

THE JUDD SCHOOL

BEHAVIOUR FOR LEARNING POLICY

Policy dated: January 2019

Review date: January 2022

Introduction

At The Judd School we are committed to promoting and developing a positive environment in which every student has access to an outstanding education. We believe that outstanding teaching and learning is the foundation for outstanding behaviour for learning. Effective behaviour management creates a calm yet engaged learning environment in which teachers can teach effectively and students learn successfully.

The governors believe that all staff, students and visitors have the right to feel safe when participating in the life of the school, in accordance with the Health and Safety at Work Act (1974) and subsequent related legislation. The school maintains that all members of the school community have the right to fair treatment irrespective of special educational need, disability, health, race, socio-economic group, sexual orientation, religion or belief, pregnancy or maternity, marital status or civil partnership, sex, gender reassignment, or age. As such, outcomes and consequences of behaviour in this policy comply with the Equality Act 2010 in respect of protected groups including students with SEND.

The Judd School takes into consideration the needs of the whole school community when sanctions are applied.

Rationale

We expect high standards of behaviour at all times. This facilitates a safe and secure school environment where learning is the priority. We encourage students to take the lead in managing their own behaviour in order to maximise their learning and take full advantage of all of the opportunities that are available to them as a member of The Judd School community. We believe that establishing a respectful and supportive atmosphere where there are clear expectations and behavioural boundaries ensures that students are able to exercise "their right to come to school and focus on their studies, free from disruption and free from bullying" (DfE 2010).

Respect drives all aspects of our behaviour for learning policy. This includes being:

- **R**esponsible for your words and actions;
- **E**ngaged and making the most of every opportunity the school offers and put 100% effort into everything you do;
- **S**ensible and ensure that decisions you make do not endanger yourself or others;
- **P**ositive and look for opportunities to contribute to the lives of others and respond well to feedback given;
- **E**mpowered to make the right decisions, even in those most challenging of moments;
- **C**onscientious and be prepared for learning and life beyond school. Create good learning habits;
- **T**ruthful and admit when you have made a mistake and take action to correct it.

In order to achieve an ethos of outstanding behaviour and an effective culture for learning we expect:

- all students will show courtesy and respect to all members of The Judd School and are expected to meet and exceed those behaviours set out in "Our Expectations" (Appendix 1).
- all parents and carers will support The Judd School by actively encouraging their children to be respectful of others in their actions and considerate of the decisions and actions of others.
- the Headteacher and the Leadership Team will support all staff in consistently applying "Our Expectations" (Appendix 1) across The Judd School.

Excellent behaviour is more than just the product of a system of expectations, rewards and sanctions. It is the outcome of an active strategy to develop student self-discipline and self-awareness through pastoral support. Our approach to behaviour for learning focuses on developing the individual qualities, strengths and characteristics outlined in the Student Vision – empathetic, reflective, collaborative, inquisitive, courageous and reasoning learners. The development and day-to-day application of these attributes means that students are able to develop the attitudes, values and skills that enable them to resolve conflicts appropriately, be mindful of the needs of others and to develop their self-awareness.

Students are expected to take responsibility for their own actions and the subsequent consequences of their behaviour. There are systems in the school to acknowledge and reward positive behaviour and to promote self-esteem and self-discipline. These work in tandem with systems that sanction any behaviour that challenges the right of other students to learn and feel safe at school.

In order to establish a safe and secure learning environment, the school will:

- create an inclusive, consistent and considerate community where students can learn and excel;
- promote a culture of praise and encouragement that provides students with the motivation and confidence to learn successfully;
- promote self-esteem, self-discipline, and positive relationships based on mutual respect;
- teach students to respect themselves and others and to take responsibility for their own actions and behaviour;
- provide a safe environment where everyone feels welcome, happy and secure; free from disruption, violence, bullying and any form of harassment;
- support teachers and other staff in managing behaviour that inhibits effective learning;
- help students to understand how their behaviour affects others;
- provide students with an informed view of the world around them and a strong sense of right and wrong which enables them to become respectful members of the school community;
- provide positive role models;

- ensure that students and staff are encouraged to treat all members of the school community equally and with both consideration and respect, regardless of their background or personal characteristics;
- collaborate with parents, carers and other family members where appropriate to maximise support for an outstanding learning culture; and
- respond to behaviour issues consistently with awareness of individual circumstances.

