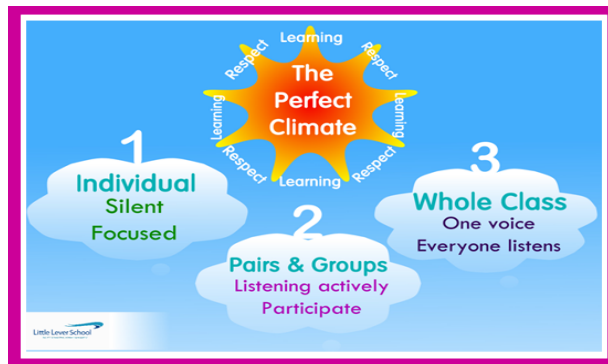


## Little Lever School's Behaviour for Learning Policy

**Choices, chances and consequences: 'For every action there is a consequence'.**

### **The perfect climate for learning:**

For pupils to make outstanding progress it is very important that their attitude to learning and behaviour in school is of a high standard. Our expectations with regard to behaviour in the classroom are made very clear to students at Little Lever School. Every teacher should insist that the Perfect Climate protocols are adhered to in every lesson and make reference to the Perfect Climate number for each activity they ask the students to complete, in order to ensure that a consistent message has been put forward to our students, by all staff working with them in a learning capacity. These protocols are included on the image below, which can be found on a display board in every classroom.



The school also has clear protocols for the start and end of a lesson to ensure that learning time in every lesson is maximised. All students are made aware of these and they are as follows:

### **At the start of a lesson:**

- teachers should meet and greet students at the door
- students are to stand behind their chair silently
- a uniform check should take place before the students are asked to take a seat
- students should put their learning equipment on the desk
- a register for the class must be taken.

### **At the end of a lesson:**

- students are to stand behind their chairs and leave the room tidy
- a uniform check should take place
- the teacher should then dismiss the students in an orderly fashion.

### **The Respect Charter:**

Whilst these protocols are to be adhered to in the classroom, the entire ethos of the school is underpinned by its Respect Charter, which was devised by members of the Student Leadership Committee (SLC), in consultation with staff.

In accordance with our Respect Charter, students and staff are expected to treat other people and the school environment with respect. Its principles are as follows:

- We treat everybody with RESPECT
- We treat our school environment and community with RESPECT
- We are RESPONSIBLE for our learning and the learning of others
- We are RESPONSIBLE for our behaviour and how it impacts on others
- We CELEBRATE our ACHIEVEMENTS and the achievements of others
- We are PROUD, INDEPENDENT life-long learners.

## **Celebrating and rewarding success:**

Our expectations in terms of behaviour both in and around school are very clear and have been outlined above. The school places a great sense of importance on the use of rewards and it is essential, therefore, that pupils are rewarded for meeting these expectations, for making excellent progress in their learning and for partaking in extra-curricular activities. To ensure that students achieve their full potential, we reward students through praise in lessons, positive points on SIMS, various awards and certificates, Pivotal recognition boards, reward trips, positive emails and telephone conversations with parents/carers.

## **Consequences for those students who might not meet our expectations in class:**

At Little Lever School staff do not issue punishments, but rather consequences for students who fail to meet the expectations outlined above. Once students enter your classroom they should not:

- Talk when you are talking
- Shout out and interrupt you or other students
- Put their head on the desk and disengage with learning
- Refuse to attempt any work
- Make derogatory comments towards anyone in the classroom
- Refuse to follow your instructions.

Within a lesson, if a student is not adhering to the perfect climate protocols and causing low level disruption, these consequences (or initial warnings) will be issued sequentially, providing students with the opportunity to modify their behaviour and make a positive choice.

The first warning, known as a C1, will be issued if a teacher is concerned that a student is disrupting learning by demonstrating the kind of negative behaviours identified above. If the student continues to behave inappropriately, they will then be issued with a C2, which will serve as both their final warning and their final opportunity to make the correct choice.

If the student continues to make poor choices, a C3 will be issued. If this happens, it will result in a 45 minute detention after school. These detentions will take place on a Monday, Tuesday and Thursday, and will be allocated accordingly, depending on which day of the week the C3 was originally issued.

If a C3 has been issued in a lesson, the student, with appropriate work to complete, will then be asked to leave the lesson by the teacher to go to the 'consequence room' identified on the department support timetable. The teacher will fill in a yellow 'consequence room' card, ensuring that the 'time' box is completed. It is the student's responsibility to go directly to the 'consequence room'. The teacher should then notify on-call via the emergency call icon on SIMS.

