

BEHAVIOUR FOR LEARNING POLICY



Policy written: September 2014

Date of review by School Council: 08 October 2014

Adopted by Governing Body: 13 November 2014

Review date: 20 August 2015

1. SCHOOL MISSION STATEMENT

‘To encourage the development of the whole individual’

2. SCHOOL AIMS

To promote a culture of achieving

To provide a culture of learning

To create a culture of ambition

To develop a culture of respect and respect and responsibility

3. RATIONALE

At Movilla, it is believed that every child has the potential to succeed. To achieve this, each aspect of the pupil’s welfare is nurtured and developed – the social, physical, emotional, cognitive and spiritual. To support this, effective behaviour for learning must be present.

The school aspires for pupils to be successful learners, confident individuals, effective contributors and responsible members of society. The Behaviour for Learning policy is the foundation of this aspiration.

All members of the school work together to ensure that a positive atmosphere, which is conducive to learning, is maintained. Parents, pupils, staff and governors all contribute to this positive ethos to enable all pupils to achieve their full potential.

The Behaviour for Learning policy has been developed within the context of current legislation and DENI policy which includes, The Education Order 1996, Pastoral Care in Schools: Promoting Positive Behaviour, Every School and Good School and Special Needs Resource File.

4. AIMS OF BEHAVIOUR FOR LEARNING POLICY

The Behaviour for Learning policy aims to promote good behaviour and achievement through encouraging self-discipline, enabling effective teaching and learning and creating a safe and secure environment for pupils and staff.

The Behaviour for Learning policy aims to develop the whole individual in the following ways –

Pupils will be encouraged to be successful learners through the nurturing of their abilities by delivering an education underpinned by the pupil’s individual learning styles and supported and guided in their learning to develop their skills, confidence and self-esteem.

Pupils will be encouraged to be confident individuals by having opportunities to take part in house activities and sport which contribute to healthy growth and development. They have the right to have their voice heard about and be involved in, decisions which affect them.

Pupils will be encouraged to be effective contributors to their school, community and society by having opportunities to play an active role in their school and community, for example School Council, Prefects and Pupil Governor. They will be supported in overcoming social, educational, physical and economic inequalities and be valued as an integral part of the school community.

Pupils will be encouraged to be responsible citizens by engaging supportively with each other to create a safe environment for learning and to make appropriate choices to achieve a healthy lifestyle.

In implementing the Behaviour for Learning Policy, sensitivity and confidentiality will be upheld at all times.



5. CONTEXT

This policy has been developed within the context of current legislation, policy and guidelines including –

Health and Safety at Work (NI) Order (1978)

Children (NI) Order (1995)

The Education (NI) Order (1998) – Articles 3 and 4

The Human Rights Act (1998), (NI, 2000)

Education (NI) Order (2003)

Special Educational Needs and Disability (NI) Order (2005)

6. EDUCATIONAL GOOD PRACTICE AND POLICY

This policy has been developed within the good practice which is espoused through the following documents –

Pastoral Care: Guidance on the Use of Reasonable Force to Restrain or Control Pupils. DENI: Circular 1999/9

Pastoral Care: Child Protection. DENI: Circular 1

7. RIGHTS AND RESPONSIBILITIES

Both rewards and sanctions will be used by staff to promote a positive ethos in the school and every lesson should incorporate praise and encouragement of pupils.

When dealing with matters of inappropriate behaviour, all staff will act justly and fairly with pupils. All matters of discipline will be dealt with promptly, personally and consistently.

The successful implementation of this policy depends on full participation. Every member of the school has a responsibility to ensure positive behaviour.

