



British College La Cañada

Secondary Department

BEHAVIOUR FOR LEARNING POLICY

Introduction

A policy outlining 'Behaviour for Learning' is not about sanctioning conflict; it is about enhancing excellent working relationships through our student's Secondary education in order to secure high outcomes and experiences.

Aims

The aim of the Behaviour for Learning policy is to create an effective learning environment through promoting the students' self-esteem, encouraging pride in our Secondary school, the values we instil and fostering mutual respect, cooperation and courtesy at all times.

It is the responsibility of all members of staff to set an example in promoting fruitful behaviour patterns both in the way they conduct relationships with pupils and in their capacity as role-models.

The aims of the Behaviour for Learning Policy are:

- To emphasise the importance of good behaviour and its relationship to learning and high outcomes.
- To outline the expectations for pupils, staff and parents regarding positive behaviour.
- To provide a framework for the consistent management of all behaviour related issues.
- To emphasise the value of partnership between parents, students and the school in the achievement of high standards of behaviour and high outcomes within the whole school community.
- To encourage every member of the BCLC secondary community to show care, courtesy and consideration to other members of the school and to the wider community.

Policy success criteria

The Secondary department at BCLC will measure the success of the Behaviour for Learning Policy with the following criteria:

1. We focus on rewarding and encouraging positive behaviour from pupils.
2. We, as adults, accept responsibility for setting standards for pupil behaviour in classrooms and throughout the school.
3. We make our expectations and boundaries clear, applying them consistently.
4. We seek to involve parents and the school's psychologist in promoting good standards of behaviour and commitment to study.



5. We ensure that the taught curriculum is stimulating and inclusive of all abilities, as every learner matters.

6. There is quick intervention if behaviour does not meet expectations.

7. We make it clear that as individuals and as a school we oppose all forms of discrimination regarding race, gender, language, sexuality, religion and physical/mental capacity.

Expectations

Learners will be expected to:

- Conduct themselves around the building in a safe and sensible manner and show regard to others.
- Arrive on time to lessons.
- Bring appropriate equipment for each lesson.
- Wear correct uniform at all times including school shoes and only jewellery permitted in the Manuel de Padres
- Follow instructions given by the teacher.
- Behave in a reasonable and polite manner to all staff and pupils.
- Show respect for the opinions and beliefs of others.
- Complete all class work in the manner required.
- Hand in homework at the time requested.
- Show respect for the working environment.
- Speak in English at all times (apart from when they are in a Spanish lesson or speaking with a non-English speaking member of staff or visitor).
- Follow all other school rules.

Staff will be expected to:

- Arrive on time to their lessons.
- Create a swift and purposeful start to the lesson.
- Reinforce clear expectations of behaviour.
- Produce seating plans that are 'data-rich' to optimise outcomes and ensure high standards in behaviour for learning.
- Deliver a suitably planned and structured lesson which meets all individual needs.
- Deal with incidents of inappropriate behaviour by following the school's procedures.
- Promote and reinforce positive behaviour in the classroom.
- Reject humiliation and degradation as ways of correcting pupils' undesirable behaviours.

- Embrace the school's philosophy, values and vision.
- Secure the highest possible outcomes and experiences for all learners.
- Avoid confrontation and de-escalate situations of potential and actual conflict.
- Ensure that all pupils speak in English during lessons and where possible on patio (apart from in Spanish lessons and with non-English speaking staff and visitors).
- Work collectively to promote the ethos and principles of the Behaviour for Learning Policy.

Parents/ guardians will be expected to:

- Work in partnership with school staff to ensure high standards of behaviour in and outside of school.
- Inform staff (the child's Guidance Tutor in the first instance) of any concerns.
- Respond to concerns raised by members of staff.
- Reinforce the school's values for positive behaviour at home.
- Ensure their child / children has a high level of attendance.
- Ensure their child / children come to school correctly equipped (including correct uniform) and prepared to work having had an appropriate number of hours sleep.
- Remind their child / children to speak in English during lessons and on the patio.
- Ensure their child comes to school in the correct uniform, including for PE, with correct footwear.

The positive reward system It is important that achievement and good behaviour are rewarded. The two main ways of doing this are by giving tangible and non-tangible praise and reward for good work and rewarding such things as exceptional effort, improvement in behaviour, volunteering to help at functions etc.

Praise and rewards Modern teaching pedagogy focuses heavily on praising and rewarding children for displaying 'desirable' behaviours.

