

The Sacred Heart Language College



Behaviours for Learning Policy

*Confident in God's love for us,
we commit ourselves to His service*

June 2022

Context

Our mission statement is encapsulated in our belief that 'Confident in God's Love for Us, we commit ourselves to his service'. At The Sacred Heart Language College we are committed to ensuring that all are of equal worth, secure in the knowledge that all are created in Christ's image. Our actions are governed by our living testament to the Gospel values of justice, fairness, respect and equality. These beliefs underpin our commitment to disability equality.

The Sacred Heart Language College believes that all students: should have the right to feel safe, secure and cared for, and should have access to appropriate support, care and education which includes the support to manage their emotions and their behaviour including taking account of, and for their responsibilities.

Policy Reviewed June 2022

14th June 2022

Signed:



Maria Barrett, Chair of Governors

POLICY STATEMENT

As a Catholic school, The Sacred Heart Language College is a Christian community bound together by love and respect for our human dignity. We strive for excellence in all that we do. In particular, we seek to provide a high quality education that will enable all in our community to discover and use the gifts and talents given us by God.

The Sacred Heart Language College expects high standards from its pupils. It is a school committed to providing opportunities for success for all pupils whatever their abilities or attitudes. Every student is encouraged to attain her 'personal best' and the breadth and quality of the curriculum ensures that pupils leave as mature and confident young adults who derive their confidence from their achievements.

Our staff are committed to high ideals of professionalism and dedicated service. Unity and consistent practice will underline all our work in The Sacred Heart Language College.

The Behaviours for learning Policy seeks to enable each pupil to:

- be confident in and committed to her studies
- increase her self esteem
- come to a secure knowledge of herself, her individual gifts and talents
- be aware of the importance of integrity, honesty and justice
- respect all others equally, as children of God
- value the importance and contribute to the richness of life in a community

The purpose of the Behaviours for learning Policy is:

- to ensure an environment that provides for outstanding teaching and learning
- to provide a framework for Spiritual, Moral and Cultural development
- to provide a framework for equal access to the opportunities the school provides.
- to encourage independence and self-discipline so that each student can accept responsibility for her own behaviour and develop a proper regard for authority

The experience each student has in this school will inform their understanding of society around them and will shape and form their contribution to our world. For this reason, we are firmly committed to ensuring high standards of behaviour in The Sacred Heart Language College.

We believe that high quality teaching promotes effective learning and good behaviours. Our emphasis is on recognising and celebrating effort and success, so that all pupils feel valued. We will teach pupils to take responsibility for their own actions and to accept the consequences of their choices.

It is a legal requirement for class teachers to refer to the national and local guidelines as reflected in the schools' Code of Practice. Information contained here is to be read in conjunction with the following relevant documentation:

- The Home-School Agreement
- The Code of Conduct
- Anti-Bullying Policy
- Equal Opportunities Policy
- Code of Practice for SEN
- Policy for Social Inclusion
- Guidelines for the Physical Restraint of Pupils
- Awards and Rewards Policy
- Teaching & Learning Policy

The school has other mechanisms by which girls may receive help in managing their behaviour such as the school's Learning Mentor, the services of the school counsellor and referral to local authority support services where applicable.

IMPLEMENTATION

The first line of appropriate support of pupils lies with the class teacher. All consequences are designed to modify behaviour; the aim should be to create a positive outcome with the first adult dealing with an incident. There is significant evidence to show that all situations can be solved or worsened by the way in which

the professional first addresses any emerging problems. How matters are initially handled determines the efficacy of the next stage, if a next stage is required. To this end, we must all behave with consistency, not only as individuals but as members of the team.

The prime responsibility of the teacher is to provide the required curriculum and to manage effectively the learning opportunities of pupils. All lessons must be well planned and well delivered with differentiation, pace and challenge and opportunities for AfL (Assessment for Learning). Many discipline problems arise solely because of inadequate preparation and a pressured response to a crisis.

