

2014 Behaviour for Learning

Ethos

Excellent behaviour should be at the heart of everything we wish to accomplish. When we behave in a positive way it shows **respect** for ourselves, for others and for learning. It creates an environment where everyone can **achieve** and where we can all continue the **transformation** into the people, the citizens we want to be.

At Batley Girls' High School we have high expectations of behaviour and we understand that sometimes responsible behaviour needs to be taught. All adults in school have a responsibility to encourage and model respectful and positive behaviour. (See details in the document – Roles and Responsibilities of adults in school and refer also to the Behaviour for Learning Pyramid).

The ethos of positive behaviour management at Batley Girls' High School links to the school mission statement of Achievement, Respect, Transformation.

Achievement

Learning comes first. The BFL approach at BGHS aims to ensure that all students can learn in a safe and secure environment. Assertive discipline procedures are in place to support the learning of all. We recognise that for some students learning can be challenging and can affect behaviour. By removing barriers to learning we can facilitate positive and responsible behaviour. Classroom teachers, Curriculum leaders and associate staff play a vital role in ensuring a proactive approach to positive behaviour management.

Respect

This is at the heart of all we do. We show respect for ourselves, for learning and for others by behaving in a positive way which supports learning and keeps everyone safe. Teachers have the right to teach and students have the right to learn in a safe environment with clear boundaries and high expectations. Students' views are sought and we encourage them to have a voice but also empathise with others and, importantly, understand the consequences of their actions. We have an agreed set of procedures and sanctions which are fair and clear. We have a solution focussed approach and we personalise interventions to maximise positive outcomes. All adults in school model positive behaviour.

Transformation

We promote the importance of intrinsic motivation when supporting students. We believe in fresh starts. We believe in change. We are solution focussed, creative and responsive in our approach. We give all students the opportunity to become successful. We understand that young people sometimes need to relearn behaviour and when a student makes a mistake we support and encourage them.

Behaviour for Learning

Staff Roles and Responsibilities

All responsible adults in school

- Model good behaviour and respect at all times.
- Are aware of and follow the agreed procedures for dealing with misdemeanours in school.
- Ensure that all concerns are reported promptly and appropriately.
- Are proactive and calm when addressing poor behaviour outside the classroom, in corridors, in the dining hall and other locations around school.
- Are confident and assertive but not aggressive when dealing with incidents.

Group Tutors

- Follow guidelines for all responsible adults in school.
- Make sure that students have opportunities to reflect on their behaviour and are supported to make positive changes where needed.
- Check planners and address issues raised in them.
- Communicate concerns to Pastoral Managers promptly and in writing using agreed procedures.

Subject Teachers

- Follow guidelines for all responsible adults in school.
- Create an atmosphere in their classrooms/teaching area which is conducive to encouraging good behaviour for learning.
- Ensure lessons are planned to meet the needs of individual students.
- Know their students and their learning needs.
- Deal promptly and fairly with behaviour issues.
- Seek support and advice when in class strategies are not working.
- Ensure appropriate work is supplied to intervention and internal exclusion staff when a student is removed from lessons.

Curriculum Leaders

- Follow guidelines for all responsible adults in school.
- Follow guidelines for subject teachers.
- Support colleagues who request advice and support.
- Ensure that assertive discipline procedures are followed.
- Address teaching methodology issues to ensure that curriculum offer/delivery is appropriate.
- Liaise closely with the SENCO and Progress Leaders and Pastoral Managers.
- Contribute to Tier 1 Additional Needs Team meetings as required.
- Ensure that incidents are logged on the system promptly.

Security Staff

- Follow guidelines for all responsible adults in school.
- Ensure that all on calls are dealt with promptly and professionally.
- Maintain a high profile around school to ensure student safety at all times.

Intervention room supervisor

- Follow guidelines for all responsible adults in school.
- Monitor use of the intervention room and provide appropriate data.
- Ensure incidents are logged and dealt with promptly.
- Contact Pastoral Managers and well-being staff to ensure that students are supported and that learning can be continued as soon as possible.

Internal Exclusion room supervisor

- Ensure that students in internal exclusion have appropriate work to do and remain on task throughout their stay.
- Report to Pastoral managers/ members of the well-being staff any concerns raised during the internal exclusion.
- Work with the intervention room supervisor to ensure incidents are logged and use of the room is monitored.

Pastoral Managers

- Follow guidelines for all responsible adults in school.
- Monitor incidents, identify patterns and liaise closely with other colleagues and parents.
- Work closely with the intervention room supervisor to ensure quick and effective action is taken to deal with incidents which warrant removal to the intervention room.
- Ensure all students involved in incidents have a voice and are listened to and that all investigations are full and fair.
- Refer to well-being/CP staff promptly if needed.
- Liaise closely with the Internal Exclusion Room Supervisor if further sanction is required following full investigation has taken place.
- Liaise closely with the Internal Exclusion Room Supervisor following red slips.
- Ensure the Progress/Pastoral Leader is fully appraised of all interventions and consult if internal or external exclusion may be warranted.
- Oversee the logging of the incidents by the intervention room supervisor.
- Monitor and oversee the 'three strikes' rule and ensure that the Progress Leader remains fully informed
- Set targets for and monitor Stage 2-5 reports.
- Ensure Pastoral Support Plans and Personal Learning Plans are reviewed.
- Provide information to Progress Leaders regarding Tier 1 ANT's and Tier 2 Super Ant's meetings.

Progress/Pastoral Leaders

- Follow guidelines for all responsible adults in school.
- Monitor and quality assure the work of the Pastoral Managers.
- Ensure high expectations of behaviour have a high profile around school.
- Ensure incidents are dealt with promptly and effectively and that all incidents are logged and that appropriate action has been taken and sanctions fairly applied.
- Lead Tier 1 ANT's meetings and contribute to Stage 2 'Super' Ants meetings
- Act upon trends in behaviour and raise at ANT's and multi-agency meetings.
- Liaise with SENCO to address learning needs.
- Work closely with all intervention staff to ensure a consistent approach.
- Authorise internal exclusions.
- Liaise with SLT link re External Exclusions.

SLT and Deputy Head Respect

- Follow guidelines for all responsible adults in school.
- Ensure high expectations of behaviour have a high profile around school.
- As year link liaise with Progress Leaders re identification of trends/persistent poor behaviour.
- Follow guidelines for all responsible adults in school.
- Ensure high expectations of behaviour in school.
- Investigate and disseminate good practice,
- Monitor policy and procedure in school.(DHTR)
- Review current practice. (DHTR)
- Lead Tier 2 'Super' Ant's meetings (DHTR)