



Behaviour for Learning Policy

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Behaviour for Learning Policy

This Behaviour for Learning Policy should be read in conjunction with the Arthur Terry Learning Partnership Behaviour Policy

<https://atlp.org.uk/files/2020/10/ATLP-Behaviour-Policy-September-2020.pdf>

Other related documents

Uniform Guidance <https://jws.bham.sch.uk/parents/school-uniform/>

Safeguarding Information <https://jws.bham.sch.uk/parents/safeguarding/>

School Discipline and Exclusions <https://www.gov.uk/school-discipline-exclusions>

1. Aims of the policy

John Willmott expects the highest standards of behaviour from all our students. This behaviour for learning policy encourages adherence to an agreed set of expectations, standards and procedures. The aims are thus

- Share practices and strategies that promote positive behaviour for learning
- Provide clear guidance for all staff
- Provide a consistent approach to procedures that manage behaviour and prevent disruption for learning
- Promote an environment where students feel safe and confident
- Promote an environment where students make a positive contribution to the John Willmott School community

2. Roles

The Head Teacher and Leadership Team

The Head Teacher and Leadership Team are not expected to deal with behaviour referrals in isolation. Rather they are to stand beside other staff and support, guide and show a unified consistency to the learners.

They will:

- Be a visible presence around the site, during lesson changeover, breaks from learning and before and after school
- Encourage positive behaviour and share good practice
- Undertake specific duties such as “On-Call” and line manage a year group
- Support the school detention system
- Support heads of faculty in managing behaviour for learning within specific subject areas
- Support the heads of year in leading each year group
- Take sessions within Rm 86 when appropriate
- Use behaviour data to assess this policy and inform future practices
- Celebrate and recognise staff and students whose effort goes above and beyond

Head of Faculty

Heads of Faculty lead the management of behaviour for learning within their faculty. Heads of Faculty will support the teachers within faculty subjects. They will:

- Be a visible presence in the faculty and encourage positive behaviour
- Support staff through the consistent use of school practices and procedures
- Encourage the use of FGFs, Praise Postcards and LORIC Certificates by staff within the faculty area
- Ensure staff training needs with respect to Behaviour for Learning are identified and targeted
- Follow up any appropriate communication with parents and carers
- Lead and manage the Department Referral rota
- Use any G4S data as appropriate within the faculty

Heads of Year

Heads of Year oversee the Behaviour for Learning of all students in their year group across all subjects and during non-lesson times. Heads of Year will support Heads of Faculty and teaching staff. They will:

- Be a visible presence with the year group during lessons, form time and social times
- Support staff who teach the year group through consistent use of school practices and procedures
- Support the school detention system
- Have a detailed understanding of all students in their year group and understand any barriers individual students have to making progress in school
- Take a lead with specific students in supporting them and monitoring their daily behaviour
- Follow up appropriate communication with parents and carers
- Use G4S data appropriately to plan interventions and further referrals
- Take sessions within Rm 86 when appropriate

All teachers

- Implement the behaviour for learning policy consistently
- Model positive behaviour both inside their classroom and whilst on corridors or on the yard
- Build relationships with students as appropriate
- Use FGFs, Praise Postcards and LORIC certificates as appropriate
- Plan lessons that are engaging and support and challenge the needs of all students
- Provide a personalised approach to the specific behavioural needs of identified students where relevant
- Record behaviour incidents on G4S
- Follow up appropriate communication with home
- Ensure 'good practice' strategies for Behaviour for Learning are followed
- Contribute to any review and assessment of behaviour management practices if requested

Non-teaching Staff

- Implement the Behaviour for Learning policy consistently
- Where appropriate, build positive relationships with students
- Contribute to the rewards system by using FGFs where appropriate
- Communicate behaviour concerns to an appropriate school leader
- Where appropriate contribute to school procedures and practices that support the needs of students

Parents/Carers

- Support their child in adhering to the Home School Agreement (ATLP Policy)
- Inform John Willmott School of any changes in circumstances that may affect their child's behaviour
- Discuss any concerns with the relevant member of staff promptly
- Share any communication as appropriate with their children, eg FGFs

3. Strategies and Procedures

Positive behaviour should be recognised at all times. Rewards and praise should be used in a ration of 3:1 against sanctions and warnings. Appendix A details the rewards and praise that can be awarded by any member of staff at school.

