



BEHAVIOUR FOR LEARNING POLICY

INTRODUCTION & RATIONALE

1. This policy is a 'Whole School Policy' and informs practice in the Senior School, Prep School and Nursery (to which staff should refer for EYFS specific guidelines and practices). Battle Abbey School aims to encourage pupils to adopt the highest standards of behaviour, principles and moral standards. We aim to promote trust and mutual respect for everyone. We believe that good relations, good manners and a secure learning environment play a crucial part in the development of intellectually curious pupils, who are motivated to become life-long learners. We develop qualities of team-work and leadership through our extensive programme of extra-curricular activities. 'Behaviour for Learning' emphasises the link between the way young people learn and their social knowledge and behaviour. We recognise 3 factors which impact on young peoples' learning behaviour:

- **Relationship with self**

A pupil who does not feel confident as a learner and who has internalised a view that he or she is unable to succeed as a learner may be less likely to try to learn through fear of failure. The pupil may be more likely to misbehave as a consequence.

- **Relationship with others**

Behaviour needs to be understood as behaviour in context. A person's behaviour is the result of interacting with other people and the environment. Behaviour in school may be the result of a variety of influences and not necessarily an indication of the pupil's unwillingness to behave or learn as a teacher expects.

- **Relationship with the curriculum**

Pupil behaviour and the curriculum are inextricably linked: if a pupil knows that s/he is progressing through the curriculum and achieving her/his potential, a positive behavioural environment can be created.

2. We firmly believe that pupils respond best to praise and positive incentives and the basis of our behaviour management is always to look for the good in pupils. We believe that every pupil wishes to learn, that every pupil wishes to succeed and that every pupil has a capacity for change. We work actively to discourage behaviour which prevents learning.

AIMS

- To ensure that the school is a safe, orderly environment that encourages learning
- To ensure that behaviour management is consistent across the school
- To ensure a calm, productive atmosphere that is conducive to learning
- To celebrate and reward good behaviour
- To promote and assist the moral development of pupils in terms of altruism and their sense of community
- To identify early pupils whose behaviour may adversely affect their learning and to act quickly to rectify the situation
- To work actively against behaviour that may damage the inclusive ethos of the school

CODE OF CONDUCT

3. Battle Abbey School sees education as a partnership. Our staff are committed to excellence, aiming to achieve a spirit of trust and cooperation. We expect the highest values and standards of behaviour, both inside and outside the classroom, as well as outside the school and in any written or electronic communication concerning the school. Everyone has a right to feel secure and to be treated with respect, particularly the vulnerable. Harassment and bullying will not be tolerated. The school is strongly committed to promoting equal opportunities for all, regardless of race, gender, gender orientation or physical disability.

4. We expect pupils to be ready to learn and to participate in school activities. They should attend school and lessons punctually and follow the school's attendance policy. They should care for the buildings, equipment and furniture. We expect pupils to behave at all times in a manner that reflects the best interests of the whole community.

5. The school also has statutory powers to manage behaviour of pupils on the way to and from school. Pupils are seen as ambassadors for the school and, as such, we expect the highest standards of dress and behaviour whenever the pupils are in school uniform/dress code (including on public transport and in the local community).

RESPECT, RIGHTS & RESPONSIBILITIES

6. **Respect.** We will encourage all pupils to develop a healthy self-respect and respect for others through high expectations and rewarding success.

7. **Rights.**

- Pupils have the right to learn without having their learning disrupted.
- Teachers have the right to teach without having their lessons disrupted.
- Pupils have the right to have their opinions heard – at the appropriate time – providing that this does not impinge on the first two 'rights' above.
- Teachers have the right to have their instructions followed, as it is they who are responsible for ensuring that all pupils have access to learning at all times.

8. **Responsibilities.** With these rights comes the responsibility of all members of the school community to act in the best interests of staff and pupils alike. Teachers have a responsibility to discharge their duties to their full ability and always seek to improve their teaching. Pupils have a responsibility to ensure that they focus on learning at all times.