Findings suggest that praise and reward are the key to successful and well-motivated children. However, we have to be careful not to overuse praise and reward. Research has shown that students' performance can be affected as they come to expect the praise and reward; over using a reward system runs the risk of stifling our students' creativity as they are discouraged from taking risks in their learning. Children are likely to 'play it safe' and prefer to do the minimum in order to get the praise or reward. We should encourage and praise our students for taking risks in their learning. The overuse of praise and rewards systems could make our young learners feel evaluated and judged, rather than stretched and challenged.

Rewards work well for getting children to do something that they do not naturally want to do, for the short-term only. This immediate behaviour change keeps us addicted to rewarding. The negative consequences of rewards and praise do not materialise until later, so we fail to recognise rewards and praise as the culprit.

Nevertheless, our students do need constant acknowledgement and positive feedback. We need to equip ourselves with the vocabulary that shows our students the difference between genuine appreciation and acknowledgement, as opposed to a deliberate strategy to reinforce that desired behaviour again.

Where possible, teachers and staff should encourage the following non-tangible, yet spiritually and morally beneficial, rewards as ways to boost pupil motivation. The focus is on the individual, and we should avoid making sweeping comparisons between pupils or sets of pupils, e.g. “You have behaved better than the other year 7 group”.

Tangible and Non-tangible rewards

1. Pride & Self-satisfaction:

The biggest reward that we should aim to instil in our young people is one of PRIDE and SATISFACTION with his or her own achievements. There is no better feeling than that of being proud and making others proud. Entrusting and empowering young people will ultimately build up their self-esteem: “I’d really appreciate it if you collected in the books at the end of every lesson”.

2. S.U.P.E.R. Values:

Our young people should feel ‘rewarded’ by knowing they have achieved their full potential, by knowing that they have tried their hardest, knowing they have been resilient and have upheld the school’s S.U.P.E.R values. After all, the S.U.P.E.R. values mold our young people into the law-abiding, dignified citizens and workers of our future society.

3. Awarding Credits

Teachers will be able to award ‘credit’ points to students (see appendix for more information). An accumulation of these can, later on, lead to further rewards such as certificates and rewards trips or lunches. It is important that teachers are awarding credits for all aspects of good behaviour such as effort and perseverance not just for achievement. Credits should be awarded consistently by teachers and not, for example, to a student who has bought in their pen when they normally forget it. Credits should be awarded when a student’s behaviour has gone above and beyond the expectations of them.

4. Rewards and reward trips

Students who have acquired five credits or more during the week will be rewarded at the end of the week. This may come in the form of a small prize or, for the 15 students who have acquired the most credits without receiving a debit all week, a queue jump pass which allows them to go to the front of the queue during lunch rather than queue up. Students who have acquired the most credits throughout the year or during a particular term will be rewarded at the end of each term. This reward will vary and could include having a pizza lunch in school or watching a film in the theatre instead of going to lessons. The rewards are designed to encourage students to show the desirable behaviours we promote and also to acknowledge those students who continually behave correctly.

For every 20 credits that a student receives their name will go into a prize draw. At the end of the school year 3 students' names will be pulled out of the draw and they will each receive a prize. There will be a 3rd, 2nd and 1st prize.

Consequences and sanctions

The sanctions in Secondary are meant to help the pupils to reflect on their actions and to recognise that with wrong decisions come consequences. In the long term, this will help them to avoid repeating the same bad decisions and actions. The class teacher will be responsible for managing the behaviour and guiding the pupils into making the right choices and he/she will decide which stage in the behaviour management tree to evaluate the behaviour. The pupils must take responsibility for meeting our expectations and following the school and class rules.

If teachers are concerned about the patterns of behaviour, attitude to learning, effort, enthusiasm, organisation, presentation, punctuality to lessons, speaking in English etc of a pupil, he/she must send an email to the pupil's Guidance Tutor (copying in the KS3 Pastoral Coordinator and Head of Pastoral) to inform them of the concerns. It is the Guidance Tutor's responsibility to analyse these patterns and speak with the pupil to help them modify their behaviour. If the undesirable behaviour patterns continue the KS3 Pastoral Coordinator and/or Secondary Head of Pastoral may become involved to discuss the behaviour with both the student and their parents, where necessary, and decide which Stage of action to take to help correct the student's behaviour.

Behaviour for Learning Sanctions

Classroom stages

Stage 1

Stern, but polite **warning** to not repeat the negative behaviour again.