Positive behaviour will be rewarded with:

- Positive praise given by all staff
- Positive postcards posted home
- Certificates & House Points
- LORIC Certificate use and recognition
- Feel Good Friday (FGF) phone calls
- Positive phone calls home recognising positive behaviours
- Various activity days
- Educational visits

However, there will be instances when warnings and sanctions should be used. Staff in lessons should consistently adhere to the **Behaviour for Learning Warning System** in Appendix B.

This 4 stage **Warning System** must be used in sequence and consistently. By using the Warning System in this way, expectations and behaviour will rise in the school. The Warning System has alongside, sanctions to be used by the class teacher and methods of recording such actions.

The Warning System should not be used in isolation; employing a range of strategies alongside the warning system will improve Behaviour for Learning within the classroom. These strategies include the establishment of routines in your classroom, using praise in a suitable ratio and maintaining positive relationships with the students in your groups.

Appropriate strategies

- Ensure you are dealing with behaviour rather than stigmatising the student
- Use in a controlled and calm manner
- Give time in between each stage of the system
- Teach and model good behaviour
- Use the warning system to help students learn from their mistakes, give time to comply and ensure there are opportunities to show behaviour can be improved
- Review any immediate actions within the classroom such as seating arrangements

Inappropriate strategies

- Whole class sanctions
- Statements or threats that you as a teacher are not empowered to carry out
- Moving quickly through the warning system without giving the student an opportunity to comply
- Standing a student outside the class for extended periods of time

By using the Warning System and recording appropriately, patterns of behaviour can be tracked by Heads of Year and Heads of Faculty to inform appropriate planning for students and training for staff.

On Call

John Willmott School operates an *On Call* system. This measure should be used to consistent and appropriate use of the Warning System.

When 'On Call' is notified and arrives at the classroom, a professional decision will be made by the colleague who arrives at the lesson. The decision can be

- Speak to the student and remind them of the school expectations and remain in the lesson
- Remove the child to Departmental Referral
- Remove the child to Room 86

The decision remains with the member of LT or Head of Year on rota and not the classroom teacher.

Appendix C details *On Call* procedures.

Appropriate Strategies when using On Call

- Used consistently when integrated within the Warning System
- Used when all avenues and strategies have been exhausted by the teacher
- Used in a calm manner, without personal or emotional comments directed at the student
- Used when the student has had time to change and improve their behaviour
- Used discretely

Inappropriate Strategies when using On Call

- Using On Call in isolation and as a threat to the student
- Used for the whole class
- Communicated openly and publically
- Telling the student 'You are going to be taken to 86'

Departmental Referral - Where the student is placed in another lesson or room (within the faculty) for the remainder of the lesson with work

Room 86 – Where the student is removed out of the faculty due to persistent disruptive behaviour for the remainder of the lesson, or more than one lesson when appropriate, to prevent the student from disturbing the learning of other students further. Appendix E has further details with regards to Rm 86.

Exclusions

Fixed Term Exclusions

Fixed Term Exclusions are used for more serious behaviours or continuation of negative behaviours. A FTE is to be used after all other available sanctions and strategies have been exhausted.

A reintegration meeting will occur on every student return. These will involve parents/carers attending a meeting with the child's Head of Year or LT link. Repeated transgressions will involve a meeting with the Governors panel to review the situation and plan any further action/intervention.

Permanent Exclusions

A decision to exclude a student permanently should only be taken in response to a breach or persistent breaches of the school's behaviour for learning 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.

At John Willmott School, we recognise that permanent exclusion is the ultimate sanction. Also we understand it may not be in the best interests of the child and thus the school will use this sanction when all other strategies and alternatives have been explored with the family of the student involved.

Detentions

A school detention is a sanction used alongside other strategies and procedures detailed within this Behaviour for Learning policy. The aim of the detention is to deter the action. As such, the detention should be a consequence that the student should not want to experience.

At JWS, we appreciate the context of most students travelling to and from school on a school bus. As such the school will always give 24 hrs notice to the family for the detention, to allow the family to plan ahead, although the Department for Education is clear that detentions can be set for the same day. Further, a detention does not require consent from a parent or the reason for the detention does not require the school to give a reason. However, John Willmott School wishes to work with partnership with our parents and aim for high expectations of behaviour from our students and as such will communicate the reason for the detention and ask that parents and carers support the school with its use as a sanction.

