

# **The Ellen Wilkinson School for Girls**

## **Behaviour for Learning Policy**

*'The school is dedicated to providing an excellent learning experience for all students'*

*(from the Vision Statement)*

### **Rationale**

The Behaviour for Learning Policy derives directly from the school's Vision Statement, where it is clear that the school values all members of the school community, that each person's worth and dignity are recognised, and each student is expected to attain success.

The school aims to provide a safe, secure, supportive environment where students can learn to the best of their ability, and where teachers can teach to the best of their ability. The cornerstones of our approach to behaviour management are:

- Respect – for oneself and for other members of the school community
- Rights – we recognise that students have a right to learn and that teachers have a right to teach
- Responsibilities – we recognise that, with these rights, comes a responsibility for all members of the school community to work together and ensure that behaviour allows learning to happen

We firmly believe that students respond best to praise and positive incentives, and the basis of our behaviour management is always to look for the good in students. To this end, we place great emphasis on rewards and recognition of success. We will work actively to discourage behaviour which prevents learning.

We believe that every student wishes to learn, that every student wishes to succeed, and that every student has a capacity for change.

This Behaviour for Learning Policy has been written after an extensive period of surveys, questionnaires and interviews to ascertain staff and student views. It reflects the majority view of staff and students alike, and should be seen as a document that was created and 'owned' by the whole school community.

### **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 celebrate and reward good behaviour
- To promote and assist the moral development of students in terms of altruism and their sense of community
- To ensure a calm, productive atmosphere that is conducive to learning

To help students understand that actions have consequences, both positive and negative, and to help students learn to be responsible for their actions  
To identify early students whose behaviour may adversely affect their learning, and to act quickly to rectify the situation  
To work actively against behaviour that damages the inclusive ethos of the school

## **Foundations**

The foundations of the school's Behaviour for Learning Policy are threefold:

- Respect – we will encourage students to develop a healthy self-respect through high expectations and through rewarding success. The school values highly the ethos that success is something to be proud of; there is no stigma attached to success at The Ellen Wilkinson School for Girls. We will also encourage students to show respect for all other members of the school community, staff and students alike; we will continue to foster a sense of supportive camaraderie.
- Rights – feedback from staff and students has indicated unequivocally that every member of the school community feels that
  - Students have a right to **learn** without having their learning disrupted
  - Teachers have a right to **teach** without having their lessons disrupted
  - Students have a right to have their opinions heard *at the appropriate time*, provided that this does not impinge upon the first two rights above
  - Teachers have a right to have their instructions followed, as it is they who are responsible for ensuring that all students have access to learning at all times. Teachers at EWS are trusted to know what is best for their students. This is reinforced by the results of student surveys that show unequivocally that the vast majority of students believe that teachers 'want the best for their students'. The feedback in this area far outstrips national opinion in other schools.
- Responsibilities – with these rights comes the responsibility of all members of the school community to act in the best interests of staff and students alike. Teachers have the responsibility to discharge their duties to their full ability and always to seek to improve their teaching; students have a responsibility to ensure that they focus on learning at all times. We believe strongly that students should, in addition to their academic subjects, learn ways in which they can become valuable members of society, where they can show care, consideration and altruism towards their fellow human beings.

## **Rules**

All school rules are focussed around the simple premises below:

- Always behave in such a way as to promote learning for all
- Always behave in such a way as to show respect for others
- Always behave in such a way as to show respect for your environment

A concise Code of Conduct will be on display in every classroom (see appendix).

## **Consequences**

All actions, whether good or bad, will have consequences

### **Positive Consequences: Rewards**

A system of rewards is the primary tool in managing behaviour at EWS. They will include, among others:

1. Verbal praise
2. Merit marks (KS3)
3. Telephone call/letter home
4. Commendation on Evening to Celebrate Achievement
5. Certificates
6. Headteacher's commendation
7. Praise Postcard
8. Stationery gifts
9. Learner of the Month award in Newsletter
10. Vouchers for local shops/restaurants etc.
11. Priority on school trips
12. Special occasion early lunch pass
13. Free tickets for school productions/trips etc.

Praise will be used far more often than warnings. Opportunities for praise should be actively sought by all staff, both teaching and non-teaching. Merits/credits should be used with reference to the Marking Policy, which gives details of what would be expected of students in order to gain them.

### **Negative Consequences: Sanctions**

Hierarchical sanctions are standardised across the school, with all staff using similar techniques and the same system of detentions etc. In addition to subtle methods of correcting poor behaviour (a quiet 'look', finger to lips, asking that student a question etc.), staff will follow a similar protocol, using standardised language:

1. Verbal warning
2. Same-day break/lunch detention
3. Next day 30 min detention (24 hrs minimum notice to parents required)
4. One-hour Head of department detention (24 hrs minimum notice)

NB. Detentions should afford an opportunity for restorative work to be done by the student e.g. catching up work not completed, discussing or writing about ways to improve behaviour etc. (please see Appendix for more details on detentions)

Poor behaviour across a range of subjects will be dealt with by Divisional Heads. Serious misdemeanours will incur a referral to the Deputy Headteacher, who will decide whether to refer to the Headteacher. There will be a Deputy Head's detention for one hour on Fridays after school, as well as a Headteacher's detention on Saturday

mornings. A selection of misdemeanours and their resultant sanctions can be found in the Appendix.

Other sanctions may include:

- Prevention from going on trips
- Prevention from attending sports fixtures
- Telephone call/letter home (though this should be of a constructive nature)
- Mediation and restorative approaches
- Community service
- Loss of privileges e.g. early dismissal at end of term, Year 11 lunch pass
- Internal exclusion
- Fixed term exclusion (see Appendix)
- Permanent exclusion (see Appendix)

Incidents that occur within lessons will be dealt with firstly by the subject teacher; if misbehaviour continues or a more serious incident occurs, the students will normally be dealt with inside the department e.g. by removal to a suitable place/another lesson. If this is not possible, the office should be called and they will contact a senior member of staff. Any removal of a student from a lesson should precipitate a Head of Dept's detention automatically. If HODs' actions are unsuccessful, a referral should be made to the relevant Divisional Head, who may then refer to the Deputy Head. For a more detailed flowchart outlining actions and lines of communication, please see the Appendix.

Incidents that occur around the school campus, during Form Time, or across a range of subjects, will be dealt with by Form Tutors and/or Divisional Heads.

Behaviour that may constitute an illegal act will result in Police involvement.

The school also has statutory powers to manage behaviour of students on the way to and from school. Students are seen as ambassadors for the school, and as such we expect the highest standards of behaviour around the local area.

*Sp 10/07*