The school has in place several mechanisms to assist the teacher in underpinning their own good practice; a range of rewards to recognise and reinforce good behaviour and a comprehensive structure that helps isolate and discourage poor behaviour.

In The Sacred Heart Language College we would like pupils to work and behave for the pleasure of the task but recognise that external consequences or rewards are also necessary.

REWARDING POSITIVE BEHAVIOURS FOR LEARNING

Relationships: The consequences of all that we do with our pupils should be positive and rewarding. The basis for this is the quality of the relationships to be found within the classroom. It must not be forgotten that the teacher always holds the fulcrum of authority in any situation. It is how that authority is displayed that is the most important aspect. Teachers in this school need to be mindful of each pupil as an individual, with her own gifts and talents to be developed. As teachers in a Catholic school, we strive to understand each individual and respond to their needs as we guide pupils away from unacceptable behaviours. In The Sacred Heart Language College we will comment on good behaviour when it is exhibited rather than just noticing poor behaviour. There are many ways this can be done.

Verbal Praise: The most powerful and yet the most subtle reward is the word of praise from the teacher. This must be the most frequently used reward to create and reinforce positive relationships at all times.

Link Books: The Link Book provides a vital channel of communication. Written confirmation in the Link Book not only immediately identifies the girl's efforts but is also a permanent record of success. It is vital for the Form Tutor or Director of Studies as they monitor the progress of individuals.

Display work: Teachers must provide opportunities for pupils to display good work. Please ensure that each student feels that this is a possible outcome. The advantage of this type of reward is that the school environment also benefits.

Achievement Points: (This is described in greater detail in the Rewards and Awards Policy.) Each girl belongs to a house (Hope, Elizabeth, Adelaide, Regina, Tatiana, Seraphina). There is a healthy competition engendered in academic, sporting and community issues between the Houses. Achievement Points, even for KS4 pupils, are incentives. Teachers input Achievement Points on SIMs. Every half term, Achievement points are totalled and the student with the most Achievement Points in

every form group is displayed on the 'Half Term Honour's Board' and shared with the wider school community in the half termly newsletter.

There will be assemblies throughout the year where those pupils accumulating significant numbers of Achievement Points will be rewarded with a Bronze Merit badge for 50 points, Silver Merit badge for 100 points, Gold Merit badge for 150 points and Gold Star badge for 250+ points.

The school electronic screens are also used to celebrate the 'Top Ten' students in each year group in terms of numbers of Achievement Points.

Celebration Assemblies: These take place for each year group after every set of progress data has been collected and analysed. They provide an opportunity for all girls to be rewarded for the progress they have made and for the year group to celebrate achievement together.

ISOLATING NEGATIVE BEHAVIOURS DETRIMENTAL TO LEARNING

Sanctions for poor behaviour have three main purposes, namely, to

- impress on the perpetrator that what she has done is unacceptable
- deter the perpetrator from repeating the behaviour
- signal to other pupils that the behaviour is unacceptable and deter them from doing it.

Sanctions are more likely to promote positive behaviour if pupils see them as fair. It is important that staff:

- make clear they are dealing with the behaviour, rather than stigmatising the person
- avoid early escalation to severe sanctions, reserving them for the most serious or persistent misbehaviour
- avoid sanctions becoming cumulative and automatic (sanctions should always take account of individual needs, age and understanding)
- avoid whole group sanctions that punish the innocent as well as the guilty
- wherever possible, use sanctions that are a logical consequence of the pupil's inappropriate behaviour
- use sanctions to help the pupil and others to learn from mistakes and recognise how they can improve their behaviour i.e. a learning outcome
- when appropriate, use sanctions to put right harm caused
- never issue a sanction that is humiliating or degrading
- use sanctions in a calm and controlled manner
- ensure that sanctions are seen as inevitable and consistent
- attempt to link the concept of sanctions to the concept of choice, so that pupils see the connection between their own behaviour and its impact on themselves and others, and so increasingly take responsibility for their own behaviour.