For the detention to be an effective deterrent to the action the student needs to be clear why the detention has been set and that the detention happens within a short time frame of the incident. Once the detention has been set, the 'slate has been wiped clean' and the student must feel their action has ended. A detention can be set for multiple reasons.

The detention must be viewed by the student and the school community as a sanction and not a reward. Thus, during the detention, the students must not be able to talk to other students, use their phone, read, or chat with a teacher. During the detention the Head of Year or member of the LT must make clear to the student why the detention has been set and discuss with the student how a detention can be avoided in the future.

All detention are for 30 minutes and sat the next day. If the student misses a detention but is present in school, it will be raised to 45 minutes for the next day.

Reasons for a detention at JWS.

- Late to school, after 9:15am
- Receives multiple W3 sanctions in one day
- Receives a detention on the 3rd Appearance negative.
- A serious incident that, for instance, may happen outside of lessons or in the immediate school vicinity (for instance poor behaviour on a school bus or at a local shop)

Appendix D of this policy details practices for setting, recording and undertaking detentions at JWS.

4. Other practices

Off Site behaviour

John Willmott School has the statutory power to use school sanctions for students when they are not on the school site or being supervised by JWS staff and breach this behaviour policy. This includes organised school activities such as work experience, an educational visit or a sporting fixture. It also includes student's behaviour when the student is travelling to and from school, including on public transport, but also a public forum when wearing school uniform.

Malicious allegations

Where a student makes an accusation against a member of staff and that accusation is shown to have been malicious, the Head Teacher can reserve the right, in accordance with this policy, as being a serious incident of poor behaviour and as such use a sanction as detailed in this policy. Please refer to John Willmott School Safeguarding policy procedures for dealing with allegations of abuse against staff for more information on responding to allegations of abuse.

Appearance and stationery

The wearing of John Willmott School uniform is compulsory and must be worn in school. When a student is admitted, it is on the condition that parents accept our school uniform regulations and the school asks that parents/carers are willing to ensure their child conforms to these in every respect.

In order to settle into learning promptly in lessons, students should bring the correct equipment and stationery to school. The school asks that parents and carers support their child by providing them with suitable stationery for every day. At John Willmott School, we include the bringing of equipment and stationery alongside the wearing of our uniform.

A student can receive a negative point on G4S, given by either Head of Year or Leadership Team for:

- No blazer
- No tie
- Incorrect PE Kit
- Incorrect jewellery
- Wearing uniform incorrectly
- Lack of equipment, stationery or a school bag

Mobile Phones

John Willmott School understands that most children now own a mobile phone and use for aspects of life beyond the school day, such as their bus pass. However, mobile phone use should not distract from learning in the classroom.

Further, John Willmott School students have asked that phones are not used or seen during the school day.

Reasons given by John Willmott School students include:

- to encourage socialising through chat during break and lunch times
- to stop other students taking photos or videos of them

Mobile phones thus are not to be used during any aspect of the school day or on school site. The phone must be put in a school bag before school and not taken out. In an emergency, if a student needs to speak to a family member, the student should ask a member of staff to support.

The school asks that family members do not contact children during the day by mobile phone. The child may feel the need to get their phone out of the bag and risk receiving a sanction. We ask that parents contact the school reception who will pass the message to the student.

If any member of staff sees a child's mobile phone it can be taken. It will be kept in reception until the end of the school day. Multiple breaches of this rule will result in parents/carers being asked to collect the phone from school.

Searches

John Willmott School reserves the right to search a student. The school does not need consent of the parent to conduct the search. It will conduct the search if it thinks the child has a prohibited item such as:

- weapons, eg knives;
- alcohol;
- illegal drugs;
- stolen goods;
- tobacco products, eg cigarettes;
- pornographic images (of any kind, eg tabloid topless pictures and 'lads' mags' as well as extreme adult material);
- fireworks;
- anything that has been, or is likely to be, used to cause injury or commit an offence.

These things can be confiscated by John Willmott School and in some cases not returned to the family. The search will be conducted by two members of staff, one of which will be the same gender as the child. The school will not ask the child to remove any items of clothes other than outer clothing.

