



# Behaviour for Learning Policy

<b>Last reviewed:</b> July 2021	<b>Next review:</b> July 2022
<b>Last updated:</b> September 2021	

The school's Behaviour for Learning policy and procedures have been adopted by the Governing Body and will be reviewed regularly.

*"Every child deserves the best possible start in life and the support to enable them to fulfil their potential" (EYFS, 2014)*

## 1. Introduction

At Townsend Church of England School each student is treated as an individual. Our Behaviour for Learning policy is aimed at improving educational outcomes for all pupils by promoting and supporting their engagement with education, in a safe, secure and calm environment. In order for effective teaching and learning to take place, good behaviour in all aspects of school life is necessary. This policy is made known to the staff, students, school community, parents/carers and governors through the staff handbook, website and notices in the tutor rooms. All staff accept a collective responsibility for the management of good behaviour and parents/carers are asked to work in partnership with the school. We use rewards to ensure all students feel praised and valued and to reinforce positive attitudes and behaviour.



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## 2. Principles

Our mission statement is 'Achievement for All, Respect for All'

At Townsend we expect students to;

- Arrive at school and lessons on time
- Bring the correct equipment to every lesson
- Respect the teacher, member of Education Support Staff and other students in line with the school's Respect for All statement
- Contribute and participate in lessons in a way that supports their learning and the learning of others
- Ask and respond to questions showing respect for others contributions
- Complete all tasks in class to the best of their ability
- Complete all home learning tasks on time and seek help if it is required
- Respond to teacher feedback so that further progress can be made
- Work hard towards achieving or exceeding individual aspirational targets

We believe in recognising, celebrating and rewarding achievement of all kinds. Our rewards system is designed to celebrate successes. We also have clear expectations regarding behaviour and consequences for poor behaviour. Our Behaviour for Learning policy is based on a fair set of rules that will be applied by staff consistently and is based on giving students chances, choice and consequences.

If the behaviour of a student is of particular concern, due to its seriousness and/or its persistent nature, decisions about the appropriate sanctions to employ will always be made in consultation with the Director of Learning for Year and a Senior Leader.

The school will make every effort to avoid permanent exclusion. However, it is recognised that there will be circumstances, including one-off incidents or persistent behaviour concerns, where a permanent exclusion may be the appropriate course of action. Under the Special Educational Needs and Disability Code of Practice particular efforts will be made to avoid excluding students who are being supported through additional Learning Support, or who have an EHCP (Education Health and Care Plan).

We recognise that some difficult behaviour results from Special Educational Needs, such as emotional and behavioural difficulties. As and if needed we may work together with other relevant services to prepare a planned intervention to help students manage their behaviour more



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effectively. Similarly, we recognise that other groups identified by Ofsted as 'at risk' in the education system, including children looked after, sick children and young carers may, at some point, need us to take account of their individual needs and circumstances when applying our behaviour policy.

### 3. Roles and Responsibilities

The Head Teacher and the Senior Leadership Team will be responsible for the implementation of the behaviour policy. All staff have a shared responsibility for the implementation of the procedures for behaviour for learning detailed in this document. The School Leadership group will support staff through a Line Management system.

Staff including teachers, support staff and volunteers, will be responsible for ensuring that the policy and procedures are followed, and consistently and fairly applied. **Mutual support amongst all staff in the implementation of the policy is essential.**

The system of rewards used by all staff actively recognises effort and achievement and promotes high standards of behaviour. The class teacher is responsible for the management and behaviour of the students in their class. There are clear classroom behaviour management procedures for staff to follow which provide a systematic and structural response to behaviour management. These, along with other school-wide procedures, are outlined and clarified to both staff and students.

Parents and carers will be expected to take responsibility for the behaviour of their child both inside and outside the school. Parents and carers are kept informed of Rewards and Sanctions through letters and telephone contact by Townsend staff. We actively encourage parents/carers to work in partnership with the school in order to ensure consistency and a high standard of behaviour.

Students will be expected to take responsibility for their own behaviour and are made fully aware of the school policy, procedures and expectations for behaviour for learning before starting school in Year 7, and regularly throughout each academic year.

Staff and students also have a responsibility to ensure that incidents of disruption, violence, bullying and any form of harassment, including sexual bullying and harassment, are reported to the relevant member of staff.



