



## Great Torrington School

# Behaviour for Learning Policy

Approving Committee:	<b>Full Governing Body</b>
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To Full Governors Y/N Minute Reference	<b>2015-16/GOV/17</b>
Staff Sponsor	<b>ABL</b>
Date of the next review of the Policy Document:	<b>Autumn , 2017</b>

# GTS BEHAVIOUR FOR LEARNING POLICY

## Rationale

This Policy is aimed at supporting the School's mission statement:

**Dream, Believe, Achieve.**

### PURPOSE:

- To promote positive behaviour and gain an understanding of moral responsibility.
- To ensure a safe, caring and structured environment conducive to successful learning
- To realise the 'School values':  
**RESPONSIBILITY, RESPECT, RESILIENCE, HEALTH, RELATIONSHIPS, OPPORTUNITY**
- To encourage pupils to take responsibility for their own behaviour and conduct themselves in an accomplished manner.

### KEY POINTS:

- Behaviour is learned and strategies should be adopted which best support this learning process.
- Behaviour is best managed in partnership with parents / carers.
- Behaviour management can only be effective when consideration is given to the impact on behaviour of a developing brain.
- Behaviour is managed most effectively when it is done in a positive manner within positive relationships.
- Behaviour is shaped through the consistent use of the reward and consequence system and associated learning discussions.

1. The whole area of conduct and behaviour revolves around relationships and permeates every aspect of the school. An essential element of our philosophy is the equal value of every child. In developing this Policy the Governors and Head teacher have utilised the statutory framework that expects us to provide an environment in which all people have equal opportunities and human rights and are free from discrimination, for example based on: ethnicity, gender, disability, sexual orientation, age, appearance or religion and any form of bullying. The behaviour policy reflects the school's legal duties under the Equality Act 2010, in respect of safeguarding and in respect of pupils with special educational needs (SEN).  
**Appendix: Anti-Bullying Policy**
2. The school's ethos is that children want to be with us because it is a happy, safe and purposeful environment offering them what they need, not only in terms of educational qualifications but also in other worthwhile and self-fulfilling activities. This extends beyond the classroom and pupils are expected to show courtesy at all times. Where behaviour is unacceptable at break and lunchtimes, pupils will be supervised in either the "Time In" room or Internal Suspension. **Appendix: Code of Conduct**
3. As teachers and adults we expect consideration and courtesy from our learners. Since they are in their formative years, patience is an essential part of our approach – adults should use their understanding of the development of the adolescent brain when implementing the Behaviour Policy and developing classroom strategies. The processes of learning and personal

development will be best facilitated in an environment based on mutual respect where cooperation, consideration and courtesy is shown by the whole school community. In order to achieve this it is essential that we all work and learn together in a supportive environment that encourages behaviour to be at its best. The power to discipline also applies to all paid staff with responsibility for pupils, such as Learning Support Assistants. LSA's are able to sanction pupils up to C2 level, requirements for sanctions at a higher level must be authorised and administered by teachers.

4. When dealing with behaviour of a positive or negative nature, staff must consistently use the R+C consequence protocols at individual, department and pastoral levels. Within the Rewards and Consequence protocols we recognise that rewards and encouragement are more effective than sanctions. These protocols should be consistently applied allowing the data provided to drive interventions; develop class / department strategies; give parental feedback via Groupcall Emerge/ Xpressions, facilitate the completion of Team / House Self Evaluation Forms and support the school review process.
5. A system of Consequences is in place to support pupils in making the correct choices in terms of behaviour. There is a hierarchical points / consequence framework that leads to a series of interventions, which could include after school detentions, contact with parents, daily report systems and in extreme cases, exclusions. In cases of serious misbehaviour in class, students are placed in Withdrawal (department and school). This ensures that other students can learn effectively and without interruption and the individual concerned can have time to reflect on their own behaviour. Learners are also placed in the isolation area for disruptive and continued poor behaviour or failing to wear the correct uniform. We expect all consequences to be used consistently but we do recognise that individual circumstances must be considered when making decisions. **Appendix: Guidance to use of Consequences**
  - a) Detentions (including detention outside of school hours) are used as a sanction. The times outside normal school hours when detention can be given (the 'permitted day of detention') include: any school day where the pupil does not have permission to be absent; weekends - except the weekend preceding or following the half term break; non-teaching days – usually referred to as 'training days', 'INSET days' or 'non-contact days'. Parents will be informed in writing or by telephone when an afterschool detention is issued, however, parental consent is not required for detentions. In some circumstances the detention will be given on the same day as the incident of poor behaviour, parents will be notified by phone and the pupil expected to stay unless remaining in school would place the pupil at risk.
6. In order to engage in a positive learning environment pupils are expected to come to school properly equipped – "Ready to Learn" Protocols are adopted during tutor and House time to encourage pupils to be correctly equipped. **Appendix: Ready to Learn**
7. At GTS, we believe that uniform plays an important role in setting the tone for a positive and purposeful learning environment and it helps to prepare pupils for the next step in their educational and personal development. **Appendix: Uniform**
8. The school adopts a non-escalation approach to confrontational situations.
9. Parental involvement - the maintenance of good behaviour is a complex issue and it can only be successful when the school is working in partnership with parents and carers. It is essential that pupils receive a consistent message if the work of the school is to be effective. As a result, parents / carers are expected to sign the Home School Agreement. **Appendix: HSA**