Appendix A

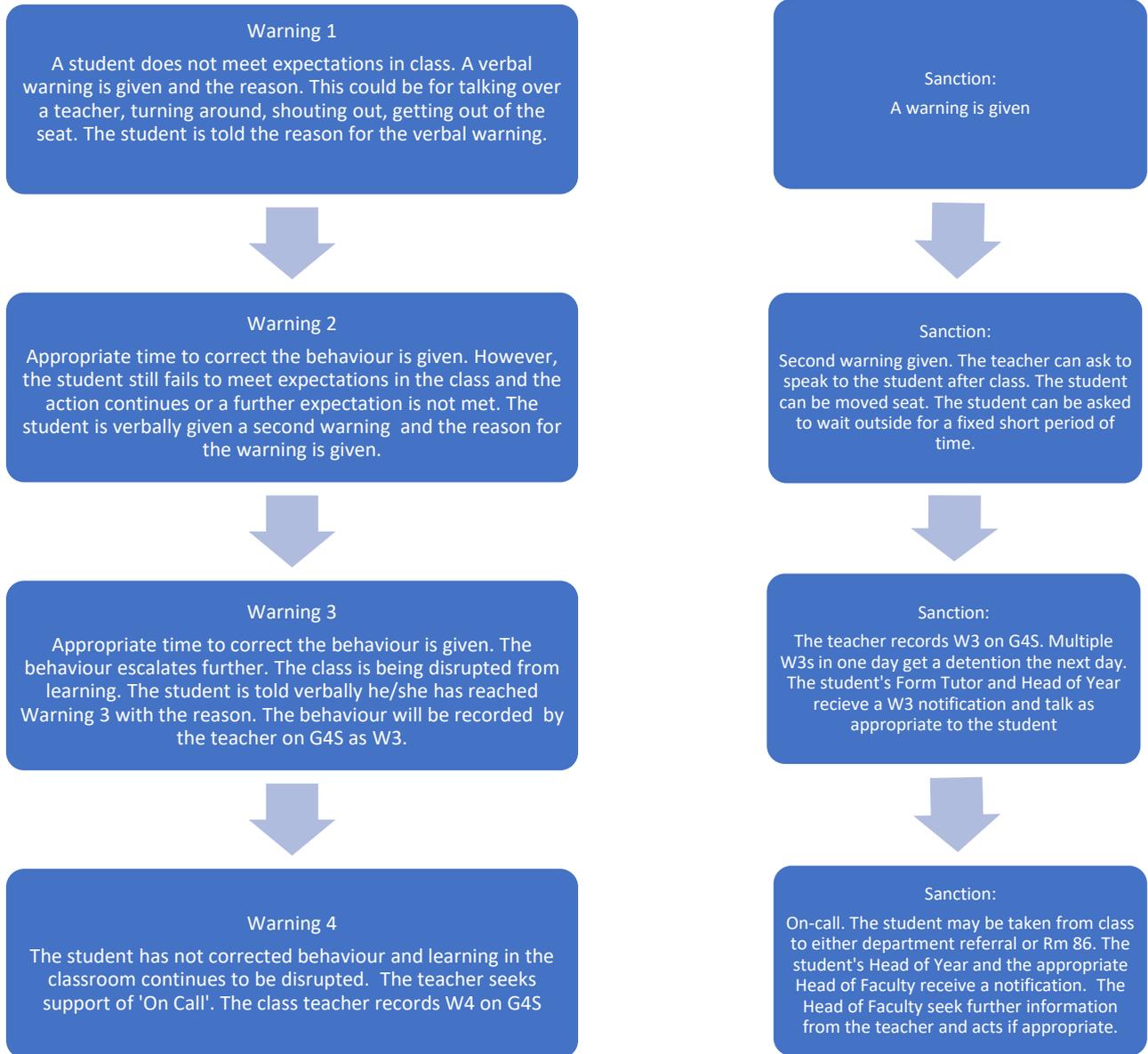
Rewards at John Willmott School with appropriate 'Score'. All are assigned using G4S

