



Eastbrook School Behaviour for Learning Policy "Together We Learn"

Purpose

Good behaviour and effective learning go together. Just as we teach and model effective learning across the subjects of the curriculum it is essential that we model and teach the good behaviour for learning we expect our students to display.

Consistency at Eastbrook School involves applying the same shared principles and values, it does not mean that the resulting outcome is always the same.

Our aim is to promote a curious, ambitious and harmonious learning community where:

- **Every student is able to learn, achieve well and work towards their goals**
- **Every student becomes a reflective, enthusiastic learner able to self regulate their behaviour**
- **Every student develops their communication skills, confidence and self esteem**
- **Every student is aware of their personal, community and global responsibilities**
- **The school is a safe environment for all**

Principles

- All students are valued equally whatever their personal circumstances. All relationships within the school community should be founded on mutual respect, dignity and self-awareness.
- We believe every student can achieve their full potential at our school and there is a relentless focus on making this happen. We aim to **inspire, include and empower** all our students.
- We provide a secure, stimulating learning environment and embrace new technologies and qualifications to ensure students of all ability levels are engaged in learning and experience success.
- Restorative Justice forms a staple part of our approach to learning and growing from mistakes and poor choices. Staff are trained to put this approach into practice; enabling young people to take responsibility for repairing a negative situation, learning from the experience and preventing similar behaviours being repeated.
- Members of staff do not shout at students in anger. Raised voices are controlled and used only for ensuring public safety and gaining attention in larger spaces.
- Good behaviour is an essential condition for effective teaching and learning to take place.
- Excellent communication promotes effective learning and positive relationships.
- **For Eastbrook students to become outstanding future citizens, we emphasise potential, reward achievement, give praise for effort and support students in learning from their mistakes as well as from their successes. "Integrity is doing the right thing even when no one is watching" C. S. Lewis**

Ethos

- Every student has high expectations of themselves, demonstrates a commitment to learning and seeks to regulate their own behaviour
- Every student is supported in reaching their full potential in a secure and stimulating learning environment
- Every student learns to take responsibility for their own behaviour, to take pride in behaving well and to respect others
- Every student feels valued and knows that poor behaviour will be dealt with firmly and fairly
- No one tolerates bullying, intimidation, harassment or abuse of a physical or verbal nature
- Deliberate violence, which may hurt or endanger others or cause damage to property, is understood by all to be totally unacceptable.

At Eastbrook School our task is to set the highest standards in school and not allow factors outside school to excuse poor and unacceptable behaviour.

Reviewed July 2017

Objectives

Our policy and procedures set out to:

- Define expectations with regard to behaviour for learning clearly to students, staff and parent / carers
- Recognise that praise plays a very significant part in improving behaviour for learning and define a clear rewards system
- Present a series of fair consequences and sanctions which follow if students display unacceptable behaviour
- Provide a clear and fair system for monitoring, recording and analysing data; trends and impact.
- Identify needs and provide interventions.
- Make clear the roles and responsibilities within the school community in managing and improving behaviour for learning.
- Make clear the links between the school procedures and the criminal justice system where appropriate

Expectations

Home School Agreement

On admission to Eastbrook School the Home School Agreement is signed by the student, the parent / carer and the school. A copy is retained by the family and the school.

Code of Conduct

Eastbrook School has a clear and simple Code of Conduct displayed around the school.

Listen

Respect Yourself

Respect other People

Respect your Environment

Acceptable Use Agreement

As part of our e-safety policy and procedures the expectations for on line and ICT related behaviour is clarified in the Acceptable Use Agreement which is signed on admission to the school. Further guidance on meeting these expectations is in the student planner.

Anti Bullying

All members of the school community have the right to enjoy a safe and secure learning environment. Student should have to contend with fear and/or intimidation. Bullying is not tolerated and all reported or discovered incidents are dealt with in line with the school policy.

Daily Reports

An incident or concern may lead to a student being placed on report to a member of staff for a fixed amount of time. Clear targets are set to aid improvement and reviews held to monitor progress..

School Disciplinary Board

Students causing concern meet with the School Disciplinary Board with their parent/carer. Information is shared, clear target and expectations are agreed and interventions are put in place to support the necessary improvements.

Governing Body Disciplinary Board.

Students at risk of exclusion meet with the Governing Body Disciplinary Board with their parent / carers. An Acceptable Behaviour Contract is agreed and signed by all. Clear targets are set to reduce the risk of exclusion and support agreed.