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## 4. Rewarding and Celebrating Behaviour

Townsend believes that rewards are the most effective way to encourage positive behaviour, motivation and progress. Our Behaviour for Learning policy is designed to promote and reward positive behaviour.

Students may be rewarded for a number of reasons, including:

- Excellent work of a high academic standard
- Academic progress
- Outstanding effort
- Co-operation
- Involvement in activities outside the school day
- Extra-curricular activities
- Changing the pattern of behaviour in a positive way
- Improved attendance or punctuality
- Excellent attendance
- Community spirit

Students achieve House Points, also referred to as achievement points, which are recorded and tracked throughout the school year. The number of achievement points will differ from a student's conduct score. This is because a conduct score is calculated by subtracting behaviour points from achievement points.

In addition to the numerous other ways that Townsend praises and rewards success there are three main recognition awards that are presented at the end of year celebration assembly.



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### Methods of celebrating achievement

- **Good News Friday** - This is an opportunity for students to be nominated by their Director of Learning for Year based on a different focus each week. This is worth one House Point.
- **Home Reward Cards** – These are sent home to students for a variety of different reasons including; making high levels of progress in individual subjects, demonstrating excellent attitude to learning, participation/volunteering in the wider life of the school, and excellent or improved attendance. Each Home Reward Card is worth two House Points.
- **Student of the Month** – Each subject/department appoints one student in each year group as 'Student of the Month'. This is also awarded for each year group with the same procedure being followed as for departments. Being awarded student of the month is worth two House Points.
- **Golden Tickets** – A golden ticket is typically awarded to a student who has gone 'above and beyond' during their lesson. Per lesson, each member of staff is required to award a student with a golden ticket. They can also be used as part of the accelerated reader scheme where every time 1 million words are read they get a golden ticket. The students awarded with the most golden tickets in their year group will be recognised in their year assembly. Each term, the student who achieves the most golden tickets in their year group will win a prize in their assembly. A golden ticket is worth three House Points.



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- **Head Teacher Commendation** – These are awarded to students who have excelled within a specific subject or who have achieved an exceptional level on a piece of work. Students will receive a personalised letter and a Head Teacher’s Certificate for their award. Receiving a Head Teacher Commendation is worth five House Points.
- **Achievement Assemblies** – These take place at the end of the first half term for each term for each year group where subject, pastoral and cross-curricular success are celebrated.
- **House Assemblies** – These take place at the end of each term to share success across age groups.
- **Celebration Ceremonies** – These take place annually and are attended by students, staff and parents/carers.
- **Examples of Student Work** – Celebrating achievement of particularly impressive work should be displayed in classrooms and public areas and be regularly updated.
- Directors of Learning for Subjects and Years should be invited to lessons to celebrate successful learning.
- Departments, Houses and Year Teams should use the school newsletter to celebrate achievement.
- Teachers should liaise with one of the Deputy Head Teachers to access local press to publicise outstanding achievement where appropriate.
- Rewards Trips may be organised and take place for various reasons. For example, a rewards trip for those students with 100% attendance for the academic year.



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## 5. Staged Approach to Behaviour Management

Level	Examples of Behaviour	Possible Sanction
1	Lateness to school & registrations Low level disruption (e.g. talking) Failing to hand home learning Uniform (poor uniform presentation or make up/nail varnish/jewellery) Incorrect equipment	<i>Verbal warning</i>
2	Repetition of any Level 1 offence Low level disruption (e.g. moving around/throwing things/persistent talking/classroom expectations not being met) Inappropriate use of mobile phone (see separate policy on page 9) Persistent equipment issue (a weekly issue) Persistent uniform issue Interference with another person's property Low level bullying (e.g. name calling) Three or more Level 1 behaviours being recorded by class teacher	<i>Second verbal warning Formally recorded on SIMS</i>
3	Repetition of any Level 2 offence Late for school without a valid reason Abusive language/swearing/behaviour directed towards a student Persistent low level disruption - ongoing Refusal to cooperate/ defiance Inappropriate language Persistent failure to complete class work or home learning (on 3 or more occasions for home learning) 3 or more Level 2 incidents having been recorded by class teacher	<i>30-minute lunchtime detention set, carried out by class teacher Formally recorded on SIMS Contact home by class teacher</i>
4	Failure to attend Level 3 detention Truancy Three or more Level 3 sanctions in a half term Dangerous behaviour Arguing with staff Ongoing disruption or defiance Dishonesty	<i>One hour after school detention carried out by class teacher or DoL subject Formally recorded on SIMS Contact home by class teacher or DoL subject</i>
5	Abusive language/swearing/behaviour directed towards a teacher or member of support staff	<i>Removal from lesson</i>