House Point, HP +1	Awarded for any aspect of positive behaviour displayed. Can be assigned to groups of students at a time
FGF +5	A call home and appropriate postcard awarded weekly to a student who has gone above and beyond in any capacity. This includes work, effort, kind manners or sticking to good routines
Praise Postcard +5	Subject Specific card to be sent home in the post for an excellent piece of work or effort in class
LORIC Certificate +5	Certificate given to a student, a consequence of demonstrating leadership, organisation, resilience, initiative or communication skills
Termly Nomination for Success Assembly +1	Success Assemblies take place each term. Each teacher nominates a student for attainment and progress for every class. The appropriate Head of Faculty decides the overall winner. A nomination gets a positive point
Progress/Attainment Award +10	Being awarded a certificate and badge in a success assembly for progress in a class
Form Tutor Award, FTA +5	For each Success Assembly, each form tutor will nominate a student who has stood out during the term during form time
Head of Year Award +5	For each Success Assembly, the Head of Year will nominate a student who has showed exemplary behaviour and contributions during the term. A certificate and badge will be awarded
Community Award +5	JWS prides itself on the place it holds in the community. If a student shows exemplary standing in the community, either consistently or through a single act, a Community Award will be given. Examples include participation in uniformed organisations, charity work, a single action that supports the community in any way
Sporting Award +5	JWS has a fine heritage of sporting excellence and prides itself on the work of the PE department, encouraging team or individual performance. In addition to taking part in JWS clubs and teams, many students excel in sports in external clubs. This award recognises this
Head Teacher Award +40	For the final Success Assembly of the year, the Head Teacher will award a certificate and badge to a student in every year group. Such an award will be a recognition of achievements throughout the year, not only in the classroom, but for showing contributions to the wider life of John Willmott School

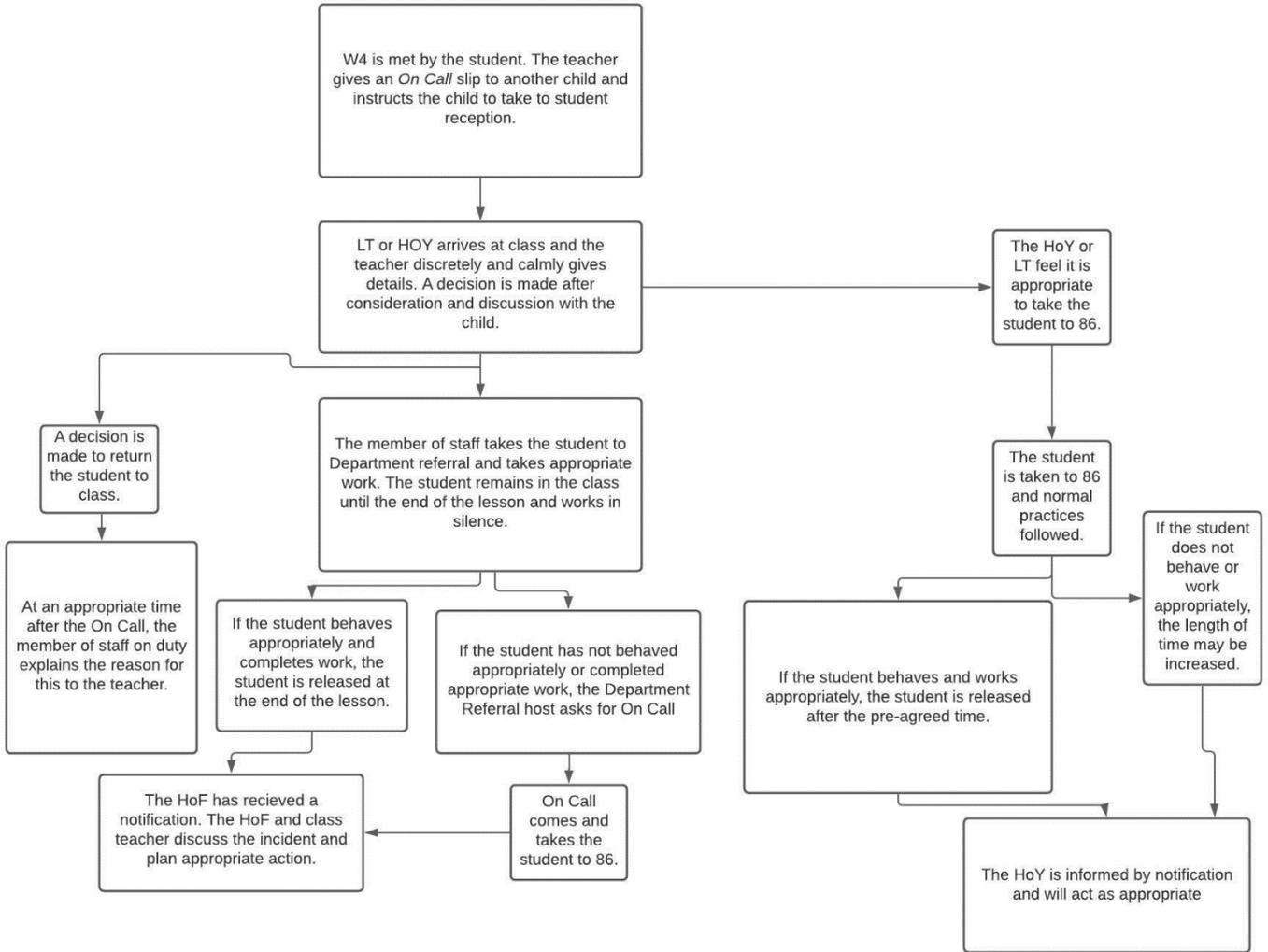
Students will receive an appropriate certificate when these milestones are reached. Form tutors and heads of year are encouraged to take an active role in achieving these by communicating to students how 'close' they are to the next certificate.

