

The Aspire Federation

Behaviour for Learning Policy



The Behaviour for Learning Policy aims to;

- Create and maintain a positive approach to behaviour across the whole federation.
- Support each learner in the achievement of their full personal learning potential through the promotion of positive behaviour.
- Foster the development of self esteem and personal responsibility in every learner.

The Aspire Behaviour for Learning policy aims to promote effective learning for all by;

- Clearly stating expectations of what constitutes acceptable behaviour.
- Establishing effective behaviour management strategies.
- Recognising, celebrating and rewarding achievement and positive behaviour throughout the federation.
- Addressing conduct that does not represent acceptable behaviour through processes and sanctions.

Responsibilities:

All Staff

It is the responsibility of all staff to actively implement the Aspire Behaviour for Learning policy through;

- Modelling expectations which foster co-operation, encouragement, respect and resilience.
- Following strategies identified in positive handling plans, risk assessments and Approach Training.
- Recording achievements and behaviour incidents.

Teaching Staff

It is the responsibility of all teachers to actively implement the Aspire Behaviour for Learning policy through;

- Planning and delivering high quality teaching and learning.
- Tailoring the curriculum to the needs and attainment ranges of all learners to promote positive behaviour.
- Contributing to the evaluation of its impact on learner progress.
- Creating and maintaining a climate of 'readiness to learn'.
- Taking lead responsibility for behaviour within their own classroom.
- Liaising with Departmental / Subject Leader / Form Teacher / Pastoral Manager regarding individual learner support.

Pastoral Managers

It is the responsibility of Pastoral Managers to actively implement the Aspire Behaviour for Learning policy through;

- Monitoring behavioural practice within key stage(s) and be responsible for reporting outcomes regularly to the lead member of SLT and at Learning Support meetings.
- Identifying and deploying a range of appropriate expertise in order to provide effective support programmes and strategies.
- Sharing behaviour and achievement data with all staff, celebrating daily success and achievement.

Departmental / Subject Leaders

It is the responsibility of Departmental / Subject Leaders actively implement the Aspire Behaviour for Learning policy through;

- Monitoring, evaluating and reviewing behavioural practice within their

department / subject in accordance with the Aspire Monitoring and Self Evaluation schedule.

- Reporting outcomes regularly to Pastoral and within the Departmental/ Subject SES.

Senior Leadership Team

It is the responsibility of the Senior Leadership Team to actively implement the Aspire Behaviour for Learning policy through;

- Reviewing, monitoring and evaluating all aspects of the Behaviour for Learning policy within the context of whole school self-evaluation and development planning.

School Governors

It is the responsibility of the School's Governing body to actively implement the Aspire Behaviour for Learning policy through;

- Making and regularly reviewing a written statement of general principles, to guide the Executive Headteacher and Heads of School in determining measures to promote good behaviour.
- Notifying the Executive Headteacher and Heads of School and giving related guidance if the governing body wants the school's behaviour policy to include particular measures or address particular issues.
- Making final decisions about the statement of principles and any notifications and guidance pertaining to the school.
- Reviewing the behavioural reports provided as part of the Head of School's Report.

Parents, Carers and Learners

It is the responsibility of parents, carers and learners to;

- Respect the School's Behaviour for Learning policy and the disciplinary authority of school staff.
- Sign up to the school's Respect Charter. There is a copy of displayed in all classrooms and in all learner planners.
- Support school to follow a learner's Positive Handling Plan (PHPs), where appropriate.
- Support learners when online to follow the Being a Good Digital Citizen Charter.

Procedures and Practice:

The Aspire Behaviour for Learning policy has been written to reflect current laws and the guidance produced by the DfE, Department for Education 2016.

<https://www.gov.uk/government/publications/behaviour-and-discipline-in-schools>

Respect Charters

At Oakfield we all have the right to:

- Respect and kindness
- We listen and ask each other how we feel
- Being safe
- We help each other through what we say and do
- Be myself
- We treat each other fairly and care about the feelings and opinions of others
- Be respected
- We celebrate what we can do and help others to achieve

At Landgate we all have the right to:

- Respect and kindness
- We listen and ask each other how we feel
- Being safe
- We help each other by what we say and do
- Be myself
- We treat each other fairly
- Be respected
- We celebrate what we can do

Managing Behaviour

At Aspire we promote the positive behaviour and self discipline of all our learners by;

- Maintaining high standards of teaching and learning.
- Providing opportunities to make informed choices regarding behaviour, consequences and sanctions.
- Implementing a system of acknowledging and rewarding positive behavior.
- Identifying and dealing with incidents of inappropriate behaviour as soon as is reasonably possible.
- Implementing strategies to identify and reduce inappropriate behaviour.