REWARDS & SANCTIONS (SENIOR SCHOOL)

9. Our system of rewards includes:

- Verbal and written praise
- House points for academic work
- House points for commendable behaviour and / or community spirit
- Subject awards
- Communication with parents
- Year Group awards (e.g. Form Captain)
- Awarding of extra privileges and responsibilities
- Recognition in school newsletters
- Head's commendations

10. Our system of sanctions includes:

- Verbal warnings
- Removal of privileges
- Negative house points
- 'Community service' (such as removing chewing gum or collecting litter)
- Communication with parents
- Pastoral Support Programme
- Report card system (although usually a supportive measure rather than a punishment)
- School detentions (during and after school including Fridays)
- Saturday detentions
- Internal suspension
- External Exclusion
- Expulsion

The last three sanctions are very serious and so are implemented very rarely, and then only if confirmed by the Deputy Head (internal suspension only) or Head. External exclusions and permanent expulsions are also agreed by the Chair of Governors. In line with Section 131 of the School Standards and Framework Act 1998 corporal punishment at Battle Abbey School is not carried out under any circumstances. Account is given of the student's age, any special educational needs or disability they may have and any religious requirements affecting them.

11. When sanctions are imposed, it is clearly important that these are applied as consistently as possible; to this end, the guidelines at Appendix A are strongly recommended in order to support colleagues and to help ensure fairness.

12. Incidents that occur within lessons will be dealt with in the first instance by the subject teacher; if misbehaviour continues or a more serious incident occurs, the pupil will usually be dealt with by the Head of Department. Continued misbehaviour will be referred to the Head of Key Stage, who may then refer to the Deputy Head.

13. Incidents that occur around the school site, during Form Time, during breaks/lunchtime or across a range of subjects, will be dealt with in the first instance by the member of staff who identifies the misbehaviour or Form Tutor. This can escalate to the Head of Key Stage, who may then refer to the Deputy Head.

REWARDS & SANCTIONS (PREP SCHOOL)

14. Our system of rewards includes:

- Verbal and written praise
- 'Pluses' and stickers (KS1) for academic work
- 'Pluses' and stickers (KS1) for commendable behaviour and/or community spirit
- Communication with parents
- Awarding of extra privileges
- Recognition in school newsletter
- 'Star of the week' (KS1)
- Termly Mark Reading awards for Effort and Achievement, highest pluses/stickers gained and House prizes.

15. Our system of sanctions includes:

- Verbal warnings

- Removal of privileges
- ‘Time out’ within the classroom/playground
- Break time or Lunchtime detentions
- Behaviour chart system
- Internal suspension
- Exclusion

Further details about the Prep School behavior management stages are at Appendix 2.

RESTRAINT OF PUPILS

16. It is recognised that there may be circumstances when those ‘who have lawful control or charge of pupils’ will need to use reasonable force to prevent pupils from committing a crime; causing injury or damage; or causing disruption. In accordance with this understanding, teaching and non-teaching staff are therefore authorised by the Headmaster to restrain or control pupils when necessary to prevent harm, injury or damage to people or property and to ensure correct behaviour in line with the school pupil code of conduct. However, it is important to note that staff are not permitted to use corporal punishment in any circumstances nor to use force which might cause pain, injury or humiliation or is an inappropriate response in a situation where a verbal response would do and that restraint or force must be the minimum needed in the situation. (See full ‘Restraint Policy’ for what constitutes ‘reasonable force’.)

SEARCHING PUPILS AND THEIR POSSESSIONS & CONFISCATION

17. The general power to discipline enables a member of staff to confiscate, retain or dispose of a pupil’s property as a punishment and protects them from liability for damage to, or loss of, any confiscated items; and power to search without consent for “prohibited items” [Section 550ZA of the Education Act 1996 and Regulation 3: Schools (Specification and Disposal of Articles) Regulations 2012] including:

- Knives or weapons, alcohol, illegal drugs and stolen items; and
- Tobacco and cigarette papers, fireworks and pornographic images; and
- Any article that the member of staff reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, 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.

