as they have already been provided with sufficient opportunities during the process to modify their behaviour and make the right choices.

A teacher may feel that a particular offence is worthy of an immediate C3. This is acceptable and examples of the kind of behaviour that might warrant this are included in the 'frequently asked questions' at the end of this policy.

If students are persistently making the wrong choices and accumulate a number of C3s, or decide to deliberately not attend a C3, then a Year Leader may take the decision to place the child in a C4 detention. C4 detentions are organised and staffed by the Year Leaders and are held on a Wednesday, Thursday and Friday lunch time. Only Year Leaders are to issue C4s.

Support within department areas:

For this system to work effectively it is essential that departments support each other as teams. Staff must also be aware, however, that whilst this system is designed to support teachers in being able to teach effectively, it is a teacher's responsibility, in line with point 7 of the teachers' standards, to 'manage behaviour effectively to ensure a good and safe learning environment'.

Each department will be expected to devise a support timetable to ensure that there is always another teacher, who in the first instance may be teaching a class, or a supervised classroom available within the department for pupils to be taken to if they continue to cause disruptive behaviour, following the issue of a C3.

If this is to be the case, and a student continues to be disruptive following the issue of a C3, then 'on call' may be requested (possibly by asking a responsible student to inform the top office, providing the student has been given a permission slip). In the first instance it will be the intention of the person who is 'on-call' to try to resolve the issue so that the student can remain in the lesson and so that their progress is not affected. If this is the case then the student should remain in the class but the C3 will still be served. If this is not the case, then the student causing the disruption should be removed to the relevant person in the department who is available to support. They must be provided with suitable work to complete.

Alternatively, 'on call' should only otherwise be called for incidents in which members of staff have been verbally abused, for violent conduct or for health and safety concerns.

When 'on-call' has arrived to a call, if the student is still choosing to be confrontational with the person who is 'on-call' and it is necessary to remove them from the classroom, a C5 may be issued by the person who is 'on-call'. This decision is to be left to the discretion of the person who is 'on-call'. After discussion with the Deputy Head Teacher (ideally), only people who are 'on-call' can then issue a C5. This must be entered onto the reward system by the person issuing the C5.

A C5 will result in the student being isolated for a full day in the isolation room (on the most appropriate available day), usually until 15:50, and completing their work for that day in the isolation room, following consultation with the isolation room manager. Wherever possible, parents should be informed of this. Should the student fail to attend school on the day s/he is due to serve the C5 it will be completed at the next available opportunity.

Whilst the procedures outlined above are to be followed for behaviour that warrants a C1, C2 or C3, as mentioned previously there may be occasions where more extreme behaviour needs to be addressed (verbal abuse of staff / violent conduct / health and safety concerns). If this is the case, 'on-call' should be requested immediately and the person who is 'on-call' should then deal with the situation accordingly. Should a student be issued with a fixed-term exclusion, they will serve a day in isolation on their return.

As stated previously, this system is designed to support teachers in being able to teach effectively. A potential pitfall with a system like this is that there is the possibility of people 'passing the buck' in terms of passing the problem on. The school will do everything it can within this system to support staff with pupils who are not willing to conform. However, if a situation arises whereby an individual teacher is issuing an inordinate amount of C3s, and they are not taking responsibility for behaviour in their classroom in line with point 7 of the teachers' standards, evidence of this may well be used within the appraisal process.

The staffing of detentions on a Tuesday, Wednesday and Thursday will be organised through a rota system. As teaching staff will no longer be issuing their own detentions, this system will be a much smarter and more cost effective way of working, saving staff a considerable amount of time over the course of an academic year which they can devote to activities focused on pupil progress and teaching and learning. As such, from time to time, staff will be expected to supervise a detention with a number of other staff, on a rolling programme, in accordance with the rota at various points within a term. There will always be a senior member of staff who leads the detention but it is important that we all take collective responsibility for ensuring that students serve a detention if their behaviour has warranted it.

Consequences for those students who might not meet our expectations whilst out of class, during social time and to and from school:

For incidents of misconduct during these times, staff are to record the incident on the reward system. A decision will then be made initially by the relevant year leader as to appropriate consequences, and if further action is deemed necessary they will act upon this, possibly by issuing a C3, or refer it to the relevant senior member of staff in school.

