

Eltham Hill School



Eltham Hill
SCHOOL

BEHAVIOUR FOR LEARNING POLICY (BFL)

Governors Committee: Teaching & Innovation

Date Adopted/Reviewed: July 2015

Date of next review: September 2017

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BEHAVIOUR FOR LEARNING POLICY (BFL)

Eltham Hill School is a comprehensive school with the full range of abilities alongside economic, social and cultural diversity. We aim to provide a broad, challenging and inclusive education for life, in a secure and happy environment where all members of the school community feel valued and respected, and where effective learning and teaching is able to take place. To achieve the above, promotion of behaviour for learning in all aspects of school life is essential.

School expectations have been discussed and agreed with all members of the school community, are displayed around the school and provide the framework for our Behaviour for Learning.

The Behaviour for Learning Policy therefore aims:

- To provide, staff, governors, students and parents/carers with a clear understanding of all our roles and responsibilities to promote positive behaviour for learning.
- To support students in taking responsibility for their own behaviour choices and to encourage them to think and make valid judgements, gain confidence and show concern for others.
- To provide a framework in which we can all work and support each other in achieving behaviour for learning across the school.
- To ensure consistency of approach from all members of the school community to enable behaviour for learning systems to be successful.
- To allow for levels of flexibility when faced with behavioural diversity in the classroom and in the school community and accepts that a 'one size fits all' approach will not be sufficient.
- To foster emotional intelligence in our students.

To achieve our aims at the school staff will:

- Place the emphasis on learning and teaching.
- Provide a safe, secure and happy environment.
- Recognise, praise and reward appropriate behaviour.
- Ensure students follow the school expectations during lessons, around the school and local community.
- Ensure early intervention for girls facing difficulty in maintaining appropriate standards of behaviour.
- Take responsibility for managing poor behaviour, in the first instance, and seek support/advice when necessary.
- Set clear limits/boundaries for appropriate behaviour.
- Provide or seek additional support where students have difficulties managing their behaviour.
- Maintain positive relationship with student/s.
- Work in partnership with parents/carers.
- Involve students via Student Council to develop and promote outstanding behaviour for learning across the school.

To achieve our aims at the school students will follow the school expectations and be responsible for working in partnership with staff to ensure the school is a safe and happy place to be.

To achieve our aims at the school parents/carers will work in partnership with the staff to promote good behaviour, attendance and support the school in addressing inappropriate conduct.

BFL Roles and Responsibilities across the School

Governors	<ul style="list-style-type: none"> • To receive termly reports on behaviour across the school • To review and monitor the effectiveness of the Behaviour for Learning Policy.
Principal	<ul style="list-style-type: none"> • To promote outstanding behaviour across the school. Responsible for the implementations of the policy and termly analysis to Governors. • Only the Principal (or VP in her absence) may authorise exclusions for very serious offences.
Leadership Group	<ul style="list-style-type: none"> • To support and advise POD Leaders and Year Leaders in implementing the Behaviour for Learning Policy. • To lead on outstanding behaviour across the school.
POD Leaders	<ul style="list-style-type: none"> • To promote and celebrate outstanding behaviour across the POD and support members of their POD in managing behaviour positively, administering rewards and sanctions consistently. • To support staff in meeting with students and parents/carers to resolve issues of poor behaviour. • To liaise with Key Stage Leaders and Pastoral Managers with regards to students causing concern and support each other in finding and implementing solutions to the issues. • To support and advise staff on strategies to promote outstanding Behaviour for Learning.
Key Stage Year Leaders/Pastoral Managers	<ul style="list-style-type: none"> • To promote and celebrate outstanding behaviour in weekly assemblies. • To support students, and staff, in following the agreed school expectations. • To provide students with strategies to take responsibility for their own behaviour. • To arrange/manage mediation with students, staff, parents/carers • To support and advise all staff on strategies to promote Behaviour for Learning.
All staff within the classroom situation	<ul style="list-style-type: none"> • To take responsibility for the management of student behaviour and associated follow up actions, as appropriate. • To ensure that the policy and procedures are followed and applied consistently and fairly. • To create a high quality learning environment.
InclusionTeam	<ul style="list-style-type: none"> • To provide input for students who need intensive support or specialist intervention. • To support and advise staff on strategies to promote Behaviour for Learning for individuals.
All members of staff	<ul style="list-style-type: none"> • To recognise, praise and reward outstanding behaviour. • To address inappropriate behaviour • To follow school procedures consistently and report