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6	Fighting	Internal exclusion, external exclusion or permanent exclusion depending on severity Formally recorded on SIMS Contact home by DoL Year or SLT
7	Vandalism	
	Incidents of sexual harassment/abuse/violence	
	Smoking	
	Bullying/racist/homophobic behaviour	
	Threatening behaviour	
	Inappropriate use of ICT	
	Use of a weapon	
	Bringing 'banned items' into school (e.g. knives)	
	Possession, supply or intent to supply an illegal drug	

Please note that the examples given in the table above are intended to illustrate the kinds of behaviour that might warrant the implementation of a particular sanction and do not constitute an exhaustive list. The school will apply sanctions as considered appropriate in the circumstances.

### Behaviour Outside the Classroom

It is the responsibility of all staff to deal with incidents of unsatisfactory behaviour they encounter outside lessons, either at break, lunchtime or between lessons. Often a warning will resolve the issue. Where further action is required the incident should be reported to the Director of Learning for the Year group who will deal with the matter through the pastoral care system. Corridor behaviour can be significantly improved by teachers arriving at lessons before their students, greeting them, controlling their queuing and entry to the room and their exit at the end of a lesson.



## Mobile Device Policy

Last reviewed: July 2021

Next review: July 2022

### Introduction

Townsend Church of England School is committed to ensuring that student well-being and the climate for learning is the best that it can be. The rule governing the use of mobile devices including speakers and headphones is clear. We understand that some students may have mobile phones in their possession for safe travel to and from school. However, they are not allowed to be seen or heard anywhere on the school premises. It is important that students who have a mobile device follow a series of consequences that are clear and proportionate. The stages below are designed to encourage students to manage their use of phones and other devices appropriately. This policy applies to all students including sixth form. The only exception for sixth form students is that during study periods, students are permitted to use their phones for educational purposes in the sixth form study area and free teaching rooms within the sixth form block.

#### 1<sup>st</sup> Offence

Mobile device confiscated and handed into the school office.  
Text sent to parent/carer to inform them.  
Student to collect from reception at the end of the school day.  
Recorded as Level 2.

#### 2<sup>nd</sup> Offence

Mobile device confiscated and handed into the school office.  
Text sent to parent/carer who will need to arrange collection of the device.  
Recorded as Level 3.

#### 3<sup>rd</sup> Offence

Mobile device confiscated and handed into the school office.  
Text sent to parent/carer who will need to arrange collection of the device.  
Director of Learning for Year to contact parent/carer to discuss persistent failure to follow school rules.  
Recorded as Level 4. Student will carry out a Level 4 detention with DoL.

#### Subsequent Offences

Mobile device confiscated and handed into the school office.  
Text sent to parent/carer who will need to arrange collection of the device.  
SLT Line Manager for Year to request a meeting with parent/carer to discuss continued failure to follow school rules. Student then required to hand phone in at reception each morning and collect at the end of each day for an agreed period of time. Recorded as Level 5.



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## **6. Support and Prevention**

The Behaviour for Learning policy encourages students to take responsibility for their own behaviour and helps them to recognise the consequences of inappropriate behaviour. There are clearly defined consequences for students who fail to meet the school's expectations. The policy is based on a phased, step-by-step approach to behaviour management. Students may on occasions 'fast track' to a higher level of sanction as appropriate. Comparatively few students should progress beyond Level 4. The knowledge that further more serious levels of response exist will usually be enough to modify the behaviour of most students.

The following strategies may be used to help students who have difficulty meeting expectations.

### **Encouraging Good Behaviour**

Staff always try to build relationships with students and encourage students to choose the right behaviour. Teachers use a number of classroom management strategies, give chances of success and reward success, focus on emphasising the positive and ensuring students have a fair and consistent experience, and understand expectations. Some classroom management strategies include:

- Moving a student to a different part of the classroom, or to an isolated desk
- Giving the student reflection time outside the door of the classroom (for no more than a few minutes)
- Suspension of privileges e.g. open access, school trips
- Referral to a Director of Learning for subject, and involvement of senior staff as needed for advice and help on appropriate ways of implementing a strategy

### **Subject Exclusion Rota**

If all steps on the Behaviour for Learning structure have been followed and inappropriate behaviour persists the teacher must send the student to the allocated teacher within the 'Subject Exclusion Rota'. Students must take work with them. The behaviour framework must then be followed by the classroom teacher for recording the incident and for the sanction with support from the Director of Learning for the Subject where necessary.