Praise and recognition leads to progress

At Eastbrook we praise students for their social and emotional maturity as demonstrated through:

- Excellent attendance, punctuality and hard work.
- Positively representing themselves and the school through being polite, smart and organised.
- Contributing to the community
- Increasing confidence, courage and resilience
- A welcoming attitude and good manners
- Students' respect for themselves, others and the environment
- Listening and learning from mistakes.
- Students for demonstrating a positive influence on others and developing leadership skills.

This is also acknowledged through:

- Students being able to collect merits. These can be exchanged for a variety of highly valued badges reward activities.
- Each year group having a wide range of reward activities.
- All staff being encouraged to contact students' families through phone calls, praise postcards and letters.
- Each term staff are asked to nominate students for Headteacher Praise Postcards.
- Notice boards that display student achievement, which is also celebrated in the school newsletter and on the web site.
- The school taking part in yearly Jack Petchey awards.
- Highly prestigious and formal Awards Evenings held each year.

2. Unacceptable behaviour leads to consequences

At Eastbrook we encourage high standards of behaviour through highlighting unacceptable actions or decisions in a manner that promotes improvement.

- For low level disruption the class teacher or individual member of staff deals with the issue, explains the mistake and implements any necessary sanction.
- For persistent disruption the Subject Leader, Tutor, Head of Year or Year Supervisor deal with the incidents and implements any necessary sanction.
- For serious incidents or disruption the Headteacher or member of the Senior Leadership Team deals with the issue and implements any necessary sanction.
- An "on call" team patrols the school during the teaching day to ensure that that single incidents or persistent disruption affect learning.

Rule Reminder – Warning – Choice - Consequence

If students disrupt learning or the smooth running of the school they receive a verbal warning from a member of staff. Each warning must be made clear to the student together with a clear reminder what behaviour is expected, for example, see the table below:

1	2	3	4
Rule-Reminder	Warning	Choice	Consequence
Remind student of the expectation	Warn student of the consequences of non-compliance	Give student the choice of compliance or the consequence	Initiate sanction or praise compliance
<i>It is expected that you listen while other people are contributing to the lesson</i>	<i>If you continue to talk you will have to move to this seat at the front</i>	<i>You have a choice stop interrupting the lesson or move to this seat here</i>	<i>Bring your books and sit here – thank you Or - Well done the second half of the lesson was a great improvement</i>

Reprimand

At Eastbrook School the purpose of a reprimand is to prevent a repeat of the unacceptable behaviour. It is an essential stage of the sanction process and should not be underestimated in its impact. The reprimand needs to be directed at the behaviour and not the student.

Through discussion the reprimand should help the student understand:

- What the student did that was unacceptable?
- What the effects of their behaviour was on others?
- What they need to change about their behaviour?

Removal of Privilege

The Headteacher reserves the right to remove a student from inclusion in non-essential activities should their behaviour be deemed unacceptable.

Community Service

Where a student's unacceptable behaviour can be recompensed by community service, and where the family agree with this course of action, students may be involved in repaying time lost or damage caused through helping a member of staff.

Detention

At Eastbrook School detentions are used where it is likely to support the student in taking responsibility where they have demonstrated unacceptable behaviour.

- Preferably students will be immediately detained for up to 10 minutes at break times or after school.
- Students may be detained for longer than 10 minutes after school following at least 24 hours notice to the family.
- Teachers do not hold a whole class in detention due to the misconduct of some of the class.
- Students are not held back for the whole of break or lunchtime.
- Subject teachers and Tutors are supported by the systems within their department and across the school in administering detentions. It is acknowledged that the most powerful detentions are carried out by the member of staff issuing the detention.
- Lateness to school and / or lessons constitutes disruption to the school day and will lead to a detention.

Type	Criteria	Length	Who?
Subject	Defiance, Disruption , Disrespect in the classroom or in the direct subject area Parent / Carer notified by letter with 24 hour notice if more than 10 minutes required	Up to 30 mins	Teacher with support from the Subject Leader
Pastoral	Defiance, Disruption , Disrespect across a range of subjects or out of class; break / lunch Parent / Carer notified by letter with 24 hour notice if more than 10 minutes required	30 mins	Tutor with support from Head of Year or Year Supervisor
SLT	Non compliance with the above Off site without permission Internal or external truancy	60 mins	SLT
Internal Seclusion	Non compliance with the above	L4 lunch L5 and 1 hour after school	SLT and SEND Team Library

Removal from Lessons

No student should be sent to stand outside a classroom as a sanction.

- If a student has been warned and their behaviour continues to disrupt learning in a lesson they are sent or taken to another lesson in the department as defined in each team's 'Referral Timetable'. Students are given work to take to the referral lesson.
- If a student refuses to move "on call" are called
- If a student is removed from a lesson twice in a week by the same subject area they should go on a subject report.