Incentives

At Aspire we promote positive behaviour for learning by implementing a system of incentives and rewards, these include;

- Regular praise and encouragement to promote a positive learning environment, excellence/achievement awards, which accumulate to enable learners to gain excellence award badges/achievement award tokens.
- Phone calls, text messages, emails, excellence/achievement awards home to share success.
- Celebrating and displaying achievements with names and pictures of learners on the school website, TVs, newsletters and display boards.
- Acknowledgment in assemblies and award ceremonies.
- Positions of responsibility given as rewards, where appropriate; i.e. Aspiring Leaders, Buddy, Student Council Representative, Head and Deputy Head Girl and Boy, College Ambassador.

Strategies

At Aspire, strategies are used to encourage learners to recognise and make appropriate choices with regard to their behaviour, these include;

- Opportunities to re-engage with learning, strategies identified in PHP's where appropriate.
- Opportunities to reflect on actions.
- Opportunities to discuss and make appropriate choices.
- Opportunities to access Restorative Justice sessions.
- Loss of privilege or personal time (i.e. personal reflection time / detention).
- Positive behaviour cards
- Parental / Carer involvement to support choice making.
- Additional support implemented, including; use of monitoring card, referral to Learning Support, External Agency involvement, etc.
- Fixed Term Exclusion.

Low Level Incidents

The majority of negative behavioural incidents are low-level incidents dealt with by the class team within the classroom situation. Incident Report Forms are completed to monitor behaviour.

- All incidents within the classroom situation must be reported to the class teacher before an Incident Form is completed.
- Any member of staff giving a sanction must be the person to carry the sanction out in the first instance.
- Incident Forms should be completed as soon as possible after an incident has occurred and returned to the Office within 3 days to be inputted to SIMs.
- Information regarding the outcome of a sanction is shared by staff members involved in the issuing of the sanction and Pastoral Managers.
- Staff are updated in relation to strategies to promote behaviour for learning via email, weekly briefing meetings and staff meetings.
- Pastoral Managers will determine whether further sanctions, strategies or programmes are necessary.
- Pastoral Managers will refer learners to Learning Support and liaise with parents/external agencies if appropriate.
- SLT will be regularly informed of actions and outcomes through the school's monitoring procedures.

An Incident Form is completed and a sanction given if a learner chooses not to follow the rules as stated in the Respect Charter.

Detention / Reflection time

Any member of staff issuing detention/reflection time must be (if reasonably possible) the member of staff to oversee the sanction.

Detention/reflection time may be given during breaktime or lunchtime and used to catch up on missed learning or as reflection and discussion time.

Where the amount of work missed or reflection/discussion requires a longer time frame to complete after-school detention may be issued.

At Aspire we would always contact parents/carers and seek permission for a learner to complete an After-school detention, giving sufficient notice before its commencement.

Behaviour for Learning beyond the school gate

At Aspire, learners are supported to recognise the importance of appropriate behaviour outside of school. The Aspire Behaviour for Learning policy applies to all learners in response to all in-appropriate behaviour occurring off the school premises, which is witnessed by a staff member or reported to the school.

Where appropriate this may include;

- When using local authority provided transport to travel to and from school.
- When using public transport independently to travel to and from school.
- When using transport to access 'off-site' provision.
- When accessing educational visits, residential visits and work experience.
- When walking to and from school.
- When wearing school uniform.
- When accessing local amenities at lunch time (College Students).
- Using positive behaviour cards to reward expected behaviours.

Serious Incidents

All Serious Incidents must be reported immediately to a member of SLT before being logged using the Year Group/Class Serious Incident book, which are kept in the School Office.

All Serious Incidents must be logged using an Incident Form.

If the incident involves an injury or physical intervention is necessary, the school's protocols must be followed (see Physical Intervention policy, Wigan Council incident form).

Fixed Term Exclusions

At Aspire we do not wish to exclude any child from school but very occasionally this may be necessary. The Head of School or member of SLT in charge that day will decide whether an incident should result in the issuing of a FTE.

Additional information:

Positive handling and physical intervention

Please refer to the Aspire (Positive Handling) Physical Intervention policy.

Searching learners and their possessions

Please refer to Aspire's Management of Misuse of Drugs and (Positive Handling) Physical Intervention policies.

Items not allowed in school

The following items are not allowed in school; cigarettes and other tobacco products, e-cigarettes, alcohol, controlled drugs, stolen property, pornography, fireworks, weapons of any kind and any item which may be used to commit an offence. The Head of School will decide if and when to return a confiscated item and whether to report the possession of banned items to the police.

Personal electronic devices, i.e. mobile phones and iPods etc, are handed in to named staff, logged and signed for at the start of the school day and handed back at the end of the day. In Post 16 provision learners keep their mobile phone and it can be used in non-lesson and in accordance with the school eSafety policy.

Dealing with allegations of abuse against staff

Please refer to the Aspire's Staff Employment Handbook.

Other relevant policies to be read in conjunction;

Teaching & Learning Policy, Respect Charter (Anti-bullying Policy), Physical Intervention Policy, Exclusion Policy, Attendance for Learning Policy, E-safety Policy, Being a Good Digital Citizen Policy, Management of Misuse of Drugs Policy, Staff Employment Handbook.

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Signed Executive Headteacher:	C Taylor