Bronze Certificate	50 points	Certificate given by Form Tutor
Silver Certificate	100 points	Certificate given by Head of Year
Gold Certificate	150 points	Certificate given by Leadership Team Link for the year
Platinum Certificate	200 points	Certificate given by Head Teacher in an assembly

Behaviour for Learning Warning Flow Chart



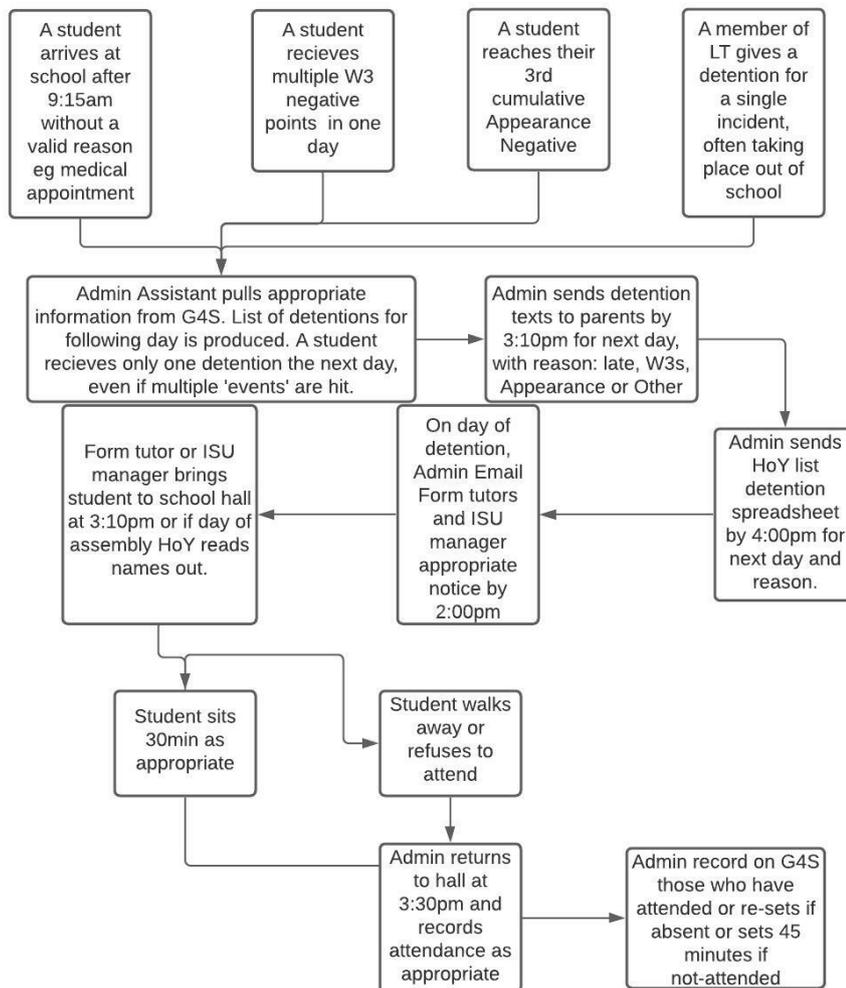
On Call Procedures



G4S points and records	
W3 – recorded by teacher	Multiple W3s in one day will result in a detention being set
W4 – recorded by teacher	Student may be removed from class
Further conversation or action by Form Tutor, Head of Faculty or Head of Year	No points, but details of conversation are recorded on G4S

Detentions at John Willmott School

- Detentions will take place in the hall, daily at 3:10pm
- The DHT Pastoral will administer the detentions
- Every Head of Year will attend the school hall at 3:10pm and check on appropriate students attending from their year group. If the Head of Year suspects a student may not attend or be uncooperative with the form tutor, they should as appropriate intervene with that student during the day
- Mobile phones, if confiscated, must be given only to a student after a detention has been completed.
- It is the responsibility of 86 Manager or a Member of staff supporting the rota to be aware of the detention list on an appropriate day. In such instances, the locker must not be opened until after the detention has been completed.
- G4S is a vital tool in supporting the Behaviour for Learning Policy. Actions by the students should receive negative points, but not the sanction. Sanctions, and thus detentions, should be noted as such but not receive negative points.
- Administration will record when the detention has been sat, or missed through choice of the student. This way, Head of Year and LT can share information with parents and HoF. Form tutors can also track attendance of students to detention and intervene as appropriate with students in their form and communicate to their Head of Year if a student is not attending detentions.
- ISU is not to be used as a sanction for not attending detentions. The appropriate Head of Year should in these instances communicate with families with regards to the detention.



Room 86 Procedures and Protocols

86		
<p>From On Call MoS establishes period of time and reason. Fills in Yellow Sheet</p>	<p>Pending Investigation MoS fills in yellow sheet, instructs student to write statement. MoS is responsible for next stage which may require period of time in 86</p>	<p>Internal Exclusion HoY or LT issue a FTE for a specific incident</p>

Upon arrival