Consequences for those students who might not meet our expectations with regard to punctuality, homework and bringing the correct equipment to learn effectively:

Any student who is late 3 times will receive a 20 minute lunch time detention. Regular equipment checks should continue to take place during form time. If a pupil fails to bring the correct equipment, or complete their homework, on 3 occasions, they are to be issued a C3.

Frequently asked questions

Q: What type of behaviour do we expect pupils to exhibit?

Answer

Behaviour *for* learning, meaning that pupils:

- are engaged in their learning
- have a positive attitude to learning
- are keen to make progress
- have the correct equipment with them
- are respectful and considerate
- adhere to the perfect climate protocols.

It is essential that pupils who do meet these expectations are rewarded and praised for this.

Q: What type of behaviour warrants the issue of a C1, C2?

Answer

Not adhering to the perfect climate protocols. This might include:

- shouting out
- interrupting the teacher
- late arrival to lessons
- throwing objects around the classroom
- refusing to work
- failing to follow the seating plan or move when requested to do so
- verbal challenge (for example - 'Why?', 'What For?' etc.)

It is important that the language that staff use with students is language designed to engage, not enrage.

Q: What type of behaviour warrants the issue of a C3?

Answer

Continued C1 /C2 offences and failure to amend behaviour accordingly

A student swearing aloud in the classroom or at other students. 'Loud enough to hear, loud enough to face the consequence'.

Blatant refusal to do as requested

Threatening behaviour towards other students

Q: What type of behaviour warrants a request for 'on-call'?

Answer

A student swearing at a teacher

A student using threatening language or behaviour towards a teacher

Physical violence towards another student

General health and safety concerns

On some occasions it may be necessary to call for 'on-call' if a student is continuing to be disruptive following the issue of a C3.

Q: Can I implement my own or faculty detentions?

Answer

No. All detentions will be issued through this central system and students / parents will be made aware of this.

Q: Can I issue a C3 for students failing to complete homework?

Answer

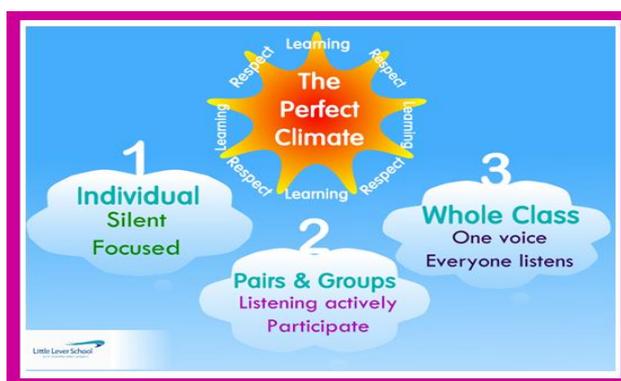
No. Not immediately. A consequence for not completing homework will be a C1 and a loss of points on the system. Three occasions where homework is not completed will result in a C3 providing the teacher logs this on the system. Students must be aware that a loss of too many points may result in them not attending reward trips or other privileges in school.

Behaviour for Learning policy for parents / carers

Choices, chances and consequences: 'For every action there is a consequence'.

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At the end of a lesson:

- students are to stand behind their chairs and leave the room tidy
- a uniform check should take place
- the teacher should then dismiss the students in an orderly fashion.

The Respect Charter:

Whilst these protocols are to be adhered to in the classroom, the entire ethos of the school is underpinned by its Respect Charter, which was devised by members of the Student Leadership Committee (SLC), in consultation with staff and introduced in September 2011.

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Celebrating and rewarding success:

Our expectations in terms of behaviour both in and around school are very clear and have been outlined above. The school places a great sense of importance on the use of rewards and it is essential, therefore, that pupils are rewarded for meeting these expectations, for making excellent progress in their learning and for partaking in extra-curricular activities. To ensure that students achieve their full potential, we reward students through praise in lessons, positive points on the reward system, various awards and certificates, positive emails and telephone conversations with parents/carers.

