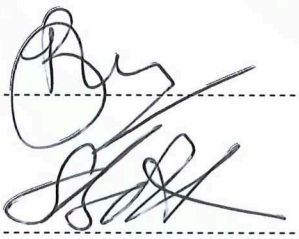
Y PANT

Behaviour for Learning Policy

Date adopted October 2021

Headteacher's signature 

Chair of Governor's signature

Behaviour for Learning Policy 2021

The 'Y Pant Way'

The 'Y Pant Way' has three clear expectations that students are:

- Ready
- Respectful
- Safe

The school rules are based on these three clear expectations of students:

	Inside the Classroom	Outside the Classroom
Ready	• Students to stand for teacher to begin lesson. • Be organised and ready to begin work. • Listen when teacher speaks.	• Arrive on time for lessons. • Make class changes quietly and quickly. • Line up quietly outside the classroom.
Respectful	• Complete all work to the best of your ability. • Respect your teacher and your classmates. • Respect the classroom as a place of learning.	• Respect the school building and our community. • All littler to be placed in the bin; recycle where appropriate • Wear the correct school uniform.
Safe	• All students take personal responsibility for their actions, including online. • All mobile phones to be turned off in bags. • Respect the property of others.	• Walk safely on the left hand side of the corridor. • Behave in a way that does not cause harm or injury to others. • Prohibited items are not to be brought to school.

Recognition and rewards for effort

Consistently applied recognition for students help to foster positive behaviour by providing supportive feedback. Recognition is given for good behaviour, effort and work.

We use the following recognition and rewards:

- **Praise**

  Every student should experience praise from the range of adults in the school. Students will be regularly and consistently praised for behaving in the right way, being polite and working to the best of their ability.

- **Achievement points**

  Achievement points will be awarded for good behaviour, work and effort; representation of the school; and displaying values of the 'Y Pant Way'.

Achievement Point	Example	Recognition
R1	Good effort, behaviour and classwork/homework. Good conduct around the school. Good representation of the school.	Praise recorded on SIMS
R2	Excellent effort, behaviour and classwork/homework. Excellent conduct around the school. Excellent representation of the school.	Praise recorded on SIMS
R3	Outstanding effort, behaviour and classwork/homework. Outstanding conduct around the school. Outstanding representation of the school.	Praise recorded on SIMS

Each achievement point and behaviour incident must be recorded by staff and monitored/tracked by the Head of Progress. Staff will record all achievements and behaviour incidents on SIMS (School Information Management System).

- **Positive notes**

  A positive notes will be sent home to those students that have displayed excellent effort and behaviour, classwork/homework, or conduct around the school.

- **Positive phone calls home**

  Members of staff will make a positive phone call home to those students that have displayed outstanding effort, behaviour, classwork/homework, or conduct around the school.

- **Student of the Month award**

  Each month one student in every year group will be nominated for the Student of the Month award which will be presented by the Headteacher, and will receive 20 achievement points; and a positive phone call home from the Head of Progress or member of the Senior Leadership Team.

- **Celebration Assemblies**

  Held termly to recognise students academic achievements, with subject certificates, and non-academic achievements in school based activities and outside school.

- **Award Evening**

  Held annually to recognise students' achievements in External Examinations, attainment and endeavour in subjects and success in cultural, sporting and community activities.

- **Attendance**

  Students with excellent attendance are eligible for entry into a draw to win tangible rewards each term in the Celebration Assemblies.
  Attendance Stars: Form groups with the best attendance for their year-group are rewarded with a tangible group award at the end of each term.

In addition, class teachers may devise simple reward systems that are in line with the school's agreed principles. These may be tailored to the individual needs of the students across the school.

Behaviour for Learning – Graduated Response

At Y Pant we want all students to enjoy school and flourish in a learning environment that is stimulating and challenging. However, we acknowledge that there will be times when students won't always make positive choices about their behaviour. For us, the most important thing is having a set of consequences that are clear, simple, consistently applied and fully supported by parents.

We consistently use a graduated response to managing poor behaviour, using a shared dialogue, and we believe our approach will support students to take ownership for their behaviour and allow students to reflect on their choices and the impact these have on their learning.