10. Pupils who display a range of unacceptable behaviours or lack of engagement may be given a specific Monitoring Intervention and Support Plan. These are used to establish a close partnership between the pupil, their parents and the school in order to support the individual in engaging more positively in their learning.
11. The school won't tolerate pupils who have made malicious accusations against school staff. Following any investigation into the allegations and an outcome being reached, if it is deemed the accusation was malicious a decision will be made with regard to the appropriate level of sanction. This could include a permanent exclusion.
12. Pupils' conduct outside the school gates are included within the remit of the school's behaviour policy. The policy covers the pupil when; taking part in any school-organised or school-related activity, travelling to or from school, wearing school uniform or in some other way identifiable as a pupil at the school. The policy also covers misbehaviour at any time, whether or not the conditions above apply, that: could have repercussions for the orderly running of the school, poses a threat to another pupil or member of the public, and could adversely affect the reputation of the school.
13. In order to maintain an orderly environment as well as the safety and welfare of staff and pupils at GTS, the staff are able to confiscate, retain and in some cases dispose of inappropriate items (if it is deemed reasonable). Staff at GTS have the power to search without consent for "prohibited items" including: knives and weapons, alcohol, illegal drugs, stolen items, tobacco and cigarette papers, fireworks, pornographic images, any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property; and any item banned by the school rules which has been identified in the rules as an item which may be searched for.
14. In order to maintain the safety and welfare of staff and pupils at GTS members of staff have the power to use reasonable force to prevent pupils committing an offence, injuring themselves or others, or damaging property, and to maintain good order and discipline in the classroom. The Head teachers and authorised school staff may also use such force as is reasonable given the circumstances when conducting a search without consent for knives or weapons, alcohol, illegal drugs, stolen items, tobacco and cigarette papers, fireworks, pornographic images or articles that have been or could be used to commit an offence or cause harm.
15. If a pupil's behaviour does not respond to the consequences and interventions and their behaviour continues to impact on the learning of others and the running of the school, a Managed Move to another school will be considered. This will be seen as an alternative to a Permanent Exclusion. Pupils and parents will be expected to attend a Governor Behaviour Panel meeting where future expectations will be outlined clearly and agreement made with regard to future sanctions.
16. Permanent Exclusion will be considered either when all interventions have been tried or when there is a serious breach of the school's policies and values.

**Andrew Bloodworth**  
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**Written: November 2016**

These protocols replace:  
Behaviour Policy and Procedures [Pupils] (No. 8)

#### Associated resources

1. <https://www.gov.uk/government/publications/use-of-reasonable-force-in-schools>
2. <https://www.gov.uk/government/publications/searching-screening-and-confiscation>
3. <https://www.gov.uk/government/publications/school-exclusion>
4. <https://www.gov.uk/government/publications/keeping-children-safe-in-education--2>
5. <https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>
6. [https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/488034/Behaviour\\_and\\_Discipline\\_in\\_Schools\\_-\\_A\\_guide\\_for\\_headteachers\\_and\\_School\\_Staff.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/488034/Behaviour_and_Discipline_in_Schools_-_A_guide_for_headteachers_and_School_Staff.pdf)
7. [http://www.legislation.gov.uk/ukpga/2010/15/pdfs/ukpga\\_20100015\\_en.pdf](http://www.legislation.gov.uk/ukpga/2010/15/pdfs/ukpga_20100015_en.pdf)