Consequences for those students who might not meet our expectations in class:

At Little Lever School staff do not issue punishments, but rather consequences for students who fail to meet the expectations outlined above. Within a lesson, if a student is not adhering to the Perfect Climate protocols and causing low level disruption, these consequences (or initial warnings) will be issued sequentially, providing students with the opportunity to modify their behaviour and make a positive choice.

The first warning, known as a C1, will be issued if a teacher is concerned that a student is not behaving appropriately. They should be made aware that they now have a clear opportunity to modify their behaviour. If the student continues to behave inappropriately, they will then be issued with a C2, which will serve as both their final warning and their final opportunity to make the correct choice.

Having issued a student with a C2 it is important that staff make it very clear that should a C3 be issued, it will result in a 45 minute detention after school. These detentions will take place on a Tuesday, Wednesday and Thursday, and will be allocated accordingly, depending on which day of the week the C3 was originally issued.

Should the student fail to attend school on the day s/he is due to serve the C3 detention, it will be completed at the next available opportunity on their return to school. Should the student fail to attend that detention s/he may be placed in isolation and will still need to complete the original detention on the same day.

Teachers who issue a C3 must record this on the reward system. These must be entered before 15:15 so that, wherever possible, parents can be given 24 hours' notice. Once a C3 has been issued students will not be given the opportunity to 'work off' the C3 as they have already been provided with sufficient opportunities during the process to modify their behaviour and make the right choices.

A teacher may feel that a particular offence is worthy of an immediate C3. This is acceptable and examples of the kind of behaviour that might warrant this are included in the 'frequently asked questions' at the end of this policy.

If students are persistently making the wrong choices and accumulate a number of C3s, or decide to deliberately not attend a C3, then a Year Leader may take the decision to place the child in a C4 detention. C4 detentions are held on a Wednesday, Thursday and Friday lunch time. Only Year Leaders are to issue C4s.

If a student's poor behaviour is deemed to be more serious than that which might warrant a detention, then students may be issued with a C5. A C5 will result in the student being isolated for a full day (on the most appropriate available day), usually until 15:50, and completing their work for that day in the isolation room. Wherever possible, parents should be informed of this. Should the student fail to attend school on the day s/he is due to serve the C5 it will be completed at the next available opportunity.

Should a student's behaviour be so unacceptable that they are issued a fixed-term exclusion, they will serve a day in isolation on their return.

Consequences for those students who might not meet our expectations whilst out of class, during social time and to and from school:

For incidents of misconduct during these times, staff are to record the incident on the reward system. A decision will then be made initially by the relevant year leader as to appropriate consequences, and if further action is deemed necessary they will act upon this, possibly by issuing a C3, or refer it to the relevant senior member of staff in school.

Consequences for those students who might not meet our expectations with regard to punctuality, homework and bringing the correct equipment to learn effectively:

Any student who is late 3 times will receive a 20 minute lunch time detention. Regular equipment checks should continue to take place during form time. If a pupil fails to bring the correct equipment, or complete their homework, on 3 occasions, they are to be issued a C3.

Why are we insisting on this as a school?

The answer to this question is very straight-forward – so that teachers can teach, students can learn and so that all students at Little Lever School can achieve their potential. As examinations at GCSE level will become increasingly challenging in the coming years, it is essential that all students behave appropriately to enable them to prepare for a successful future when they leave Little Lever School. Your support as parents/carers in enabling teachers at the school to establish the perfect climate for learning so that all of our students are able to maximise their potential would be very much appreciated.

Frequently asked questions

Q: What type of behaviour do we expect pupils to exhibit?

Answer

Behaviour *for* learning, meaning that pupils:

- are engaged in their learning
- have a positive attitude to learning
- are keen to make progress
- have the correct equipment with them
- are respectful and considerate
- adhere to the perfect climate protocols.

It is essential that pupils who do meet these expectations are rewarded and praised for this.

Q: What type of behaviour warrants the issue of a C1, C2?

