

Behaviours for Learning Policy



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Aims of Policy

This Behaviours for Learning policy will guide key stakeholders to understand and implement the practices to encourage and foster behaviours which will help students learn. This will then impact every student's ability to access all aspects of the school curriculum, improve student outcomes and achievement.

Rationale & School Philosophy

This policy is not just about the boundaries of acceptable and unacceptable behaviours governed by consistent consequences and rewards, it is about the culture the school provides to nurture and succeed in developing young people who are ready for success in their adult life through behaviours associated with success.

It is about creating and inspiring the students' attitudes to learning, including resilience, independent enquiry skills and life-long traits which young people need to navigate their way successfully through adult life.

Our school philosophy is:

"Learn, Respect and Succeed".

It is acknowledged that students will demonstrate both positive and negative learning behaviours over time. It is also recognised that every member of the school staff has a responsibility to encourage and reward behaviours that will enable all students to experience success, and challenge and correct negative behaviours which might impede students in making progress.

Behaviour is defined as "the ways in which a person acts and conducts themselves, especially towards others".

In all circumstance's students will be provided with the required support in order to assist them in recognising positive behaviours and changing their inappropriate behaviour.

The Learner Behaviour Profile

Our main aim is for all students to develop the behaviours that mean they are fully equipped to enter key stage 5 education, the workplace, university or further training / study. It is recognised that students are unique with special learning needs which might require specific arrangements and / or additional support strategies to succeed. The core principles of the Le Rocquier Learner Profile lies at the heart of what we believe all students are able to achieve and demonstrate throughout their learning.

This profile consists of 6 positive attributes associated with success that we aim to develop in all students at Le Rocquier.

We will develop learners who:

- Confidently **Problem Solve** & think and act **Independently**.
Learners who understand change and navigate proactively through times of transition whilst managing the influences that will impact on them. Who recognise the importance of thinking ahead and responding to problems that arise with assertiveness. Learners who can set goals as part of addressing problems and who address problems with a systematic approach.
- Demonstrate good **Decision Making**.
Learners who recognise the negative impact of being reckless, indecisive, impulsive or procrastinate when making decisions. Learners who have the skills to gather, select and evaluate their choices and who address their choices with decisiveness. Who handle peer pressure with an open mind and who have developed a growth mind set which is flexible to change.
- Are able to **Reflect & Self-Regulate**
Learners who can learn from criticism and see that mistakes are learning experiences. Who understand that reflecting on their strengths and weaknesses is power and how to react positively to feedback with a growth mind-set. Learners who can be resourceful, and demonstrate patience and self-control.
- Show **Resilience** and **Perseverance**
Learners will learn to embrace change with willingness and optimism and consider mistakes as challenges to overcome. Who understand the power of “yet” and have the ability to persevere and overcome obstacles. Learners will be able to take control over unhelpful thoughts and learn to cope with setbacks and negative cycles. Learners will recognise how to adapt to manage pressure and know that seeking support is a positive part of this.
- Work **Collaboratively** & with **Enterprise**.
Learners will develop the skills needed to work effectively with others. To recognise the qualities of empathy, active listening, communication, cooperation and conducting themselves in a positive way. Learners will recognise the value of drive and will understand that they determine their own success.
- Can **Lead** & use their **Initiative**
Students will develop their assertive behaviour and recognise the difference between leading and being in control. They will identify with being an up-stander as a way of leading others positively. Students will recognise that compromise is often necessary with peers.
- Can execute tasks with **Creativity & Skill**
Students will be encouraged to think about a task or a problem in a different way, and to apply their imagination to generate new ideas. **Skilfulness** enables them to solve complex problems or find interesting ways to execute their approach to practical tasks

It is recognised that there is no such thing as a perfect student. However, over time and through making these learning behaviours explicit in our teaching, the characteristics that are associated with success will develop.

We believe that the Learner Profile characteristics, once developed, will ensure that all students are successful in their life during and after their time at Le Rocquier. It is our aim to support students in developing and enhancing these positive learning attributes during their time with us, no matter what their starting point is.

House Values

The House system is integral to all aspects of rewarding and recognising achievements. The 7 houses have been selected carefully by the students through deep and meaningful conversations about what it means to belong. Through democratic voting, the 7 houses which groups students vertically is as follows:

| | Seymour | Platte Rocque | Keppel | Fauvic | Le Hocq | Le Hurrel | Icho |
|-----------|----------------|----------------------|---------------|---------------|----------------|------------------|-------------|
| 7 | 7SY | 7PR | 7KP | 7FV | 7HQ | 7HR | 7IC |
| 8 | 8SY | 8PR | 8KP | 8FV | 8HQ | 8HR | 8IC |
| 9 | 9SY | 9PR | 9KP | 9FV | 9HQ | 9HR | 9IC |
| 10 | 10SY | 10PR | 10KP | 10FV | 10HQ | 10HR | 10IC |
| 11 | 11SY | 11PR | 11KP | 11FV | 11HQ | 11HR | 11IC |

Through student voice, students have collaboratively selected the following values to be of most importance in being part of a House family:

- Honesty
- Integrity
- Kindness
- Success
- Fairness
- Perseverance
- Loyalty
- Inclusivity

These values, alongside the 7 Learning Behaviours, will be the basis on which students will be rewarded.

Rewards will take place through:

- Instant individual achievement points associated with the House values and Learning Behaviours in class (See the achievement board)
- One-off house involvement and performance.
- End of half term 'Behaviours in Action' certificates (1 per form).
- End of half term 'Personifying House Values' postcards home.
- End of year subject specific 'Behaviours in Learning' awards nominated by faculty staff.

