Pensby High School
Behaviour for Learning Policy

Policy Number:

Version:	3
Ratified by:	PPD Committee – Full Governing Body
Date ratified:	13.10.2021
Policy Lead:	Jon Rice
Name of responsible committee and SLT lead:	PPD and Jon Rice
Date issued:	September 2021
Review Date:	Annually
Target Audience:	Whole School Community
Equality Impact Assessment	On the policy

To be read and used in conjunction with the Behaviour Procedure.

Version Control Sheet:

Record of changes to this document

Changes approved in this document by: J Rice	Date: September 2021

Consultation with Stakeholders

List of key individuals/committees or groups this policy has been for consultation

Name of individual/committee Chair	Stakeholder involvement	Date

Record of changes to this document

Changes approved in this document by:	Date:

Section Number	Amendment (*shown in Bold italics*)	Deletion	Addition	Reason

Consultation with Stakeholders

List of key individuals/committees or groups this policy has been for consultation

Name of committee Chair	Stakeholder involvement	Date

1: Introduction

1.1   In order to have the space to grow, emotionally, socially and academically, children at school need rules and boundaries surrounding their behaviour. These boundaries need to be fair, clear and regularly reinforced by all staff. Secure boundaries should make pupils feel safe and nurtured.

1.2   Staff, acting in loco parentis, should apply rewards and sanctions in line with an agreed policy with which everyone is familiar, so that pupils experience a behaviour and rewards system which they understand and which is without exception consistently and fairly applied on a daily basis by all.

1.3   Parents and other significant parties such as the Governing Body should be equally aware and supportive of the behaviour policy and the rewards and sanctions inherent within it.

1.4   The application of the policy should not be confined solely to the working of the classroom but to all the pathways, corridors, buildings and open spaces of the school. All staff are responsible for the behaviour of all children and should take action be it sanction or reward wherever they see poor behaviour or examples of those behaving exceptionally well.

1.5   When applied, sanctions should be delivered more in sorrow than in anger and the pupil shown that their behaviour has had a negative effect upon the whole ethos of the school. The same is true of rewards where it should be demonstrated to pupils that their good actions have enhanced it.

1.6   The behaviour policy is therefore to be understood within a broader framework of school culture where it supports and promotes core values of morality, decency and good citizenship. As such pupils should explore the practical aspects of the policy and its underlying principles through the PSHE programme, developing a strong sense of their identity as a pupil at the school and associated pride in being connected to it.

1.7   This policy will support all members of our community to actively engage in promoting positive behaviours and allow, and encourage active participation by all in removing negative behaviours.

2: Purpose

2.1   The policy and procedures have been written to provide a clear framework within which all staff at Pensby will operate. The same policy and procedures will provide a statement to students and parents, this will outline the responsibility expected from all members of our community and their entitlement to a community that is intolerant of negative behaviour.

2.2   By developing the policy in conjunction with all members of our community, we will seek to listen to and act upon the thoughts and ideas of all. We will consciously seek out a partnership between home and school and staff member and student.

3: Scope

3.1   The policy and procedures cover all aspects of school life, from travelling to school, to the journey home and any activities in between.

3.2   We will use this policy and procedure to set the benchmark for all students at all events, where they represent our community/school.

3.3   The rules will be fairly and evenly followed and the focus will be on securing the very best learning environment for all.

3.4   It also covers interaction with other organisations, the sharing of information and the use of systems such as CCTV. Information, images and video will be shared where necessary and can, and will be used to establish the facts – this can and will include the use of CCTV in investigations by the school.

4: Links to other policies

4.1   The policy will be used in conjunction with child protection, monitoring of teaching and learning, attendance and assessment procedures.

5:   Community Involvement/Equality Impact Assessment

5.1   The policy and procedures have been written collaboratively as a staff body

5.2   This policy has undergone a limited equality impact assessment as per Appendix 1

6.   Roles and responsibilities

- **The Governing Body**

The governing board is responsible for monitoring this behaviour policy's effectiveness and holding the Headteacher to account for its implementation.

- **The Headteacher**

The Headteacher is responsible for reviewing this behaviour policy in conjunction with the Governing Body. The Headteacher will also approve this policy.

The Headteacher will ensure that the school environment encourages positive behaviour and that staff deal effectively with poor behaviour, and will monitor how staff implement this policy to ensure rewards and sanctions are applied consistently.

The Headteacher is responsible for reviewing and approving this behaviour policy.

The Headteacher will ensure that the school environment encourages positive behaviour and that staff deal effectively with poor behaviour, and will monitor how staff implement this policy to ensure rewards and sanctions are applied consistently.

- **Staff**

Staff are responsible for:

- Implementing the behaviour policy consistently
- Modelling positive behaviour
- Providing a personalised approach to the specific behavioural needs of particular students
- Recording behaviour incidents on Class Charts

The senior leadership team will support staff in responding to behaviour incidents.