Answer

Not adhering to the perfect climate protocols. This might include:

- shouting out
- interrupting the teacher
- late arrival to lessons
- throwing objects around the classroom
- refusing to work
- failing to follow the seating plan or move when requested to do so
- verbal challenge (for example - 'Why?', 'What For?' etc.)

Q: What type of behaviour warrants the issue of a C3?

Answer

Continued C1 /C2 offences and failure to amend behaviour accordingly

A student swearing aloud in the classroom or at other students. 'Loud enough to hear, loud enough to face the consequence'

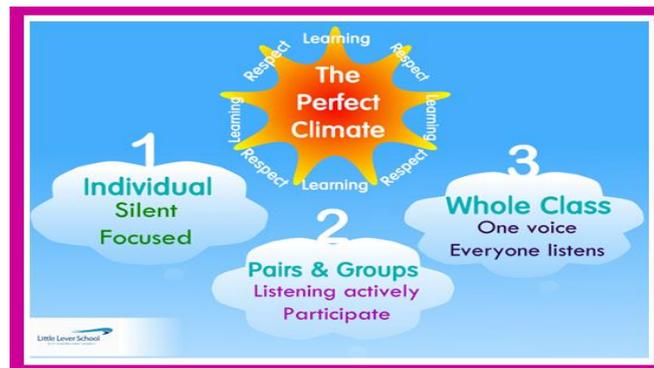
Blatant refusal to do as requested

Threatening behaviour towards other students

Behaviour for Learning - Student Agreement

Making the very best of your time at Little Lever School

At Little Lever School we make it very clear how we expect students to behave. The Perfect Climate MUST be adhered to in all lessons to ensure that teachers can teach, students can learn, and so that low-level disruption and poor behaviour do not get in the way of students achieving their potential in school. We want everybody to achieve their potential and that is why we insist on this.



It is also very important that lessons start and end correctly so that time is not wasted. Therefore:

- at the start of a lesson students must stand behind their chairs silently
- students must check that their uniform is correct before they are asked by the teacher to take a seat
- students must put their learning equipment on the desk so they are ready to learn
- at the end of a lesson students must leave the room tidy and leave sensibly, once dismissed by the teacher.

The Respect Charter:

The Respect Charter, which was written by members of the Student Leadership Committee (SLC) in September 2011, is extremely important at Little Lever School. We expect everybody in school to treat other people and the school environment with respect. Its principles are as follows:

- We treat everybody with RESPECT
- We treat our school environment and community with RESPECT
- We are RESPONSIBLE for our learning and the learning of others
- We are RESPONSIBLE for our behaviour and how it impacts on others
- We CELEBRATE our ACHIEVEMENTS and the achievements of others
- We are PROUD, INDEPENDENT life-long learners.

In order to ensure that students achieve their very best in lessons they should demonstrate behaviour for learning, meaning that students:

- are engaged in their learning
- have a positive attitude to learning
- are keen to make progress
- have the correct equipment with them
- are respectful and considerate
- follow the perfect climate protocols.

Celebrating and rewarding success:

Our expectations in terms of behaviour both in and around school are very clear and have been outlined above. These are designed to ensure that students and staff at Little Lever School can enjoy coming to school, can be very successful in school, and can be proud of our school. We place a great sense of importance on the use of rewards. Students who make excellent progress in their learning, who take part in extra-curricular activities, and who meet our expectations, as so many of our students do, will be rewarded for this through the reward system.

Choices, chances and consequences: *'For every action there is a consequence'*.

Students who make the right choices in school will be rewarded for positive behaviour. From September 2014 however, staff at Little Lever School will no longer issue punishments, but rather consequences for students who do not meet our expectations. For example, if in a lesson a student is upsetting the perfect climate and this is affecting their learning or the learning of others, these consequences (or initial chances) will be issued in stages, providing students with the opportunity to change their behaviour and make a positive choice before they face a consequence. These stages are explained to you below:

C1: The first chance, known as a C1, will be issued if a teacher is concerned that you are not behaving appropriately. You now have a clear opportunity to change your behaviour to avoid a C2 being issued.

C2: If you continue to behave inappropriately, you will then be issued with a C2, which is your final warning and your last chance to make the correct choice. Staff may record these on the board, or tell you verbally.