Responsibilities

The commitment and involvement of all staff, students, parents and carers is key to creating a learning culture with mutual respect at its core.

All staff are expected to:

- develop and maintain the highest standards of behaviour of students in the school, this includes in the classroom, on corridors, during extra-curricular activities, on school grounds and when off-site;
- maintain consistency in the application of the sanctions policy and behaviour management interventions;
- model appropriate language and behaviour towards all members of the school community;
- communicate with parents in order to provide a balanced, considered and consistent message about school behaviour expectations and use of sanctions; and
- effectively use the school's rewards program to promote positive behaviour and actively develop esteem.

Rewards and recognition for appropriate behaviour

Students are encouraged to exceed our expectations in all that they do, and we look for opportunities to recognise and reward their efforts and achievements. This is done via a number of strategies at House and whole school level to recognise both singular achievements and consistent long term commitment.

There are a number of ways in which we celebrate students' successes informally, privately or publicly, for example through: private encouragement where a student is making progress; the display of students' work; selection to represent the school in sports teams, music groups, drama productions or at school events; praise in lessons (or at events); or by announcing team and individual successes in assemblies.

More formal recognition of success can be awarded through:

- commendations – at teacher, Head of Department or House or Headteacher level public;
- acknowledgements in references to universities
- communication with parents in relation to a particularly high standard of work (via email, telephone or postcard);
- awarding of Colours for long term commitment and achievement (House, Sport, Music);
- awarding of prizes on Skinners' Day for older students or at the Junior Prize Giving evening;
- praise in reference writing to higher education institutions, and employers;
- selection as a student leader – e.g. as Senior/House/School Prefect or a Form Mentor

Consequences for behaviour inconsistent with Our Expectations

Where students' behaviour falls short of Our Expectations, students should expect that there may be a consequence to their actions. Often this may just be a conversation about their behaviour with the appropriate person – teacher, Form Tutor, or Head of House. However, below is a range of other consequences that the school will use proportionate to students' behaviour in an effort to ensure outstanding behaviour for learning at The Judd School.

Sanctions scheme

The school sanction scheme, outlined in Appendix 2, is designed to offer a clear hierarchy of consequences so that teachers can apply a consistent and proportionate response. It also outlines the progression that is applied where a student fails to correct and improve their behaviour either during the course of a lesson, or over an extended period of time.

Support

There are a range of ways in which students are offered support. Where students are struggling to maintain their behaviour over time, they may be issued a subject or general target card. This sets goals for how they may improve their behaviour for learning and allows pastoral staff to monitor and praise the progress they are making. Other forms of support include mentoring by trained peers or specialist adults, tailored pastoral support programs such as anger management, effective communication skills and positive conflict management, or the formal and sustained Pastoral Support Program working in conjunction with Parents.

Reconciliation

We want students to take responsibility for their behaviour and will encourage students to do this through restorative justice approaches which enable those who have been harmed to convey the impact of the harm to those responsible, and for those responsible to acknowledge this impact and take steps to put it right. Students may be set tasks to reflect on their behaviour and consider ways they may make amends. This reflection may occur privately, or during a sanction as described below.

Detentions

Sometimes, the loss of one's own free time can in itself provide time for a student to reflect on their behaviour and ensure they can meet expectations in the future. The school uses a range of such opportunities, ranging from a short canteen duty, department or school lunchtime detentions or if necessary after school detentions (Thursdays) or those at the weekend (Saturday).

Exclusions from learning

The school will take the decision to prevent a student from participating in their normal lessons only where necessary. Typically, this is undertaken where the student's presence in their normal learning environment is having a significant negative impact on the learning of others.