- Students are asked to place all of their belongings in the locker and it is locked and the key kept with Manager or member of staff (MoS). Return to lockers is not permitted other than at lunchtime to get out packed lunch and if they are leaving.
- They have to explicitly show their phone placed in the locker.
- Expectations are outlined. There is no communication with others either within ISU or with those outside. Work is to be completed here as with any other classroom in school and uniform is to be worn correctly.
- Member of staff to fill out yellow sheet to make it explicit whether this is On Call, Pending an investigation etc and/or the duration and further action needed.
- Manager of Member of staff on rota will log on G4S that the student is in 86 and for the reason. This will be information only and not score a negative point. The incident itself will score the negative behaviour points.
- All pupils follow their timetable as far as possible as the work that is set is from the subject they are currently missing. Work is to be completed to a good standard and every attempt is made to make sure work is well presented. Appropriate work is in 86. Member of staff in 86 should use the SoL to set the appropriate work. Work should not be sent for from the class teacher. In some pre-arranged circumstances, a student may complete a set task in agreement with the class teacher.
- Scribbling, drawing, doodling and sleeping are not permitted and those who don't complete work serve additional time in 86. Sometimes if a pupil is particularly wound up or upset, they have access to a book until they are calm enough to begin work.
- Member of staff on rota or manager should manage too frequent requests for a toilet break.
- All pupils have the option to order a cold lunch from the canteen though this is eaten at their desk , still in silence.

At the end of the day

- Pupils collect their things, wipe down their tables and all leave at 3:15pm, regardless of year group. The students are given their belongings from the locker. If the student is in detention, the Member of staff on rota takes the student to the school hall. The students depart through the main body of the technology department.
- Additional behaviour incidents that have taken place within 86 are logged on G4S by Member of staff and Head of Year notified.
- The manager or Member of staff should return work completed, with appropriate form to the appropriate teacher. The manager should monitor appropriate resources within the room and ensure there a plenty for the next day.
- The manager or Member of staff should bring Yellow Sheets to appropriate Head of Year and discuss if there have been any additional issues in 86.