It must be emphasised that it is the prime responsibility of staff to deal with discipline themselves in the first instance. The pupil must see the class teacher is in control. However, help and support can, should and will be provided by the Head of Department (HOD), Head of Faculty (HOF), Director of Studies (DOS) and the Senior Leadership Team (SLT).

Subject teachers should consider the following:

- one-to-one admonishment
- change of seat for errant pupil
- repeat of work/additional work
- withdrawal of privilege
- a note in the link book
- removal from the group (in class)
- withdrawal (supervised) from a particular lesson or group
- withdrawal of access to the school IT system
- withholding participation in a school trip or sports event that is not part of the curriculum
- withdrawal of break or lunchtime privileges
- carrying out a useful task in the school
- teacher detention at lunchtime or after school (24 hours notice to parents required if longer than fifteen minutes),
- referral to tutor, HOD/HOF or DOS.

Pupils who persist with unacceptable behaviour choose additional and escalating consequences. Teaching and Learning can not be disrupted.

CPOMS

CPOMS is our cloud based system for reporting safeguarding and behaviour incidents as well as keeping records about pupils who are SEND or have specific medical needs. All staff have access to report onto CPOMS.

Incident Referral Form:

It must be understood that the form is not a sanction in itself, although advising a pupil that you are considering completing a referral form may be enough to defuse a low-level situation. Class teachers must provide an appropriate response. The Referral Form is merely a channel of communication.

The Yellow Referral Form can be found on SharePoint in the Staff Room folder in a sub-folder called Staff Forms and may be used for incidents which have taken place both inside and outside the classroom. Do not try to complete the form while the incident is still unfolding. Deal with the issue first. If you require additional emergency help, send another girl to the school office. This will trigger the Emergency Contact provided by SLT. The form goes to the HOD first, then to the DOS. At each step in the process teachers to whom the incident is referred must record what they did to affect a solution. The format is to provide an early warning so that those with an overview of the pupil across the curriculum may gauge both severity and frequency. The DOS and HOD will make personal contact with you to provide support. At its conclusion, the form resides with the DOS and the details remain on file.

SLT Emergency Cover

A member of the Senior Leadership Team is on duty every lesson in order to provide support should an incident of poor behaviour occur that the subject teacher is unable to deal with, and is sufficiently serious to disrupt learning and prevent effective teaching. If SLT emergency cover is required, the subject teacher should send a pupil, not involved in the incident, to the school office and the senior leader on duty will go to the lesson and provide the necessary support.

Staged Special Report Card Procedures.

At times, individual pupils will require close monitoring. Pupils may be placed on Report at the discretion of the Form Tutor, HOD or DOS. Parents should be informed by telephone AND letter (standard letter available on system). The different types of report cards are as follows:

- Light blue - KS3 Learning report
- Blue - KS4 Learning report
- Pink - Attitude to Learning (ATL) report
- Lilac - Lunchtime report
- Yellow – Form Tutor report
- Green – Director of Studies report
- Red – Headteacher / Deputy Headteacher report

Pupil performance will be reviewed and home contacted with regard to progress. Should the situation still not be resolved, the DOS will consider deploying the Special Report Card system (yellow, green and red reports).

Unless a single incident warrants it, before a Special Report is considered there must be evidence that the previous channels have been exhausted, both formal and informal. Adequate deployment of the Link Book and Referral Form must be demonstrably shown for example. There must have been full liaison with all the appropriate personnel within the system; subject teacher, HOD or HOF, Form Tutor, DOS, SENCO or Deputy Headteacher.

The pupil will carry the Report Card with her. The Card will be surrendered to the subject teacher at the start of each lesson and collected at the end. Each teacher will enter in the appropriate box on the timetable grid a letter as follows:

Attitude to learning will be assessed on a 4 point scale:

Excellent (E), Good (G), Coasting (C), Unsatisfactory (U).