All stakeholders in Movilla High School have the right:

to be treated with respect and dignity

to hear and be heard

have opportunities to be involved in and be consulted upon all aspects of schools life

to be part of a learning community that develops them to their full potential

have access to a safe, clean and healthy environment

have their concerns listened to and dealt with fairly

Responsibilities of Pupils:

- To be ready to learn by being prepared, wearing correct uniform and fulfilling school responsibilities
- To take responsibility for his/her own behaviour
- To respect the right of others to work and make progress
- To sort out disagreements responsibly without resorting to physical/verbal aggression
- To respect property of the school and others
- To respect differences and the individuality of everyone and to be particularly supportive to minorities in terms of race, abilities, sexual orientation and background
- To take responsibility for their own work and do it to the best of their ability
- To jointly celebrate with all stakeholders of the school, the positive achievements of others
- This policy applies to all pupils whilst they are in school, travelling to and from school, in school uniform and whilst participating in activities or events organized by or associated with the school. Uniform rules may be relaxed at the school's discretion; pupils will be informed prior to the event.

Responsibilities of Parents / Guardians:

- To ensure their child's regular attendance and punctuality
- To encourage their child to bring the right equipment and wear full school uniform
- To co-operate with the school to ensure that their child follows the school's Behaviour for Learning Policy
- To keep the Registration teacher aware of any circumstances which may affect their child's learning and behaviour
- To maintain regular contact with the school through attendance at parents' evenings, and, as appropriate, through diaries, letters, reports and telephone calls
- To encourage and support their child in completion of homework
- To jointly celebrate with all stakeholders of the school, the positive achievements of others

Responsibilities of Teaching Staff:

- To be responsible for providing an environment in which students can learn to the best of their ability by setting suitable learning challenges, removing barriers to learning and by planning and preparing stimulating lessons
- To model respect by treating pupils with fairness and consistency
- To model interpersonal skills by promoting positive supportive relationships within their teaching and registration groups
- To support the school's Behaviour for Learning and SEN policy, in particular the referral system in line with the school's pastoral care structure
- To create mutual respect by avoiding confrontation, aggression, sarcasm, humiliation, personal comments about pupils and whole class punishments resulting from poor behaviour of only some of the class
- To implement consistently the classroom routines and agreed ways of entering and leaving the departmental classroom and areas of learning
- To jointly celebrate with all stakeholders of the school, the positive achievements of others

Responsibilities of Registration Teachers:

- To teach thinking skills and personal capabilities, underpinned by promoting positive, supportive relationships within the registration class
- To keep a record of attendance and to be aware of lateness and absence. Lateness to be dealt with according to the school procedure
- To maintain positive communications between home and school
- To do all possible to ensure pupils have the equipment they need to learn and are wearing correct uniform
- To provide guidance and assistance to individuals as necessary
- To monitor pupil diaries
- To support the school's Behaviour for Learning policy
- To jointly celebrate with all stakeholders of the school, the positive achievements of others

Responsibilities of Heads of Department:

- To ensure that departmental schemes of work include activities designed to suit different learning styles
- To ensure/co-ordinate a positive learning environment within the department for both staff and students
- To ensure that the school's Pastoral Care, Behaviour for Learning and SEN policies are consistently implemented, in particular the referral system through the pastoral structure
- To ensure that there is a climate of reward and praise within the department which outweighs sanctions
- To monitor the attendance, behaviour and learning of pupils within the department.

Responsibilities of Learning Co-ordinators:

- To liaise and communicate with parents and outside agencies regarding pupil needs
- To manage the persistent challenging behaviour of pupils with the SENCO
- To support individual pupils by:
 1. Tracking the pupil's behaviour/achievement
 2. Meeting with parents and pupils to remove barriers to their learning and others'
 3. Monitoring pupil attendance and punctuality
 4. Consistently implementing, upholding and supporting the school's Pastoral Care, Behaviour for Learning and SEN policy
- To jointly celebrate with all stakeholders of the school, the positive achievements of others

Responsibilities of Special Educational Needs Co-ordinator:

- To be responsible for assessing pupil need and developing a range of supports that will address their assessed need. Pupils will have access to a range of supports from both inside and outside school. The focus of the work will be the delivery of interventions that will address behaviours which prevent the pupil accessing learning opportunities
- To support staff in the use of appropriate strategies and be part of the pastoral provision in the school
- To liaise across all year groups and be engaged with more potentially disruptive behaviours (Stage 3 -5)

- To jointly celebrate with all stakeholders of the school, the positive achievements of others

Responsibilities of Classroom Assistants:

- To support SEN students within the classroom
- To work in collaboration with the classroom teacher to remove barriers to learning for individuals and groups of students
- To help the teacher to create and sustain a positive culture to learning where praise and encouragement outweigh sanctions
- To consistently implement the school's SEN, Pastoral Care and Behaviour for Learning policies
- To jointly celebrate with all stakeholders of the school, the positive achievements of others

Responsibilities of Support Staff:

- To support the positive ethos of the school by fostering positive relationships with all stakeholders of the school
- To consistently implement the school's SEN, Pastoral Care and Behaviour for Learning policies
- To jointly celebrate with all stakeholders of the school, the positive achievements of others

Responsibilities of the Senior Leadership Team:

- To support staff in managing pupil behaviour by ensuring that systems for managing and monitoring behaviour and attendance exist and are consistently implemented
- To ensure that good practice is both developed and shared e.g. by observation of teachers who are skilled in behaviour management
- To ensure that INSET is provided for staff that develops the individual, supports school priorities and provides opportunities to reflect on positive behaviour management strategies.
- To ensure that the school regularly communicates with parents, carers and governors
- To provide effective support for teachers presented with extremely challenging and uncooperative pupil behaviour

- To provide clear leadership and support for the school's Pastoral Care, Positive Behaviour and SEN Policies
- To provide a visible and dependable support to staff throughout the day
- To ensure a curriculum is in place which motivates the disaffected
- To jointly celebrate with all stakeholders of the school, the positive achievements of others

Responsibilities of the Board of Governors:

- To monitor the effectiveness of the school's Behaviour for Learning Policy
- To support the Principal and Leadership Team in the monitoring of attendance and exclusions of different groups of students
- To form a Governors' Disciplinary Committee, with a clear role and guidelines for action, which meets as required
- To jointly celebrate with all stakeholders of the school, the positive achievements of others

8. CODE OF CONDUCT

Rules and boundaries are in place to support the rights of all pupils to be able to learn in an environment where individuals can expect to be treated with respect and dignity.

The school Code of Conduct, classroom routine and the 3 R's are all synergistic in achieving an effective learning community where everyone can achieve. (See Appendix 1)

Failure to follow the school Code of Conduct will result in consequences being applied.

CLASSROOM MANAGEMENT PLAN

Every teacher will follow the classroom management plan which aims to create a conducive learning environment for all. (See Appendix 2)

Staff will employ positive behaviour management strategies as set out in the Special Educational Needs Resource File 2010 to promote and sustain good behaviour. These strategies aim to focus on the positive e.g.

- Praise
- Positive correction
- Non-confrontational
- Give take-up time

- Rule reminders
- Choices
- Repair and rebuild through restorative practices
- Think Sheets

REWARDING POSITIVE BEHAVIOUR

The school aims to promote high standards of behaviour, self-discipline and learning through positive encouragement and rewards. When a pupil is consistently following the expectations set for them, staff will recognise this by giving praise, certificates, written feedback, sending letters or postcards home, awarded Pupil of the Month Award or given Merit Marks.

Pupil of the Month

In each registration group, a pupil will be awarded the pupil of the month certificate every month. The pupil of the month award is given by registration teachers for the pupil in their registration class who consistently displays good attendance, good timekeeping, merit marks, helpfulness, has not had any detentions and has participated in house activities.

The name of each pupil of the month will be displayed on the Pupil of the Month board.

Movilla Merits

Pupils will be awarded merits weekly, fortnightly or monthly (depending on the subject) to pupils who consistently follow the school Code of Conduct.

When pupils achieve 35 Merits, they will have reached the 'Good Start' level and will be sent a letter home from the Principal. When pupils achieve Bronze, Silver and Gold levels, they will be rewarded with prizes, vouchers and reward days.

Bronze level 70 Merits

Silver level 140 Merits

Gold level 200 Merits

CONSEQUENCES

Consequences are applied to pupils who have not adhered to the school Code of Conduct and school rules. They aim to change behaviour and attitude and are not solely punitive.

Each negative behaviour displayed is levelled in severity and has consequences and support mechanisms as such.