Stage 2

Formal warning that the pupil has fallen short of the teacher's/school's expectations and the student will be given a **debit**.

Stage 3

If the undesirable behaviour continues within the same lesson the student will be placed in a **teacher detention** where they will return to the teacher's classroom at a time convenient for the teacher.

Stage 4

If a student continues to demonstrate the negative behaviours within the same lesson after being given a teacher detention a member of the **secondary management team** will be called for and the student will be removed from the class. This will immediately lead onto one of the '**additional sanctions**' (see below).

Additional Sanctions

Whole School Detention

If a student does not attend their **Stage 3 teacher detention** without an acceptable reason, for example absence, they will complete a **whole school detention** during a Friday lunchtime.

Additionally, if a student receives **three debits** within the same week, the student will be added to the whole school detention list on a **Friday lunchtime**. This means that they will spend Friday lunchtime reflecting on their behaviour and the impact of this on their education and the education of their classmates.

After School Detention

If a student does not attend their whole school detention on the Friday without an acceptable reason, for example absence, or if they have received a whole school detention three times in the same term, they will complete an **after school detention** on a Tuesday afternoon from 17h - 18h. An after school detention can also be given for any offences the school management team deem are more serious than a whole school detention.

Report

If, over a longer period of time the pupil continues to accumulate specific **Stage 2** offenses or accumulates a series of **teacher or whole school detentions** then the Secondary KS3 Pastoral Coordinator / Head of Pastoral and/or Head of Secondary, in collaboration with the Form Tutor, may make the decision to place the student on **report**. The parents of the pupil will be informed and between 1 and 3 targets for the pupil will be agreed between the Form Tutor and KS3 Pastoral Coordinator / Head of Pastoral,. The pupil will initially be placed on report for a full week. If, at the end of the week the student has not responded positively to the report then the decision will be made between the Form Tutor, KS3 Pastoral Coordinator / Head of Pastoral and/or Head of Secondary, whether to continue the report for another week or place the student in **isolation**.

Isolation

If the student's behaviour does not improve after going through the previous sanctions the student will be placed in isolation for a period of time deemed suitable by the KS3 Pastoral Coordinator / Head of Pastoral and/or Head of Secondary. A meeting will be organised between the student's parents, Form Tutor and the KS3 Pastoral Coordinator / Head of Pastoral, and the student and parents will be advised that one of the following actions will be taken:

- Isolation at break and lunchtime, including in the dining hall
- Longer periods of internal isolation for private study. Normally for a day.
- Banning from trips, excursions (including ones that are chargeable) and other privileges and treats.

When students are placed in isolation an 'Anexo 1: Behaviour incident report' will be completed for the parents to sign and this will be kept on the students' school record.

Exclusion from school - "Plan de Convivencia"

- The Head of Secondary and Secondary Head of Secondary Pastoral will inform Senior Management of the steps and procedures put in place to help the pupil to modify their behaviour.



- Anexo 2 will be completed (serious contravening of the school rules and Behaviour for Learning policy), signed and returned, then a copy kept in the pupil's file.
- They will arrange a meeting with Senior Management to discuss the pupil's behaviour.
- Senior Management will follow the steps and guidance outlined in the 'Plan de Convivencia' and issue a formal letter ('falta grave') to the parents.
- Senior Management will continue to assess the behaviour and make the decision to exclude the pupil for anything from 1 day up to 15 days.
- Senior Management will assess the behaviour and make the decision to permanently exclude the pupil from the College.

In many cases the Behaviour for Learning Stages will be followed in sequence, however this will not always be the case and it is down to the teaching staff and Senior Management's discretion as to what stage of action is taken depending on each individual incident and the student involved. Where deemed necessary by staff the decision may be taken to move through the Behaviour for Learning Stages more quickly or go straight to a later Stage.

In some instances students may display behaviours that lead straight to 'Exclusion from school', for example using words of a racial, sexual, homophobic or discriminating nature. In these circumstances the school will follow the guidelines outlined in the Plan de Convivencia. Initially a statement will be taken from all students involved in the incident(s). The offender(s) will be given the opportunity to show remorse and apologise to the student(s) involved in the incident. An Anexo 1 form will be completed and logged in the student's file and parents from both sides will be asked to come in for a meeting to discuss the incident and the actions that the school will take.