Behaviour outside the formal classroom

- All staff should insist on responsible behaviour to ensure the safety and well being for all. When asking students to modify their behaviour in the wider school community, all staff do this in a clear calm way with firm voice, eye contact and a "Thank you."
- Staff do this in a way which is clear about expectations but does not use derogatory, aggressive or demeaning verbal or body language towards the student.
- During a timetabled duty when a serious incident occurs, a member of staff should seek assistance from other members of staff on duty and the Senior Leadership Team.

Restorative Justice

Restorative Justice is an approach to conflict resolution where students are encouraged to take responsibility for their actions, self-regulate their own behaviour and to work towards repairing the harm that they have caused. This is promoted at all levels as standard practice at Eastbrook School.

The Key Questions asked are:

- What happened?
- What were you feeling / thinking at the time?
- What do you think / feel about it now?
- Who has been affected by what has happened?
- In what way?
- What impact has this incident had on you and on others?
- What has been the hardest thing for you?
- What do you think needs to happen to make things right?

In addition a team of trained staff use this model to resolve difficult problems in a formal and structured manner.

On Call

Staff who are 'On Call' patrol the school and visit classrooms during lessons. On call should only be contacted when

- A student refuses to follow instructions to go to another classroom
- A student disrupts learning in the classroom that they have been moved to
- A student's behaviour may lead to an exclusion as defined below

SLT Referral

- If a student is refusing to follow instructions given by 'On Call personnel' or refusing to follow the Subject Referral Timetable, then SLT should become involved and remove the student from the situation if necessary.
- Students may be placed on SLT Referral where they have misbehaved for a Cover Supervisor and they will have the same member of staff for a lesson later in the day (where the issue has yet to be resolved)

Exclusion

Any decision to exclude involves the Headteacher or a member of SLT if the Headteacher is not available.

Internal exclusion rather than fixed term external exclusion is used where:

- The safety of other students is not placed at risk
- The safety of the student being sanctioned requires them to be in school
- In order to provide a consequence for unacceptable behaviour while providing continued education at school.

Examples of unacceptable behaviour which may lead to an Internal Exclusion

- Persistently wearing inappropriate uniform
- Persistent internal truancy
- Physical confrontation
- Defiance
- Spreading defamatory rumours
- Serious damage to school property including graffiti
- Repeatedly leaving class without permission
- Refusal to follow instructions to leave a classroom
- Dangerous refusal to follow instructions
- Extreme rudeness to other students
- Leaving the school site without permission
- Verbal abuse of a member of staff
- Use of offensive discriminatory language
- Theft
- Inappropriate physical contact or assault of another person
- Inappropriate use of the internet
- Inappropriate circulation of video, image or text
- Contacting people from outside school with the intention of inciting further problems

External Fixed Term Exclusion

The following unacceptable behaviour will normally lead to a fixed-term external exclusion. In some circumstances, they may lead to a permanent exclusion.

- Physical violence towards another student
- Possession or use of illegal substances in school
- Repeated derogatory and/or discriminatory verbal violence towards another student
- Persistent or unrepentant verbal abuse towards a member of staff
- Inappropriately filming or recording a member of staff
- Persistent disruptive behaviour in Internal Exclusion
- Racial/sexual harassment
- Bullying – including on-line bullying
- Theft

Permanent Exclusion

These offences will normally lead to a permanent exclusion.

- Carrying an offensive weapon
- Physical violence towards a member of staff
- There may be occasions when violence towards another student or bullying leads to permanent exclusion
- Arson
- Extortion
- Using or dealing drugs

Monitoring and Tracking

At Eastbrook School behaviours are logged by staff. Interventions are recorded and tracked by the Pastoral or SEND staff leading the action. Progress is recorded and shared with the student, their family and their teachers. This enables the school to work with students and their families to ensure that every student has the best chance of success.

The Management Information System is not a referral tool. Referrals should be made in person, by email or internal post.

Contact home

Working in partnership with parents and carers in the best interests of the students means keeping families informed of negative issues as well as the positive. This is undertaken with sensitivity.

- Phone calls home are made from a private office space.
- Letters are copied to the student file.
- Meetings – action points on student file or MIS.
- The Common Assessment Framework (e-CAF) procedures adopted by the Local Authority are used where multi agency interventions are considered.

Identifying Needs and Interventions - Access Panel

Students demonstrating persistent unacceptable behaviour or reduced progress are referred to the Access Panel to ascertain the best interventions and / or further referrals to external specialists in order to support learning and safety.

The Access Panel includes SLT, SENCO, EAL Co-ordinator, Safeguarding Officer and Pastoral Lead to ensure that all aspects of the child's situation are considered before interventions, referrals or further actions are put in place.