The levels of behaviour, consequences and restoration procedures are included in Appendix 3 of this policy.

9. SPECIAL EDUCATIONAL NEEDS CODE OF PRACTICE

Social Emotional and Behavioural Difficulties (SEBD) is one of the categories of Special Educational Needs in the 1998-2005 Code of Practice.

A pupil may be placed on the Code of Practice for SEBD. This should firstly be brought to the attention of the Head of Department and ultimately the Learning Coordinator, who will present the evidence to the SENCO. This will be examined by the SEN Team and the pupil may then be placed on the register.

If, following intervention at Stage 2, the learning or behavioural problems have not decreased, the pupil may progress to Stage 3. If behaviour / learning problems have not deteriorated, the pupil can remain at Stage 2. If improvements have been made, the child can be moved back to Stage 1.

10. REASONABLE FORCE / SAFE HANDLING

The Education (NI) Order 1998 (part II Article 4 (1)) states:

“A member of the staff of a grant-aided school may use, in relation to any pupil of the school, such force is as reasonable in the circumstances for the purpose of preventing the pupil from doing (or continuing to do) any of the following, namely:

- committing any offence;
- causing personal injury to, or damage to the property of, any person (including the pupil himself); or
- engaging in any behaviour prejudicial to the maintenance of good order and discipline at the school, or among any of its pupils, whether that behaviour occurs during a teaching session or otherwise.”

Based on this legal framework, the working definition of “reasonable force” is the minimum force necessary to prevent a pupil from physically harming him/herself or others or seriously damaging property, but used in a manner which attempts to preserve the dignity of all concerned.

Under Duty of Care, staff may use a physical intervention and when they do so they should be clear that the action was

- in the child’s best interest
- necessary
- reasonable and proportionate
- last resort (where possible)

In addition to this, some senior staff have been trained and accredited by Team Teach (the provider of training in de – escalation and physical interventions, approved by DE and employed by EA)

11. PROCEDURES FOR CONCERNS

I have a concern about the behaviour of my child or behaviour management of my child



I can talk to their registration teacher



If I am still concerned, I can talk to their Learning Co-ordinator -
Years 8 and 9- Mr M. Speers
Years 10 and 11 - Mr S. Lemon
Year 12 - Mrs C. Keys



If I am still concerned, I can talk to the SENCO, Mrs P. Barbour



If I am still concerned, I can talk to the Vice Principal -



If I am still concerned, I can talk to the Principal, Mr I. Bell



If I am still concerned, I can write to the Chairperson of the Board of Governors -
Mrs D. Shields
Movilla High School
Donaghadee Road
Newtownards
BT23 7HA

12. LINKS WITH OTHER AGENCIES

To support positive behaviour in Movilla High School, a collaborative approach with other agencies and programmes is sometimes used. When other agencies are to be involved with pupils and their behavioural needs, parental/guardian approval will be sought prior to the commencement of support.

Partner organisations currently include –

Education Welfare Office	Educational Psychology
Ardmore Outreach	Social Services
Multi Systemic Therapy (Extern)	Behaviour Support Team (SEELB)
Youth Service Support	CAHMS
Strength to Strength	

13. LINKS WITH OTHER POLICIES

This policy is integral and complimentary to all school policies. It has key links with policies such as Special Educational Needs, Safeguarding, Anti-Bullying, Health and Safety and the Teaching for Learning Policy.

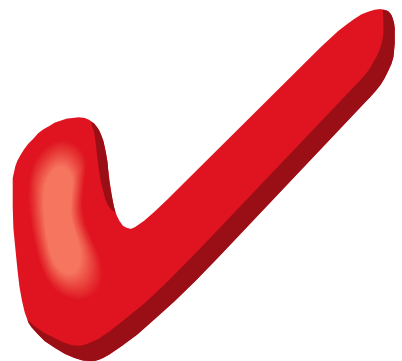
14. DEVELOPMENT, MONITORING, REVIEW AND EVALUATION OF POLICY INCLUDING FUTURE DEVELOPMENTS

This policy has been drawn up in consultation with governors, staff, parents and pupils as appropriate and will be monitored, evaluated and updated annually to take cognisance of future developments and changes in the legislation.