If it is the offender's first incident of this nature and they show remorse for their actions the student will spend a day in isolation in school. If it is a repeat offence, the student will be excluded from school for at least one day, depending on the severity of the incident and how many times the action has been repeated.

All statements and meeting notes from the incident will be logged and kept in school files.

Examples of Stage-related 'offenses'

The following are examples, but not limited to, typical 'offenses' that could trigger the Stages:

STAGE	TYPICAL OFFENSE	RESPONSIBLE FOR ISSUING THE STAGE
Classroom Sanctions		
STAGE 1 Warning	Talking in Spanish Talking when the teacher is talking Talking when a classmate is talking Not listening or paying attention Daydreaming Making silly noises or voices	Class teacher

	<p>Not complying with any 'SUPER' value</p> <p>Being rude and/or disrespectful</p> <p>Showing off</p> <p>Answering back</p> <p>Not saying 'please' or 'thank you' (manners in general)</p> <p>Not completing work at the expected pace</p>	
<p>STAGE 2</p> <p>Debit</p>	<p>Any repetition of the above offenses, plus:</p> <p>Disruption of lessons</p> <p>Disrespectful behaviour towards teachers</p> <p>Clear lack of effort in a piece of work</p> <p>Insufficient work completed at the end of the lesson</p> <p>Swearing in Spanish / English</p> <p>Chewing gum</p> <p>Offensive language</p> <p>Arriving late to lessons</p>	<p>Class teacher</p>
<p>STAGE 3</p> <p>Teacher Detention</p>	<p>Constant repeat offending at Stage 2, plus:</p> <p>Severely inappropriate / potentially hazardous behaviour.</p> <p>Minor damage to others' and the College's property.</p> <p>Accidentally / unintentionally harming another pupil.</p> <p>Minor misuse of technology (The Hub and/or the iPads) - including accidental / unintentional.</p>	<p>Class teacher</p>
<p>STAGE 4</p> <p>Removal from lesson</p>	<p>Constant repeat offending at Stage 2 after receiving a stage 3 Teacher Detention</p>	<p>Class teacher</p> <p>Senior Management Team: KS3 Pastoral Coordinator, Secondary Head of Pastoral</p>
Additional Sanctions		
<p>Whole School Detention</p>	<p>Not attending detention the teacher detention without an acceptable reason, for example absence.</p> <p>Reaching Stage 3 three times in the same term.</p> <p>Any offence the school management team deem to be more serious than a Stage 3 but not serious or consistent enough for a Stage 5.</p>	<p>Form Tutor</p> <p>KS3 Pastoral Coordinator, Secondary Head of Pastoral</p> <p>Head of Secondary</p>
<p>After School Detention</p>	<p>Not attending whole school detention on the Friday without an acceptable reason, for example absence.</p> <p>Receiving a whole school detention three times in the same term.</p>	<p>KS3 Pastoral Coordinator, Secondary Head of Pastoral</p>



	Any offences the school management team deem are more serious than a whole school detention.	Head of Secondary
Report	Constant repeat offending at any of the classroom sanctions. Accumulating a series of teacher or whole school detentions.	KS3 Pastoral Coordinator, Secondary Head of Pastoral Head of Secondary
Isolation	Repeat offending at stages 2-4 <ul style="list-style-type: none"> ● Repeatedly receiving whole school or after school detentions ● Repeatedly not achieving targets set on report ● Repeated inappropriate, intimidating, belittling, 'bullying' like behaviour. ● Using words with a racial, sexual, homophobic or discriminating connotation. ● Hurting other pupils (physically and verbally). ● Serious damage to a pupil's or the College's property - malicious and deliberate. ● Any behaviour deemed 'dangerous' or harmful. - Using inappropriate and/or offensive language towards a member of staff	KS3 Pastoral Coordinator, Secondary Head of Pastoral Head of Secondary
Exclusion from school	<ul style="list-style-type: none"> ● Repeat offending at stages 2-4 and Additional Sanctions ● Fighting and violence ● Intentional aggression and harm ● Substance misuse (including chemicals and drugs) ● Serious breaking of the rules over a period of time. ● Serious theft of school's/ other's property 	KS3 Pastoral Coordinator, Secondary Head of Pastoral Head of Secondary Senior Management - Principal

Homework/ organisation

The following offences will receive a message home to parents on the Dojo behaviour platform.

No homework or late submission.

- Forgetting exercise /text/class reader book
- Lost exercise/text/class reader book.
- Incorrect uniform including wearing jewellery that is not permitted by the school

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