Behaviour Code	Examples	Action
Success Reminder	Low level behaviour problem.	Dealt with by the class teacher
	Examples being: ▪ Off task or silly behaviour. ▪ Failure to complete work.	▪ Verbal reminder of the school rules (Ready, Respectful, Safe). ▪ Delivered privately by the teacher and not in front of the class.
B1 Warning	Continued low level disruption or medium level problems.	Dealt with by the class teacher.
	Examples being: ▪ Continued silly, disruptive behaviour. ▪ Rude, insolent behaviour towards staff/students. ▪ Refusal to follow instructions.	▪ Delivered verbally by the teacher. ▪ Delivered privately and calmly. ▪ Allow take up time for the student. ▪ Inform Head of Department if problems continue over a number of lessons.
B2 Action Taken	Continued low level or medium level problems.	Dealt with by the class teacher. (Recorded on SIMS = 1 behaviour point)
	Examples being: ▪ Worsening silly, disruptive behaviour. ▪ Continued refusal to follow staff instructions.	▪ Speak to the student privately away from the class. ▪ Boundaries are reset – student asked to reflect on their next step. ▪ Student to move seat. ▪ Inform Head of Department if problems continue over a number of lessons.
B3 Paired	Medium level problem if student refuses to respond despite 3 opportunities to conform.	Dealt with by class teacher with department support. (Recorded on SIMS = 2 behaviour points)
	Examples being: ▪ Continued defiant behaviour. ▪ Extremely rude to staff. ▪ Argument with other student/s.	▪ Student paired within the department. ▪ Department detention given by the teacher/Head of Department. ▪ Restorative meeting takes place between teacher and student with support from the Head of Department.

B4 SLT Call Out	High level problem.	Dealt with by member of Senior Leadership Team. (Recorded on SIMS = 5 behaviour point)
	▪ Continual defiance towards staff. ▪ Students disrupts lesson they have been paired to. ▪ Serious one off incident (SLT called directly).	▪ If incident cannot be deescalated and all options have been exhausted, student to be removed from the lesson and the student will receive an After School detention (SLT link to liaise with the Head of Progress). ▪ Student placed in inclusion room for a day if incident is deemed serious.

Restorative Conversations

- Where issues between a student and a member of staff are not resolved sufficiently, a restorative conversation needs to take place between the two parties.
- This meeting can be supported by the Head of Department, Head of Progress or member of the Senior Leadership Team.
- It should take place at the earliest opportunity, before the two parties are scheduled to meet again.
- Staff will have a script for the restorative conversation that should go as follows:

    - What happened?
    - What were you thinking and how were you feeling?
    - Who else has been affected? And how?
    - What do you need to do to put things right?
    - What do you want to happen ow in order to move forward?

- An apology is only of value if it is meant. Forcing a student to apologise is not going to change the situation.

Sanctions

Sanction	Placed in by	Detention ran by	Reasons
Department Detention	Department	Department	* If a student has been paired. * Restorative conversation to take place.
Break or Lunchtime Detention	HoP/SLT	Duty rota	* School uniform or equipment infringements, failure to follow school rules, lateness to lessons or continued lack of work.
After School Detention	HoP/SLT	Duty rota	* Students can be placed here as part of a graduated response or as a result of a specific incident. * Any student that truants a lesson will automatically receive an after school detention.
Inclusion Room	HoP/SLT	HoP/SLT	*The time in the inclusion room is an opportunity for the students to reflect on the choices they made that caused a behaviour incident; and they will have a restorative conversation with a member of staff. * Students follow their timetable wherever possible and complete set exercises provided by departments. * Whilst there students are isolated from the rest of the school community and have their break and lunch at separate times. * A letter is sent to parents to inform them of the sanction. * If a student is referred to the inclusion room on more than two occasions in any one term then an external exclusion may be considered for further misconduct.
External Exclusion	SLT	* External exclusion is the last resort for school. It will only occur in very serious circumstances or when the behaviour of a student has become unmanageable. * The school has adopted and follows the "Guidance on Exclusion from Schools and Student Referral Units" (WG circular 001/2004). *Sometimes a period of external exclusion may be supplemented by a period in the inclusion room.	

Behaviour Support Strategies

Behaviour Reports

- Students may be placed on a behaviour report by Heads of Progress if they feel that there has been a deterioration in a student's behaviour/attitude to learning.
- Every student will have targets agreed in conjunction with the Head of Progress who will monitor the report on a daily basis.

Pastoral Support Plans (PSPs)

- Students will be placed on a Pastoral Support Plan (PSP) if they display persistent poor behaviour.
- A PSP will be led by the Head of Progress Manager and a member of the Senior Leadership Team.
- Parents are expected to attend all PSP meetings.
- The PSPs identifies current issues and sets achievable targets that are to be reviewed in a meeting with a parent after an agreed period.
- A PSP will involve a support package, which might include involvement of other services and is devised in order to assist a student to manage and improve their behaviour.

Academic Catch-up

- Academic Catch-up is used to support Key Stage 4 students who fail to complete homework, miss important deadline or significantly underperform in tests and assessments to catch-up with their work and get back on track academically.
- Any subject teacher can place a student in Academic Catch-up though it is expected that they have imposed their own remedial measures before utilising this sanction.

Expectations of adults

All staff

- Meet and greet at the door as students arrive to the class.
- Refer to 'Ready, Respectful, Safe'
- Model positive behaviours and build relationships.
- Plan lessons that engage, challenge and meet the needs of all students.
- Be calm and give 'take up time' when going through the steps. Prevent before sanctions.
- Follow up every time, retain ownership and engage in reflective dialogue with students.
- Never ignore or walk past students who are behaving badly.