It has been adopted by the Board of Governors on 13 November 2014

Pupil Code of Conduct

***Getting
it Right***



C O N S I S T E N C Y

Respect

I will respect myself and others.

I will respect the whole school environment.

I will respect that every action has a reaction.

Responsible

I am responsible for my learning.

I am responsible for my behaviour.

I am responsible for my community.

I am responsible for myself.

Ready

I will be properly equipped.

I will wear my uniform with pride.

I will arrive to school, ready to learn.

Equipment

At least

2 blue/black pens
1 red pen
2 pencils
Sharpener
Ruler
Eraser
6 Colouring pencils

Calculator

Jotter

**IN A
PENCIL
CASE**

NO TIPPEX

Classroom routine

1. Line up outside the classroom.
2. Uniform checked , no chewing gum etc. Enter classroom and stand behind chair.
3. Place books / pencilcase/ h'wk diary on desk. Be seated when instructed by teacher.
4. Class informed of learning intentions, work dated and titled, class register completed.
5. At end of lesson, pack up quietly, push in chair and stand until dismissed.
6. Leave the room in an orderly fashion. Move quickly and safely to your next activity or leave the premises promptly.

Procedure for safe movement around school

Pupils will;

- be punctual to all events
- walk quietly, on the left hand side of the corridor
- enter classrooms etc. in an orderly fashion
- avoid congregating in corridors or on stairs
- enter and leave buildings using appropriate entrances and exits
- obey 'Out of Bounds' signage

Procedure assisting Child Protection

Pupils will;

- remain in the school grounds, at all times during the school day unless they have permission
- only enter buildings before 8.45 a.m., or after 3.25 p.m., if they are with a member of staff
- ensure their class teacher knows where they are
- avoid any form of aggression/bullying behaviour
- have their mobile phone switched off while in school
- comply with the acceptable use of ICT policy
- use the toilet at break and lunch time or with the teacher's permission

Procedures ensuring good manners and behaviour

Pupils will;

- speak respectfully at all times, to everyone,
- behave in a manner which is respectful towards everyone.
- avoid any action which could cause harm to oneself, another person or property,
- avoid any action, while in school uniform, which could bring harm to the reputation of the school.

Procedures regarding absences from school

Pupils will;

- remind parents to contact school when they are absent,
- bring a note to their Reg teacher, explaining their absence on their first day back at school,
- make dental/medical appointments after school hours,
- only take holidays outside of term time.

Procedures regarding leaving school during the day

Pupils will;

- inform their Reg teacher of the need to leave school, by giving them a letter from a parent,
- receive a completed 'leaving school slip,'
- at the appropriate time, inform the class teacher,
- when leaving school, leave the slip in the office and complete the 'Signing Out' diary.

Procedure if a pupil is un- well or injured in school

Pupils will;

- inform their class teacher who will follow school procedure.

Procedures regarding school uniform and appearance

Pupils will

- wear full school uniform ,
- not wear nail varnish, jewellery, (other than a watch and 1 small ring), nor earrings (other than 1 small stud in the lobe of each ear),
- not wear piercing jewellery,
- have a hairstyle which is a conventional style and natural colour—as determined by the school,
- wear an outdoor coats which is plain black—no logos, which must not be worn indoors,
- girls skirts are not to be worn shorter than 10 cm above the knee.

Non-uniform opportunities — Clothing must be appropriate, modest, and not have logos which could be deemed inappropriate i.e. alcohol/ drugs/ symbols / football clubs / racial etc.

Procedures relating to possessions

Pupils will;

- carry a suitable school bag , free of graffiti,
- label all possessions, including clothing,
- never leave valuables unattended,
- not bring dangerous objects or illegal substances into school. This includes cigarettes/matches /lighters,
- not bring electronic equipment into school i.e. mobiles/iPods/MP3player/electronic cigarettes etc.