The total span of time spent on the Special Report Card will depend on the progress of the pupil but each separate stage should last for two weeks. When it is considered appropriate for the pupil to be placed on Special Report (yellow, green, red) the DOS will contact the home and arrange for an appointment to be made with the pupil's parents. Targets will be set and progress reviewed.

Each level will involve a key person. The Form Tutor will manage the first stage (Yellow report). If the situation does not improve, the Director of Studies will manage the second stage (Green report). The Deputy Headteacher will manage the third stage (Red report). After the third stage procedures will rest with the Headteacher and the Governors.

The issuing of the Special Report Card will also involve the setting of appropriate targets designed to focus on eradication of negative behaviours. In some cases, these targets will form the basis of a Pastoral support Programme (PSP) written in conjunction with the DOS and Deputy Head.

Pupils whose behaviour continues to cause concern and who may be in danger of fixed term exclusion need to begin a Pastoral Support Programme (PSP).

Exclusions

Internal exclusion is a serious measure exercised by the Head of School in response to:

- a serious breach of school rules

External exclusion is a serious measure exercised by the Headteacher or the Head of School, and may only be taken as a last resort in response to:

- a major breach of school rules
- a breach of the criminal law
- behaviour which is seriously detrimental to the health, welfare or education of the pupil or that of others in the school

Parents will be contacted by phone and letter about any exclusion.

Involving parents

At The Sacred Heart Language College our PCT programme covers aspects of Behaviour management. Our Home/School Agreement/Contract includes the part we expect pupils to play with regard to expected appropriate behaviour and the school's Code of Conduct is printed in the Link Book.