C3: If you still continue to behave poorly, despite having had two clear chances to make a positive choice, you will then be issued with a C3, which will result in a 45 minute detention after school. You **MUST** attend this.

C4: If you keep making the wrong choices and receive a number of C3s, or decide to deliberately not attend a C3, then a Year Leader may take the decision to place you in a C4 lunch time detention.

C5: If you continue to behave poorly following a C3, the teacher may ask for 'on-call'. The person who is 'on-call' may then feel it necessary to issue a C5. This will result in a full separate day in isolation until 4 o'clock.

C3 detentions will take place every Tuesday, Wednesday and Thursday and will be led by members of the SLT and teachers. The day that you do your detention will depend on which day of the week the C3 was originally issued. If you fail to attend school on the day of your detention, it **WILL** be completed at the next available opportunity on your return to school. If you fail to attend that detention you will complete a full day in isolation until 4 o'clock.

The government are now very clear on the use of detentions in school. If a detention is issued, schools do not need to get permission off parents. Schools no longer have to give 24 hours' notice either. We aim to work with parents on this matter though and, wherever possible, parents will be given notice via a text message.

Once a C3 has been issued, you will not be given the opportunity to 'work off' the C3 as you have already had two clear chances to change your behaviour and make the right choices.

Any student who is late 3 times will receive a 20 minute lunch time detention. Regular equipment checks will continue to take place during form time. If you fail to bring the correct equipment on 3 occasions, or complete your homework, you will be issued a C3. You might also be issued a C3, or potentially a C4, if your behaviour does not meet our expectations whilst out of class, during social time and to and from school.

If your behaviour does not improve following a series of C3s, C4s or C5s, and your behaviour is seriously affecting both your learning and the learning of others, the school may well be left with no other option but to exclude you from school. This may also be the case for incidents of extreme behaviour.

The message is clear, therefore. If you make the right choices in school, you will be rewarded for your behaviour and you should never have to be issued with a detention. If you are issued with a detention, your choice in the matter has gone. You WILL sit your detention as you have had chances to change your behaviour and have unfortunately made the wrong choices.

Why are we insisting on this as a school?

The answer to this question is simple – so that teachers can teach, students can learn and so that all students at Little Lever School can achieve their potential. The choice is now yours. Make the correct choices and you will set yourself on the pathway towards a successful future.

As a student at Little Lever School I have read and understand the school's expectations and the new Behaviour for Learning policy. I am determined to make the right choices so that I achieve my potential.

Name (print please): _____ **Signed:** _____ **Date:** _____

Frequently asked questions:

Q: What type of behaviour do we expect from pupils?

Answer

Behaviour *for* learning, meaning that pupils:

- are engaged in their learning
- have a positive attitude to learning
- are keen to make progress
- have the correct equipment with them
- are respectful and considerate
- adhere to the perfect climate protocols

Pupils who meet these expectations will be rewarded and praised for this.

Q: What type of behaviour will result in the issue of a C1, C2?

Answer

Not adhering to the perfect climate. This might include:

- shouting out
- interrupting the teacher
- late arrival to lessons
- throwing objects around the classroom
- refusing to work
- failing to follow the seating plan or move when requested to do so
- verbal challenge (for example - 'Why?', 'What For?' etc.)

Q: What type of behaviour will result in the issue of a C3?

Answer

Continued C1 /C2 offences and failing not to change behaviour

A student swearing aloud in the classroom or at other students. 'Loud enough to hear, loud enough to face the consequence'

Blatant refusal to do as requested

Threatening behaviour towards other students

Q: What type of behaviour will lead to a request for 'on-call'?

Answer

A student swearing at a teacher

A student using threatening language or behaviour towards a teacher

Physical violence towards another student

General health and safety concerns

On some occasions it may be necessary to call for 'on-call' if a student is continuing to be disruptive following the issue of a C3.

Q: Will a C3 be issued for failing to complete homework?

Answer

No. The consequence for not completing homework will be a loss of points on the system. Students must be aware that a loss of too many points may result in them not attending reward trips or other privileges in school.