	both good and poor behaviour.
Parents/Carers	<ul style="list-style-type: none"> • To take responsibility for the behaviour of their child outside of the school and be accountable for their behaviour inside the school. • To work in partnership with the school to maintain high standards of behaviour and ensure a cohesive approach.
Students	<ul style="list-style-type: none"> • To take responsibility for their own behaviour. • To follow instructions from all adults in the School. • To follow the school's expectations.

Recording of Incidents of poor behaviour

The school staff record/report incidents of inappropriate behaviour through a Student Information Form (SIF). This enables all relevant staff to be aware of the situation and for the most appropriate support and sanctions to be put in place.

The SIFs also allow the school to collect individual and whole school data with regards to behaviour.

Rewards and Praise

The school ethos of achievement for all is central to the promotion of good behaviour. Encouragement through reward is one way of achieving this. Reward has a motivational role in helping students to realise that good behaviour is valued. Praise raises self esteem and encourages improvement and is important to be given in the most appropriate way. Some students prefer to receive praise privately.

Students achievements are rewarded with achievement points that we record on SIMS by staff. Half termly students receive certificates and prizes.

Sanctions

The school recognises that sanctions are needed to respond to inappropriate behaviour. A range of sanctions are in place and we aim to ensure that their use is characterised by clarity of why the sanction is being applied and what changes in student behaviour is required to avoid future sanctions. Parents/carers will be notified of inappropriate behaviour and sanctions given.

Exclusions

The school tries to avoid the use of fixed term/ permanent exclusion and will only sanction this when all other sanctions have been exhausted. Only the Principal can make the decision to externally exclude a student. Discussions will take place with parents/carers, regarding exclusions, and if appropriate the necessary outside agencies. (*See School Exclusion Policy*)

All exclusions, fixed term and permanent, are monitored by the Principal and Governors on a termly basis.

Training

All staff will have access to training on promoting positive behaviour and managing poor behaviour. All Staff have received training on Restorative Justice approaches to managing behaviour.

Related Policies to promote outstanding Behaviour for Learning

- Exclusions Policy
- Anti-Bullying Policy
- Attendance Policy
- Home Learning Policy

School Expectations

We expect that:

- Every member of the school community feels safe, secure, happy and valued.
- Every member of the school community treats each other politely and with respect.
- The atmosphere is positive and promotes learning.
- Students take care of the school environment.

Our expectations of students in school and the community:

- Attend school every day and on time at 8.30am.
- Always wear the correct uniform.
- Treat others the way you would like to be treated yourself.
- Always try to promote a positive image of yourself, other students and the school.

Behaviour for Learning:

- Try your best and work hard.
- Do as you are asked by a member of staff the first time.
- Respect everyone's opinion and value it.
- Come to school with the correct equipment in order to participate in your lessons.
- Drink water in class to be healthy but only eat at break and lunchtimes in appropriate areas.
- Walk calmly on the left around school.

School expectations discussed, amended and agreed by student and staff

SCHOOL EXPECTATIONS FOR STAFF 'GETTING THE SIMPLE THINGS RIGHT'

- To be on time to meet and greet students
- Every lesson is a fresh lesson

- Maintain expected routines
- Model behaviour you would like to see
- Praise behaviour you would like to see more of

BEHAVIOUR FOR LEARNING
FLOW DIAGRAM SHOWING APPROPRIATE PATHWAYS OF ACTION

