

Behaviour for Learning Policy



This policy includes the guidelines for rewards and sanctions across the school and is integral to the House System that integrates learning.

References to Hartland children should be read as Pupils in the Primary phase and Students in the Secondary phase of the school and are interchangeable.

January 2019

Purpose

Hartland International School encourages all students to enjoy their learning. To support this positive learning environment, we want our children to be honest, respectful, considerate and responsible. We expect them to be well behaved so that everyone can enjoy a happy, safe environment in which each individual feels respected and valued.

Excellent behaviour is the expectation and norm, and we believe that students should be rewarded for taking responsibility for and developing independence in their own learning, learning effectively or doing something exceptional. There should be more rewards than sanctions to foster the positive atmosphere and expectation of success within the school. However, teachers should be allowed to teach and students to learn, so anyone who does not meet our expectations should expect to face consequences, although each situation will be judged separately. This policy outlines the roles and responsibilities within the school for rewards and sanctions.

The discipline procedure and definitions of stages and levels of conduct are outlined in the attached appendices.

The aims of this policy in practice are to:

- promote the Hartland Values
- reinforce positive behaviour at every opportunity ensuring that all understand what is acceptable and what is not
- educate students to take responsibility for behaving in an appropriate manner
- ensure that students understand that they are a valued part of the school community and also understand their role in school and wider society
- discuss and share what constitutes acceptable behaviour through creating classroom rules

This policy should be consistently applied although staff will use their professional discretion and take into account children's individual personal circumstances.

Who was consulted?

The policy was formulated by the founding Principal and was reviewed by all staff and members of the SLT in 2017.

Relationship to other policies

PSHCE, Moral Education, Student Voice, Inclusion

Roles and responsibilities

The Principal will have overall responsibility for this policy. It will be the Principal's responsibility to ensure that other leaders on the school are supported in their roles in the application of this policy. The Principal will ensure that certificates are awarded for key achievements such as 100% attendance.

Members of the Senior Leadership Team will:

- Attend key stage or year group celebration assemblies and sharing learning assemblies.
- Enforce the sanctions system from stage 5.
- Lead their respective teams and departments in implementation of this policy
- Lead the collation of house points achieved by students
- Award commendations for successes.
- Support subject and class teachers and Heads of Key Stage

Heads of Key Stage and Middle Leaders will:

- Support class teachers in the application of this policy.
- Enforce the sanctions system from stage 4.

Subject teachers will:

- Award house points and merits and nominate students for commendations during the appropriate time
- Note in student planner incidents at stage 2 and contact parents directly at stage 3 as well as impose appropriate sanctions.
- Liaise with Heads of Key Stage and members of SLT as appropriate.
- Apply stages 1-3 of the sanctions system.
- Award class rewards for effort and work.

Arrangements for monitoring and evaluation

The Principal and the Senior Leadership Team will have responsibility for monitoring and reviewing this policy every two years.

Date for Review: January 2021

Signed.....Date.....

School Principal

Appendix 1 - House Points and Rewards

Good behaviour and high standards of work are expected at all times at Hartland.

House Points should therefore **only** be awarded for:

- ⇒ Excellent work
- ⇒ Excellent effort
- ⇒ Excellent contribution to school life
- ⇒ Excellent contribution to society outside school
- ⇒ Significant demonstration of Hartland Values

A House Point will be given in the shape of a coloured token for each House which students should place in the House Points collection container. Class teachers and form tutors should keep a tally record for each student of points awarded which will go towards individual rewards of certificates of recognition:

Certificates to be issued as follows in relation to House Points:

Class Teacher / Form Tutor	20
Head of Key Stage	30
Head of House / House Captain	40
Vice Principal / SLT	50
Principal	60

Key Stage 3

In addition at Key Stage 3 the following may be awarded:

- As the work at Key Stage 3 leading to GCSE becomes more demanding, 1 **Merit** (equivalent to 5 House Points) will be awarded for an outstanding piece of work.
- Students will be issued House Merit cards which they will need to keep hold of until collated by the Form Tutor. These can of course be exchanged for tokens so that they can also contribute to the token collection

<i>House Merit Card</i>	
Awarded to _____ of _____ House	
For outstanding and significant piece of course work Or	
Contribution to the life of the school / Hartland Values	
Subject / Details: _____	

Appendix 2– Sanctions & Consequences

Within the Primary school we do not use detention as a sanction. All sanctions should take individual circumstances into account and be in proportion to the offence.