Middle leaders

Middle leaders are not expected to deal with behaviour referrals in isolation. Rather they are to stand alongside colleagues to support, guide, model and show a unified consistency to the students.

Heads of Department will:

- Be a visible presence in the department to encourage appropriate conduct.
- Hold department detentions if a student has received a B4 – Paired.
- Support staff in returning students to learning by sitting in on restorative meetings and supporting staff in conversations.
- Regularly celebrate staff and students whose efforts go above and beyond expectations
- Encourage use of positive notes and positive phone calls.
- Ensure staff behaviour training needs are identified and targeted.

Heads of Progress will:

- Monitor and track the behaviour of the whole year group.
- Be a visible presence in the year group to encourage appropriate conduct.
- Support staff in returning students to learning by sitting in on restorative meetings and supporting staff in conversations.
- Regularly celebrate staff and students whose efforts go above and beyond expectations
- Encourage use of positive notes and positive phone calls.
- Ensure staff training needs are identified and targeted.
- Contact parents if a student displays continued poor behaviour or for a serious one-off incident.
- Liaise with parents to hold PSP meetings to ensure a student has the appropriate support package to help modify their behaviour.
- Liaise with external agencies to ensure a student has the all appropriate external support available.
- Use a graduated response to ensure all the agreed Behaviour for Learning interventions have been deployed to improve a student's behaviour.
- Use behaviour data to target and assess the success of interventions.

Senior leaders

Senior leaders are not expected to deal with behaviour referrals in isolation. Rather they are to stand alongside colleagues to support, guide, model and show a unified consistency to the students.

Senior leaders will:

- Be a visible presence around the site and especially at changeover time.
- Celebrate staff, leaders and students whose effort goes above and beyond expectations.

- Regularly share good practice.
- Support middle leaders in managing students with more complex or entrenched negative behaviours.
- Use behaviour data to target and assess whole school behaviour policy and practice.
- Regularly review provision for students who fall beyond the range of written policies.
- Be a daily visible presence around their corridor and the site, particularly at times of mass movement.

Parents

Co-operation and support from parents is vital if we are to be successful.

- Parents/carers to support the school's Behaviour for Learning Policy.
- Parents/carers to support approach in developing self-discipline in the students attending the school.
- Parents/carers to support their child by agreeing to discuss any problems that arise.
- Parents/carers to attend all meetings in school to discuss their child's progress and behaviour.
- Parents/carers to celebrate with us their children's successes.

Appendix 1 – The 'Y Pant Way' School Rules for Classroom Display

The Y Pant Way

Y PANT

Y Pant School has three clear expectations of students:

Ready
Respectful
Safe

	Inside the Classroom	Outside the Classroom
Ready	• Students to stand for teacher to begin lesson. • Be organised and ready to begin work. • Listen when teacher speaks.	• Arrive on time for lessons. • Make class changes quietly and quickly. • Line up quietly outside the classroom.
Respectful	• Complete all work to the best of your ability. • Respect your teacher and your classmates. • Respect the classroom as a place of learning.	• Respect the school building and our community. • All littler to be placed in the bin; recycle where appropriate • Wear the correct school uniform.
	Sanctions	
Behaviour Code	**Behaviour Example**	**Action**
Success Reminder	Low level behaviour problem.	Verbal reminder of the school rules by the class teacher.
	• All students take personal responsibility for their actions, including online. • All mobile phones to be turned off in bags. • Respect the property of others.	• Walk safely on the left hand side of the corridor. • Behave in a way that does not cause harm or injury to others. • Do not bring prohibited items in to school.

Appendix 2 – The 'Y Pant Way' Graduated Response for Classroom Display

The Y Pant Way

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Recognition

1. Praise
2. Achievement Points
3. Positive notes
4. Positive phone calls home
5. Pupil of the Month award
6. Celebration Assemblies
7. Attendance Stars
8. Awards Evening

B1 Warning	**Continued low level disruption or medium level problems.**	**Verbal warning delivered by the class teacher.**
B2 Action Taken	**Continued low level or medium level problems.**	**Student spoken to privately away from the class. Student to move seat. (1 behaviour point)**
B3 Paired	**Medium level problem if student refuses to respond despite 3 opportunities to conform.**	**Student paired within the department. Department detention given and restorative meeting to take place. (2 behaviour points)**
B4 SLT Call Out	**High level problem**	**Student to be removed from lesson and the student will receive an After School detention. Student placed in inclusion room for a day if incident is deemed serious. (5 behaviour points)**

Appendix 3 – Prohibited items not to be brought to school

- Alcohol
- Drugs
- Cigarettes/E-Cigarettes
- Matches/Lighters
- Chewing gum
- Weapons
- Tools
- Laser pens
- Correction fluid
- Aerosols
- Marker pens
- Dangerous items
- Stink bombs
- Offensive material