It may be only for a very short period of time, to allow the student to regain calm and perspective during a lesson, or from a sequence of lessons across a longer period of in a subject. Occasionally, an Internal Exclusion (a set period of time where a student is isolated from mainstream lessons but supervised on-site) may be issued to enable the maintenance of high standards of behaviour while minimising the disruption of exclusion on the student's learning. It may also be used as a temporary measure while serious behaviour incidents are fully investigated.

Fixed term Exclusion may be used in more serious breaches of Our Expectations, typically for actions which compromise the safety or welfare of self or others. For behaviour outside school, but not on school business, school sanctions including exclusion may still apply if there is a clear link between that behaviour and maintaining good behaviour and welfare among the student body as a whole. This will be a matter of judgment for the Headteacher, or the Deputy Headteacher in his absence.

Permanent Exclusion is the final and most serious consequence of students' actions. It will be used only as a last resort, in response to a serious breach or persistent breaches of the school's behaviour policy; and where allowing the student to remain in school would seriously harm the education or welfare of the student or others in the school. The decision to exclude a pupil must be lawful, reasonable and fair. The Judd School will investigate the feasibility of a Managed Move in an effort to avoid permanent exclusion where appropriate.

In accordance with national and local guidelines students **may** be permanently excluded from school if they are involved in incidents within, but not limited to, the following categories:

- sale or distribution, possession or use of drugs or any other illegal substance in school
- extreme violence towards students or staff
- being in possession of a weapon
- persistent disruptive behaviour where despite intervention, unacceptable behaviour continues.

Permanent exclusion can only be sanctioned by the Headteacher.

Multi-Agency work

The Judd School will consider whether the behaviour under review gives cause to suspect that a child is suffering, or is likely to suffer, significant harm, or whether or not they would benefit from expert input from specialist staff such as an educational psychologist, behaviour support specialist or drugs counsellor. Where this may be the case, the school will make referrals with parental consent. If a student is believed to be at risk of serious harm, the school's Safeguarding Policy will be followed. The school will seek support as appropriate to the student's needs in order to ensure they are able to successfully function within The Judd School community.

Equal Opportunity and Special Educational Needs and Disability (SEND)

Equal access to learning is a core principle of the behaviour for learning approach at the Judd School and as a consequence reasonable adjustment for SEND students with specific needs will be made. In accordance with the Equalities Act (2010) students with specific needs are to be given equal access to learning activities, including off-site and extra-curricular activities. The Judd School will endeavour to support such students and ensure reasonable adjustments are made.

The school is committed to identifying and supporting the behaviour needs of all students and recognises that all students may experience emotional and behavioural difficulties on occasion that require specific guidance and support. The Judd School has high expectations of all its students, however we acknowledge that students with SEND may require additional guidance and explanation in order to help them meet Our Expectations. We also acknowledge that fair treatment may mean that consequences or sanctions may have to be modified accordingly.

Communication with parents

The Judd School will endeavour to maintain open lines of communication with parents at all times. Incidents of behaviour that result in sanctions being applied will usually be communicated directly, either through email, telephone or school apps.

Parents are given notice 24 hours in advance of any after school or Saturday detention and are able to request a change to the date if needed. When a student progresses to Level 5 or above in the sanctions scheme, parents are invited to discuss the behaviour with the relevant middle or senior leader and if appropriate, to participate in planning any behaviour interventions.

Parents are expected to treat all members of the school community with respect. The Home School Agreement outlines how parents can support the school to provide the best possible education for their child.

Monitoring and Review

The School will ensure that they regularly monitor and evaluate mechanisms to ensure that the policy is being consistently applied. Any issues identified will be incorporated into the school's action planning.

Links to other policies and documents

This policy links with a number of other School policies, practices and action plans including:

- Anti-Bullying Policy
- Complaints Policy
- Child Protection Policy
- Search, Screen and Confiscation Policy
- Single Equality Policy
- Home School Agreement
- DfE: [Exclusion from maintained schools, academies and pupil referral units in England](#)
- DfE: [Use of reasonable force: advice for Headteachers and governors](#)

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| Signed (Headteacher) | Date: |
| Signed (Chairman of Governors) | Date: |