Procedures ensuring good manners and behaviour

Pupils will;

- speak respectfully at all times, to everyone,
- behave in a manner which is respectful towards everyone.
- avoid any action which could cause harm to oneself, another person or property,
- avoid any action, while in school uniform, which could bring harm to the reputation of the school

CLASSROOM MANAGEMENT PLAN

Respecting everyone's right to learn

RESPONSIBILITIES





- Follow the classroom routine
- Listen to and follow adult instructions promptly
- Use appropriate language
- Keep hands, feet and objects to myself

POSITIVE RECOGNITION

Positive behaviour will be recognised in the following ways –

- Praise
- Positive contact with parents
- Stickers, stampers and postcards home
- Merit Marks
- Certificates
- School Newsletter
- Classroom progress/feedback charts

CONSEQUENCES OF NOT FULFILLING RESPONSIBILITIES

Signal	
Remind	
Warn	
Consequence	

Behaviour and consequences

Level 1 – low level, disruptive or disobedient. (CLASS TEACHER)	Consequence Examples	Restoration	Documentation
Attendance/punctuality Lateness to class Incorrect uniform Wearing heavy makeup/nail polish Wearing non-permitted jewellery Failure to bring books/equipment Failure to do homework Unauthorised movement around classroom Talking when teacher is speaking Shouting in class Showing disrespect to staff /pupils Refusing to follow instructions Inappropriate questions Answering back Hiding others work/property Eating/drinking in class Running in corridors / to canteen Intimidation of peers Verbal bullying Teasing Pushing Dropping gum/litter	Warning Verbal reprimand Extra work Moving seat Private detention Homework club Recording name Apology to class/peer/teacher (public/written) Cleaning up afterwards Going to the back of the line Redoing work/walk Skills book	Re-establish relationship by the end of the lesson or when next encountering the student. Make student aware that there are no grudges Encourage other students to re-establish relationships Have a 5 minute meeting with student to explain why action was taken	Detention slips Homework Diary Teacher record Skills book
Level 2: higher level of disobedience/disruption/repeated offences (HEAD OF DEPARTMENT/LEARNING CO-ORDINATOR)	Consequence Examples	Restoration	Documentation
Persistent level 1 behaviours Repeated failure to bring books/equipment Homework not completed many times and after homework club intervention Destroying property Repeated interference with others Unacceptable language to others Graffiti Throwing items Spitting Extreme insolence Defiance Pupil out of bounds	HoD or LCo detention Homework club Daily report Restoration of property Public apology Consultative meeting with HoD or LCo Letter to parents Phone call to parents Skills book	Meeting with staff/pupils concerned and HoD or LCo within one week of incident	Detention slips Daily report Log book Skills book Minute of meetings Copy of letters

Physical bullying or persistent verbal bullying Smoking Fighting Forging notes	Log book Restrictions Restricted movement during recreation Risk assessment		Behaviour report Risk assessment
Level 3: serious behaviour requiring SMT intervention	Consequence Examples	Restoration	Documentation
Persistent level 2 behaviours Verbal abuse of staff Aggressive or intimidatory behaviour Possession of an offensive weapon Truancy Absconding from school Striking another pupil Prolonged fighting Stealing Offensive gestures Vandalism Extortion Cyber bullying/physical assault, persistent harassment False/malicious allegation against staff/pupil Inappropriate use of technology On school property under the influence of drugs/alcohol Incitement	Level 3 detention Legal action Letter to parents Meeting with parents Restoration of property Consultative meeting with SLT Daily report Placement in Ardmore Suspension Risk assessment Out of class sessions Restricted movement during recreation Banning Medical support Multi agency meeting UNOCINI	Meeting with parent and child within one week of incident	Detention slips Daily report Risk assessment Behaviour report Copies of letters Minutes of meetings Referral forms UNOCINI
Level 4: very serious behaviour to be dealt with by BoG and Principal	Consequence Examples	Restoration	Documentation
Physical assault on staff Persistent level 3 offences Severe damage to property Possession or use of an offensive weapon Possession of an illegal substance	Suspension Consultative meeting Exclusion Legal intervention	If possible meeting, or letter to pupil	Minutes of meetings Behaviour report Pre expulsion documentation Reports Copies of letters