- **Parents**

Parents are expected to:

- Support their child in adhering to the student code of conduct.
- Inform the school of any changes in circumstances that may affect their child's behaviour.
- Discuss any behavioural concerns with a member of the school pastoral staff.

Pupil code of conduct

Pupils are expected to:

- Behave in an orderly and self-controlled way
- Show respect to members of staff and each other
- In class, make it possible for all pupils to learn
- Move quietly around the school
- Treat the school buildings and school property with respect
- Wear the correct uniform at all times
- Accept sanctions when given
- Refrain from behaving in a way that brings the school into disrepute, including when outside school

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6: Definitions

7: Policy

7.1 This policy and associated procedure has one clear purpose, behaviour that limits the learning of others will not be tolerated at Pensby. Support will always be provided for all students to be successful, but this will not be at the detriment of others.

7.2 It is clear that clear boundaries and simple rules, understood by all are essential in allowing good behaviour to flourish. This policy applies to all students equally and fairly, and encompasses the whole school day, however, long that might be. Our community and its success does not simply begin and end at the beginning and end of school. We will expect all of our students to be a good citizen and to respect the community we are part of, at all times.

7.3 Travel to and from school will constitute part of the school day. Our expectations with regard to behaviour are the same regardless and miss-behaviour on school buses or when walking to school will be dealt with in line with these procedures.

7.3 Antisocial behaviour will result in firstly, a verbal warning to the pupil and a letter being sent home informing parents of the unacceptable conduct. Second offence will result in a letter being sent home to invite parents in to discuss their child's behaviour. A third offence will result in permission to travel on the school's bus being rescinded for a period of time and parents being invited to a meeting with a member of the SLT.

7.4 The school will focus on catching students being good and all members of staff will look to praise the positive. We will at all times strive to treat all students with respect and we will work towards establishing boundaries and rules without shouting.

7.5 Rewards will be reviewed regularly – every half term.

7.6 Sanctions will be clear and fair and whenever possible these will be applied as close to the incident of negative behaviour as possible and be carried out by the member of staff directly involved.

7.7 The maintenance of the positive climate for learning in and around the school is the responsibility of all members of the school community. In the class room however the primary responsibility for creating a learning climate lies with the adults in the classroom.

7.8 It is important to note that all allegations made against a member of staff will be taken seriously and reported to the appropriate body, Local Authority Designated Officer (LADO), Police, Governors and the Department of Education where appropriate. However, if an allegation is found to be malicious appropriate actions will be taken by the school to protect its staff, reputation and good standing within the community.

7.9   Bullying

Bullying is defined as the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power.
Bullying is, therefore:

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against

Bullying can include:

Type of bullying	Definition
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Racial	Racial taunts, graffiti, gestures
Sexual (Peer on Peer)	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

Details of our school's approach to preventing and addressing bullying are set out in our anti-bullying strategy.

8: Monitoring Delivery

8.1   The school has regular quality assurance planned across the year. This ranges from lesson observation, both announced and unannounced. Student voice is regularly collected and this provides all students with the opportunity to give confidential feedback. In addition, there is a suggestion boxes on the B corridor.

8.2   The school collects and reviews data around behaviour and this is presented to governors on a termly basis. This data is analysed within pastoral teams and provides a deeper understanding of need and success.

8.3   The student council will also report its own view on behaviour.

9: Review

9.1   This policy will be reviewed on an annual basis.

Appendix 1 - Standard Equality Impact Assessment Tool

The Equality Impact Assessment Tool (EIA) is designed to help you consider the needs and impact your policy or document could have on the equality of individuals and groups. This EIA must be completed by the Policy Author and attached to the policy document when submitted for authorisation and ratification.

Name of Policy or Document: Behaviour for Learning		
Name of Author: Jon Rice		
Who is this policy aimed at: Whole school community		
Description and aims of the policy/service change: to create template by which all behaviour is managed		
Date EIA Completed: 1 July 2019		
Nature of the Change	**Yes/No**	**Details of adverse impact identified**
Does the policy/Service change affect one group less or more favourably than another on the basis of:	No	If yes to any of the following a full EIA must be completed
Race or Ethnicity	No	
Nationality	No	
Culture or Heritage	NO	
Religion, Faith or belief	NO	
Sexual orientation, transgender Gender Reassignment	No	
Age	No	
Mental Health	No	
Physical, sensory or Learning Disabilities	No	
Homelessness, Gypsy/Travellers, Refugees/Asylum Seekers	No	

For advice in respect of answering the above questions, please refer the draft policy to SLT for discussion.

I declare that in assessing the proposed documentation/change I have identified that there is unlikely to be an adverse impact on different minority groups.

Name: Jon Rice   Post: Assistant Headteacher

Signature:_____ Date: ___30th September 2021_____

Contact Number: 0151 342 0570