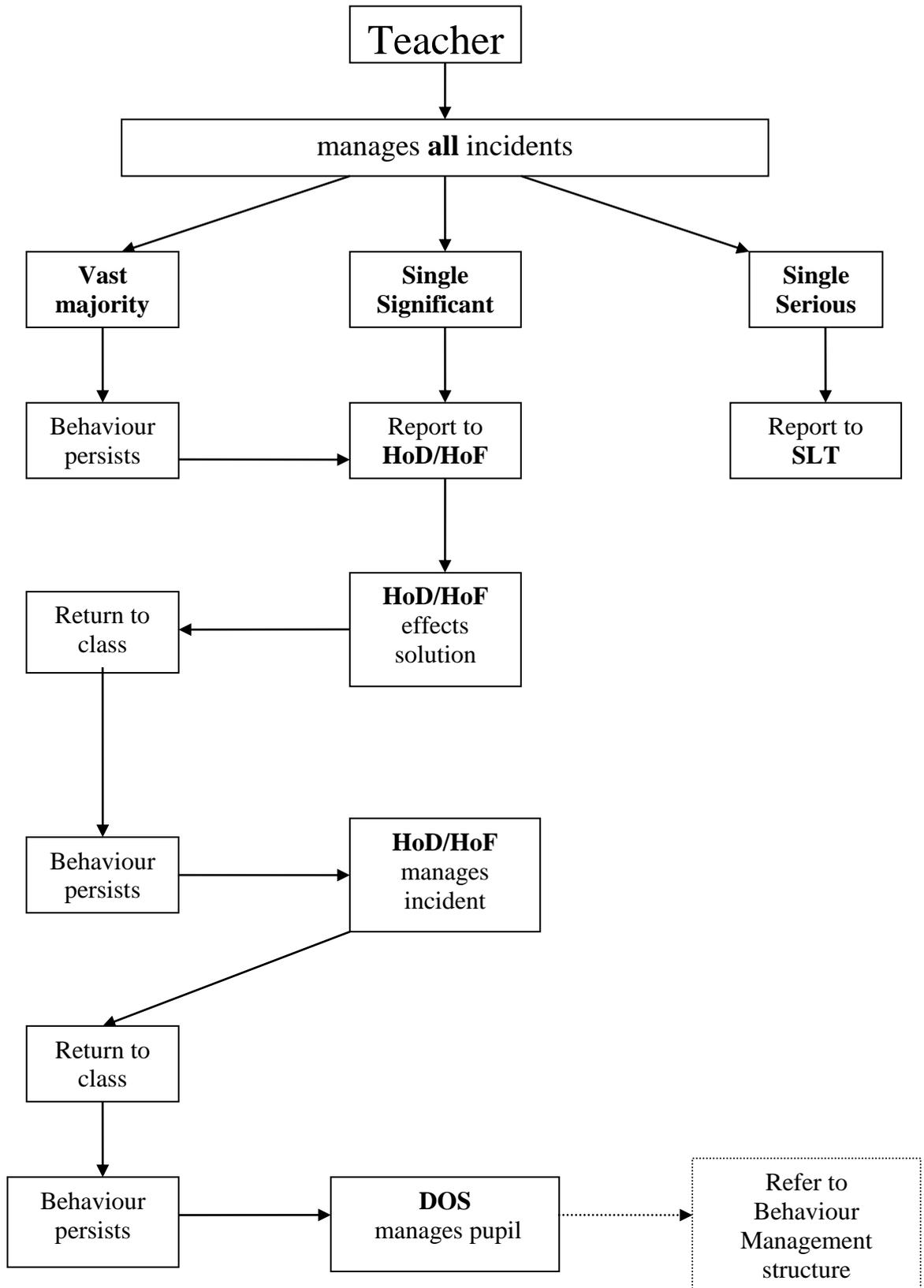
Involving pupils

The Sacred Heart Language College has an active Pupil Voice Forum with representatives from each form. Discussion of the Code of Conduct and behaviour in lessons and around the school happens regularly. The school's Code of Conduct is printed in the Link Book.

Members of School Community contributing to the review of the Behaviours for learning Policy:

- Senior Leadership Team
- Pupil Voice Forum

Response Framework



The Code of Conduct

This describes what is expected of each member of our community in terms of attitude, organisation, preparation, and behaviour. The Code of Conduct is on display in all classrooms and is printed in the Link Book.

We will continually promote high standards of behaviour through clear and consistently applied expectations, rewards and consequences.

We are a caring Catholic school built on Gospel values of love, dignity, respect and forgiveness.

We aim to provide the best possible educational experience for all of our community within a well-ordered and purposeful learning environment.

Classroom Code

To achieve effectively in your lessons, you should:

- Arrive calmly and on time, organised with the correct books and equipment
- Listen carefully to the teacher and follow instructions
- When making a contribution to the lesson, raise your hand and wait for the teacher's attention
- Show respect – do not disturb other pupils physically or verbally

Corridor Code

- Treat all members of the school community with respect and courtesy at all times
- Walk quietly to the left along corridors and on stairs and go straight to your next lesson
- Only go to your lockers before school, break times or just before afternoon lessons
- Respect the school building, the environment and the one way system

Canteen Code

- Queue up quietly, obeying instructions of staff on duty
- Select your food choices quickly and politely with your card ready
- Talk quietly to your friends and act sensibly
- Put all litter in the bin at the end of your meal
- Food and drink is only to be consumed in the canteen, with litter put in the bins provided

Travelling to and from school (and on school trips)

- Behave reasonably and responsibly to and from school
- Wear correct school uniform to and from school
- Be punctual to school

Security

- Personal music systems should not be brought to school
- Dangerous items or illegal substances should not be brought to school
- Expensive items or large sums of money should not be brought to school
- Mobile phones are only allowed with a signed contract and must be switched off at all times
- The ICT policy and rules for use of the Internet must be followed at all times

Reflect and take time to understand what is happening around you

Everyone is equally valued

Smile when all is not going well

Proceed with care in a conflict situation

Excuse failings in others and yourself

Consider others' points of view

Try to behave so that everybody feels part of the community