Police Liaison

The school will work closely with the police, in line with the School / Police Protocol, to establish the appropriate response to incidents in and around the school.

Members of the school community may find themselves subject to a criminal and as well as a school-based investigation and in exceptional circumstances may find themselves facing consequences under the criminal justice system.

Restraint

Physical restraint is only to be used as a last resort.

Refer to **Managing Aggressive and Dangerous Behaviour Policy**.

**Procedure when any student who is angry or upset leaves the classroom.
This applies to all students who have a placement in the Access Centre.**

1. If there is no support in the classroom

- The teacher should contact on call / SLT immediately
- On Call should approach the student without any blame or anger and calmly provide a place to go to.
- On Call should request support from SLT if two people are needed (see below)

2. If there is one TA or another teacher in the classroom

- The supporting member of staff should leave the room to supervise (not chase) the student
- The support member of staff should contact on call / SLT immediately
- The support member of staff should approach the student without any blame or anger and calmly provide a place to go to
- The support member of staff should request support from on call or SLT if two people are needed (see below)

3. If there are two additional members of staff in the classroom

- Both support members of staff should leave the classroom to supervise (not chase) the student (see below)
- If this leaves high need students unsupported in the classroom on call / SLT should be contacted to take one support member of staff's place

The Single Person Approach

- Try to keep the student in view
- Remain calm and supportive – avoiding discussing the issue (this comes later)
- Calmly repeat or give options as to where the student can go
- You may change direction in order to take a shorter route or to 'cut them off' if they seem to be heading for a more difficult situation (eg the gate)
- Calmly phone for support from on call or ask another person to get support for you

The Two Person Approach

- One person undertake the talking at any time – so as not to confuse instructions
- Calmly repeat or give options as to where the student can go
- You should take separate routes – with one colleague anticipating the route and being able to take over from another direction
- You may each change direction in order to take a shorter route or to 'cut them off' if they seem to be heading for a more difficult situation (eg the gate)
- Continue to repeat and give options as to where the student can go to calm down
- Allow the student to go with whoever they respond to most easily – status is not important here

Dealing with the Follow Up

Once the student is calm the issues can be talked through and dealt with

School behaviour policy to be followed from this point

What if.....?

The student does not respond and does not go where you have suggested they go.

Offer an alternative and continue to supervise from a distance, repeating the offers intermittently. Student may wish to collect hat, bags etc. Repeat the instruction intermittently or ask on call to collect belongings

The student leaves the school site

- Contact the main office immediately
- Walk back in to school but to a place where you can see if they return
- Acknowledge that they have returned positively and again offer the place to go to discuss the issue

They remain off site and do not return

- Update the office
- Contact the student's family
- Contact the School Police Officer. Police 101 if vulnerable and SPO not available

The student engages in dangerous or damaging behaviour

- Ensure either PJ, VKD or PF are involved
- SLT then take decisions as needed

Other students get involved

- Engage another member of staff or members of staff to clear the area. Utilise responsible peer groups where necessary
- Ensure SLT and SPO are involved

It gets to lesson changeover and you are teaching

- Inform the office to arrange a handover and/or cover

You lose the student

- Go to the place you were offering them to go to
- Alert the office/on call
- Wait in the place you designated while others look around the school
- If the student leaves the site (or may have left the site) follow procedures above

Phoning parents / family /another adult

- Allow the student to complete the call but encourage to finish as soon as possible. Call the same adult immediately the incident has passed.

Pupil is looking for another student

- You go to the place where the other student will be or you ask another member of staff to pick up the other student and move to a place of safety.

Eastbrook School Rights and Responsibilities

Students

Students have a right to be able to learn, be respected, listened to, feel safe and be treated fairly.

Students have a responsibility to try their best, ask for help when needed, show respect to others, listen without interruption, follow instructions from staff and allow others to learn.

Staff

Staff have a right to be able to carry out their roles and responsibilities, be respected, listened to, feel safe and be treated fairly.

Staff have a responsibility to have high expectations, ensure a safe learning environment, show respect to others, provide feedback on learning, set work that is both accessible and challenging, encourage students to discuss their concerns, ensure equal opportunities, remind students of the boundaries of responsible behaviour and inform parent/carers of student progress.

Families

Parent/Carers have a right to be respected, treated fairly, to be able to raise concerns and be told when there are successes and when there are difficulties.

Parent/Carers have a responsibility to ensure their child's attendance and punctuality, treat staff, other students and their families with respect, take an active part in their child's education, inform the school if there are issues and support the school when their child has misbehaved