The member of staff who is on-call should go to the classroom of the teacher who has requested it to be informed of which 'consequence room' the child has been sent to. If the student has not arrived at the 'consequence room' within five minutes, or if the student is continuing to misbehave, then the person 'on-call' should place the student in isolation for the remainder of the lesson. If the student was in a double lesson, the child will stay in isolation for the remainder of the double period.

If the behaviour of the student whilst in isolation is good, the student will return to their next lesson. If they do not behave well they will spend the day in isolation, providing that they can be accommodated. If a student refuses to go into isolation, the decision may be made to sanction the student with time in the Reflection Room. The Reflection Room is connected to Isolation but is a separate room in which students might be placed following poor behaviour in the Isolation Room. This serves as an additional stage before the decision is made to issue a fixed-term exclusion. If the student continues to refuse to comply, a 1 day fixed-term exclusion may be issued. Should a student be issued with a fixed-term exclusion, they will serve a day in isolation on their return.

Once a C3 detention is issued, it will be the student's responsibility to attend the C3 on the correct day. Edge Tutors will be informed of those on the list for the C3 that evening. The list will also be displayed on the door of Year Leaders and at the pupil reception. Students must take responsibility for checking whether they have

a C3 as there will be plenty of opportunities throughout the day, but not during lesson time, to check the lists. If the student is in school, and does not attend their detention, they will be picked up by staff at 'Hold the Line' on the following morning and placed in isolation for the day.

Should the student fail to attend school on the day s/he is due to serve a C3 detention, it will be completed at the next available opportunity on their return to school. Should the student fail to attend that detention, having been in school on the day, s/he will be placed in isolation for the day and will complete the original detention on the same day.

Once a C3 has been issued students will not be given the opportunity to 'work off' the C3 as they have already been provided with sufficient opportunities during the process to modify their behaviour and make the right choices. At this point the yellow card should be used. Issues relating to uniform, jewellery, phones, equipment or homework may also result in a C3 detention. Generally, for these issues a student should not leave the classroom and will not be issued with a yellow card, so as not be detrimental to learning in the classroom.

A teacher may feel that a particular offence is worthy of an immediate C3. This is acceptable and examples of the kind of behaviour that might warrant this are included in the 'frequently asked questions' at the end of this policy. Staff should use the yellow card procedure for these instances.

### **Consequences for those students who might not meet our expectations whilst out of class, during social time and to and from school:**

For incidents of misconduct during these times, staff are to record the incident on SIMS. If staff feel that a C3 is an appropriate sanction for the incident then they should log it as this. If the member of staff is unsure of the appropriate sanction, or feels that the incident requires further investigation, this should be referred to the Year Leader. A decision will then be made initially by the relevant Year Leader as to appropriate consequences and, if further action is deemed necessary, they will act upon this, or refer it to the relevant senior member of staff in school.

### **Consequences for those students who might not meet our expectations with regard to homework, uniform, jewellery, mobile phones and bringing the correct equipment to learn effectively:**

C3 detentions will be issued for students who fail to meet our expectations with regard to standards. Regular equipment checks should continue to take place during form time. If a pupil fails to bring the correct equipment, or complete their homework, on 3 occasions, they are to be issued a C3. Similarly, C3 detentions will also be the consequence for issues relating to mobile phones and uniform. Additionally, any student who is late in a morning will receive a 10 minute late detention at the end of the school day.

## **Frequently asked questions**

### **Q: What type of behaviour do we expect pupils to exhibit?**

#### **Answer**

Behaviour *for* learning, meaning that pupils:

- are engaged in their learning
- have a positive attitude to learning
- are keen to make progress
- have the correct equipment with them
- are respectful and considerate
- adhere to the perfect climate protocols.

### **Q: What type of behaviour warrants the issue of a C1, C2?**

#### **Answer**

Not adhering to the perfect climate protocols. This might include:

- shouting out
- interrupting the teacher
- late arrival to lessons
- throwing objects around the classroom

- refusing to work
- failing to follow the seating plan or move when requested to do so
- verbal challenge (for example - 'Why?', 'What For?' etc.)

**Q: What type of behaviour warrants the issue of a C3?**

**Answer**

Continued C1 /C2 offences and failure to amend behaviour accordingly

A student swearing aloud in the classroom or at other students. 'Loud enough to hear, loud enough to face the consequence'.

Blatant refusal to do as requested

Threatening behaviour towards other students