18. School staff can search a pupil for any item if the pupil agrees. Formal written consent from the pupil is not required for this sort of search – it is enough for the teacher to ask the pupil to turn out his or her pockets or if the teacher can look in the pupil’s bag or locker and for the pupil to agree. If a member of staff suspects a pupil has a banned item in his/her possession, they can instruct the pupil to turn out his or her pockets or bag and if the pupil refuses, the teacher can apply an appropriate punishment. A pupil refusing to co-operate with such a search raises the same kind of issues as where a pupil refuses to stay in a detention or refuses to stop any other unacceptable behaviour when instructed by a member of staff – in such circumstances, schools can apply an appropriate disciplinary penalty.

19. Staff conducting the search, must be the same sex as the pupil being searched; and there must be a witness (also a staff member) and, if at all possible, they should be the same sex as the pupil being searched. There is a limited exception to this rule. Staff are able to carry out a search of a pupil of the opposite sex and without a witness present, but only where there is a reasonable belief that there is a risk that serious harm will be caused to a person if the staff member does not conduct the search immediately and where it is not reasonably practicable to summon another member of staff.

20. Head teachers and staff authorised by them have a statutory power to search pupils or their possessions, without consent, where they have reasonable grounds for suspecting that the pupil may have a prohibited item. School staff can seize any prohibited item found as a result of a search. They can also

confiscate any item, however found, which they consider harmful or detrimental to school discipline. Weapons and knives and extreme or child pornography must always be handed over to the police otherwise it is for the teacher to decide if and when to return a confiscated item.

INVOLVEMENT AND RESPONSIBILITY OF PARENTS AND GUARDIANS

21. Parents and Guardians who accept a place for their child at Battle Abbey School undertake to uphold the school's policies and regulations, including this policy. They will support the school's values in matters such as attendance and punctuality, behaviour, uniform/dress and appearance, standards of academic work, extra-curricular activities and homework/private study.

22. We will always telephone or text the home on the first day of an unexplained absence in order to make sure that your child has not suffered an accident. Please note we do not expect family holidays to be taken during term: if this is unavoidable, a written request must be submitted to the Head in advance.

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| 3 | <ul style="list-style-type: none"> Repeated significant poor behaviour or single incidences of very serious misbehavior such as physical assault/threatening behaviour or at the Headmaster's discretion. | Deputy Head (internal suspension), Headmaster (external fixed term exclusion or permanent expulsion)) | Internal suspension from lessons (in school), fixed term external exclusion from school or possible permanent expulsion dependent on the individual circumstance. | Letter sent, parents contacted by DH (internal suspension) or HM (external exclusion). Recorded on ISAMS. Recorded in 'Sanctions Register'. Short 'report' written. Chair of Governors consulted (external exclusion or permanent expulsion) and parents invited in. |
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PREP SCHOOL BEHAVIOUR MANAGEMENT STRATEGY

Key Stage 2

Stage 1 – Verbal reminder of expected behaviour.

Stage 2 – Yellow Card. Child spoken to and held back at end of lesson, reflection opportunity. Half of next break time/lunch break missed as a detention with Deputy Head. Examples – persistent low level disruption, repeatedly not completing homework, or general unruly behaviour.

Stage 3 – Red card. Dealt with immediately by Headteacher. Sanction on an individual basis. Parents informed. Reflection opportunity. Break/Lunch break detention with Headteacher. Examples – violence towards another child or member of staff, unacceptable bad language/swearing.

Key Stage 1 – sun / cloud board

All names start on the rays of the sun each morning. As soon as expected behaviour is observed, name moves to the centre of the sun (usually within the first period of the day)

Stage 1 – Verbal reminder. Name moved back to the rays of the sun, pupil given opportunity to correct their behaviour.

Stage 2 – Name moved to grey cloud. Immediate 5 minutes **‘time out’** at the edge of the classroom/playground. Pupil given opportunity to reflect and talk to teacher/TA. Example – Low level disruption.

Stage 3 – Name moved to dark grey cloud. Pupil to **miss half of next break time/lunch break/ story time with Deputy Head.** Pupil given opportunity to reflect and talk to Deputy Head. Example – persistent low level disruption, general unruly behaviour, unkindness towards peers.

Stage 4 – Name moved to ‘lightning’ cloud. Child taken immediately to **Head teacher for time out. Whole of next breaktime/lunchbreak/storytime missed. Parent informed.** Examples – violence towards another child or member of staff, unacceptable bad language/swearing.