### **SLT Callout**

This is only to be imposed after lower level behaviour management strategies have been applied without success. The teacher must send a reliable student to the school office for a member of the Senior Leadership Team to attend the lesson and remove the student. If a student is



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removed by a member of the Senior Leadership Team the classroom teacher, in conjunction with the Director of Learning for Subject and the member of Senior Leadership Team, must follow the behaviour framework.

### **Report Sheets**

For persistent misconduct, to monitor progress and encourage improvement, or any other concerns students may be placed report. There are three levels of report that can be used:

- Form Tutor Report (Green)
- Director of Learning for Year Report (Yellow)
- SLT Report (Blue)

It is more than likely that students will progress through the different levels of report starting with the form tutor report, however on occasions it may be necessary to fast track students to a director of learning or SLT report.

### **Pastoral Support Plans**

A Pastoral Support Plan (PSP) is school-based intervention to help individual students to manage their behaviour. It is particularly useful for those whose behaviour is deteriorating rapidly, and who are in danger of permanent exclusion. Students who are considered 'vulnerable' will be identified at the earliest opportunity. An 'at risk' profile is developed from Year 7 to monitor this and a PSP will be put in place where appropriate.

PSPs identify precise and realistic targets for the student to work towards. A nominated member of staff will oversee the PSP. As part of the target setting process the following will always apply:

- Students will be encouraged to set their own targets
- PSPs will break down the programme into fortnightly tasks and identify rewards and sanctions
- PSPs are reviewed half-way through their set time – often at about 16 weeks
- Parents/carers will be involved, and may be asked to sign a contract
- If the contract is broken, parents/carers and staff will be fully informed of the consequences of such an action

PSPs will be short, practical and agreed with parents/ carers. Advice from external agencies will be requested if necessary.



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## **7. Pastoral Care System**

### **Form Tutor**

Each student has a Form Tutor who, under the management of the Director of Learning for the Year Group, works to enable the student to make the best use of learning opportunities and their time spent in school. Form Tutors are responsible for overseeing the well-being and pastoral care of students with a focus on the academic progress and the social development of the students in their charge. All Form Tutors must encourage students to reach their potential and will take opportunities to support and reinforce good behaviour and discuss inappropriate behaviour during allocated tutor times. Form Tutors, through using the school computerised recording system (SIMS), can support subject staff by reinforcing good behaviour in lessons and placing students on report where they feel correction is necessary.

### **Director of Learning for Year**

The Director of Learning's role is to support all students in the year group to develop skills and strategies to make progress in the classroom and the wider community. They are also there to support those students who struggle to meet required expectations at Townsend. The role of the Director of Learning is to be proactive in formulating and implementing intervention strategies through Pastoral Support Programmes and by using a wide range of external agencies, where necessary, to improve behaviour and to reduce the potential risk of receiving a fixed-term or permanent exclusion. Some examples of external agencies that may be used are:

- Educational Psychologist
- Local Education Support Centres e.g. DESC - Decorum Education Support Centre and The LINKS Education Support Centre
- YC Herts
- Local Authority Attendance Improvement Office
- PCSOs (Police Community Support Officers)
- School Nurse
- Targeted Youth Support
- Behaviour Intervention worker
- Family Worker

### **Pastoral Level 3 or 4 Detentions**

Director of Learning for Year and Form Tutor detentions may be imposed for various reasons. Some examples of these include:



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- Regular lateness
- Persistent uniform infringements
- Persistent poor attitude to registration time or collective worship
- Failure to meet conditions of a Director of Learning or Form Tutor report
- Poor behaviour around school during breaks and between lessons

## **8. Evaluation and Review of Behaviour for Learning at Townsend**

The school's Behaviour Policy is monitored and evaluated by a member of the Senior Leadership Team with support from other school leaders. This evaluation takes into consideration views from students, parents/carers, staff and governors. Any proposals for change as a result of differing student or school needs or issues of safety will be considered. Evaluation is ongoing and formal feedback is provided for the governors in an annual review of the policy.