- Stage 1 - First warning given verbally explaining the reason and the consequence
- Stage 2 - Second warning written on the board; this can be removed if behaviour improves
- Stage 3 - Third warning written on board and the child loses a few minutes of break
- Stage 4 - Sent to Head of Key Stage; teacher speaks to parents and puts a note in the child's diary
- Stage 5 - Sent to SLT member; parents asked to come to School to discuss their child's behavior with the class teacher and other relevant staff
- Stage 6 - Sent to Head of Primary for break time and second meeting with parents
- Stage 7 - Sent to Principal; parents called in; child may have a fixed-term temporary exclusion or inclusion
- Stage 8 - Sent to Principal; referred to KHDA; child may be permanently excluded

Staff should try to remember that:

- We criticise the behaviour and not the child
- We use private rather than public reprimands whenever possible
- We are fair and consistent, always following through any warnings
- Whole group sanctions are not used
- The sanctions (stages 1 – 3) restart afresh each day
- All sanctions (stage 4 – 8) are recorded in the School's MIS
- A serious incident might result in a teacher going straight to Stage 5 or 6
- It may be appropriate to refer a child to the School Counsellor or, following discussion with the Head of Learning Support and parents, an external agency
- In all cases it will be clear to the child and parents why a sanction has been applied
- The consequences of his/her action will be clear to the child
- The changes in behaviour required will be made clear to the child

Reporting to Parents

The behaviour of children will be reported to parents, defined as follows:

- Level 1 - The child self-manages his/her behaviour
- Level 2 - The child occasionally requires teacher intervention to assist good behaviour
- Level 3 - The child's behaviour often requires involvement from teachers or parents
- Level 4 - The child's behaviour is being monitored by the Head of Key Stage or SLT member
- Level 5 – The child's behaviour needs professional involvement from a Counsellor or Educational Psychologist etc.

Guidelines for loss of break time

- is a consequence given after a series of warnings as an immediate consequence of poor behaviour or for behaviour on the playground
- can be given by any member of staff
- is completed during the next available break time
- comprises 5 minute intervals – up to a maximum of 10 minutes in any one break

May be given after a series of warnings for:

- Repeatedly distracting other children in a lesson
- Repeatedly talking in a lesson
- Ignoring warnings about behaviour
- Ignoring instructions given by an adult
- Poor or boisterous behaviour anywhere in school or use of inappropriate language
- Disregard for the health & safety of others

Appendix 3: A Guide to reasonable Sanctions

This is intended to be illustrative; not prescriptive. Wherever possible, sanctions should be applied in a manner proportionate and appropriate to the level of misbehaviour and context of an individual event.

Stage	Examples of Behaviour	Consequence
1	Distracting other children Talking out of turn / ignoring instructions Copying work without thought General messiness or untidiness Failure to concentrate Missing registration	Verbal warning
2	Repeat of Stage 1 behaviour Challenging teacher instruction Thoughtless untidiness or mess Borrowing without permission Late to lesson on a regular basis Inappropriate language	Name on board in classroom
3	Repeat of Stage 2 behaviour Answering back, rudeness, teasing Minor fighting or swearing Causing others to have excessive work to clean up Irresponsible use of electronic communications Deliberately late to a lesson or missing deadlines Preventing others from completing work on time	Loss of time issued by Teacher for next break-time
4	Repeat of Stage 3 behaviour Minor act of theft Deliberate wastage of resources Truantiing from lesson Persistent fighting	Sent to see Senior Staff Note on SIMS Message to parents
5	Repeat of Stage 4 behaviour Graffiti/damage to property Offensive behaviour Biting, kicking, hitting etc. Offensive use of electronic communications	Sent to see Head of Key Stage / SLT Note on SIMS Parent meeting
6	Repeat of Stage 5 behaviour Deliberate and costly damage / vandalism Major or repeated act of theft Bullying or any form of discrimination Discriminatory use of electronic communications Bringing the School into disrepute	Sent to see Head of Primary Loss of break-time Parent meeting
7	Repeat of Stage 6 behaviour Highly offensive behaviour Deliberately discriminatory behaviour or use of electronic communications	Sent to see Principal Parent meeting

	Bringing the school into serious disrepute	KHDA informed Fixed-term temporary exclusion
8	Repeat of Stage 7 behaviour Deliberate attempt to harm others	Sent to see Principal Parent meeting KHDA informed Permanent exclusion