- End of year 'House Values Awards'.

The Instant, 'in class' achievement board.



Conduct & Rewards

All students in the school have an opportunity to be awarded individual achievement points through their day and school year to recognise all aspects of positive behaviour.

Individual conduct scores will be shared weekly with students via their tutor.

Overall 'Conduct;' is calculated as:

ACHIEVEMENT POINTS - BEHAVIOUR POINTS

= Overall COUDUCT SCORE

Platinum, Gold & Silver Conduct Status

- Pupils receiving this award have the **highest conduct scores** in their entire year group at the end of the year.
- Pupils who hold the prestigious title as a 'Platinum Pupil' become part of an exclusive group identified as the **Platinum Performance Pupils**
- These pupils will be presented with a **certificate, 'PLATINUM BADGE' and £15 voucher**
- These students will be rewarded periodically throughout the academic year for their Platinum conduct.



Gold, Silver & Bronze awards are also issued to students via certification in assembly at the end of the academic year.

Heads of House will:

- Create a culture of celebration and praise within school and on social media.
- Orchestrate opportunities throughout the school year for students to showcase their talents and skills.
- Bridge the gap with HOYs by offering mentoring to students who require extra guidance in demonstrating the values.
- Lead a 'Student Senior Leadership Team' (SSLT) who communicate and run the House Council and lead the student voice.
- Support the SSLT to organise student-chosen charity events for the school to support.
- Train our young leaders and SSLT to have the skills necessary to inspire, motivate, support and lead others.

Aims of House System

All members of the school community will work towards supporting and encouraging positive learning behaviours by:

- Achieving and maintaining an environment where students are nurtured and encouraged to develop their potential.
- Promoting and fostering good relationships and a sense of belonging to the whole school community.
- Being part of a well-ordered environment, in which all are aware of the expectations and appropriate learning behaviours.

- Upholding and promoting our values through our actions.
- Encouraging and praising others to reinforce good relationships and learning behaviours.
- Acknowledging that students and staff are all individual members of the school community and ensure that their rights, values and beliefs are respected by others.
- Working as a team; challenging, supporting and encouraging others.

Operational Guidelines

Students will:

- Aim to become the Le Rocquier learner as described in the Learner Behaviour Profile.
- Meet the expectations of the Home/School Learning Agreement that all students and their parents/guardians sign at the beginning of their time at Le Rocquier School.
- Attend school consistently and punctually to access their education.
- Be organised - bringing necessary equipment and meeting deadlines.
- Adhere to required school policies and procedures, including the school uniform.
- Balance school and homework in conjunction with home, recreation and leisure pursuits.
- Show respect to all members of the school community and the school environment.
- Fully engage in learning experiences in order to reach their full potential; including extra-curricular and off-site activities.
- Try their very best in all activities.

In class activities a student will:

- arrive punctual.
- actively participate and engage fully in learning.
- reflect upon and seek feedback to improve the quality of their work and make effort to improve.
- persevere with all challenges, even when they are difficult.
- manage their time, work efficiently and be highly self-disciplined.
- use their initiative in a range of situations and not always have to be told what to do.
- attend, be on time and be fully prepared for all lessons.

In activities outside the classroom a student will:

- act upon feedback to improve the quality of tasks completed.
- persevere with all challenges, even when they are difficult.
- manage their time, work efficiently and be highly self-disciplined.
- use their initiative to complete work set and not always have to be told what to do.
- work above and beyond the expectations of learning opportunities by accessing support and revision sessions to maximise progress.
- use independent study time outside of school to make progress.
- Respect the rights of other students to learn and reach their full potential

Parents will:

- Support Le Rocquier School as required so that their children can prosper throughout their time at the school.
- Ensure that their children attend school punctually and ready to learn.

- Support them in completing work at home; both in terms of homework set as well as revision and additional reading.
- Work with and encourage their child to fully engage with activities that will develop the characteristics of a Le Rocquier Student.
- Inform Le Rocquier of any specific needs their children may have upon entering the school and provide copies of formal assessments written by educational psychologists, specialist teachers or other professionals.
- Request support from the school as required.
- Participate in all discussions in relation to their child's difficulties, behaviour, attainment and progress.
- Ensure that their child adheres to required school policies and procedures, including the school uniform policy.
- Fulfil their role in the Home-School Learning Agreement.

Form Tutors will:

- Promote the direct learning about the Behaviours for Learning in pastoral time with enthusiasm.
- Apply the terminology of the key behaviour characteristics when discussing a student's performances.
- Encourage students to be active members of the school community.
- Allow and facilitate the student voice through the House reps.
- Promote the house system by fostering a community approach to success and involvement.
- Recognise and communicate the individual students' House achievement points.
- Discuss students' effort and progress with them through regular communication in form and with parents.
- Celebrate and congratulate students on their achievements, referring these to the HoY and parents, as relevant, for further recognition.
- Challenge students on their uniform as per the school policy in Appendix E: The Gender-Neutral Uniform Policy.
- Challenge any inappropriate or concerning behaviour exhibited by their tutees through verbal or written reprimand, recording interventions made on SIMs and informing their HoY.

All Teaching Staff will:

- Ensure that their teaching and student learning is engaging, challenging, focused on progress and well matched to the needs of all students.
- Plan Have a plan for children who are likely to misbehave & ensure other adults in the class know the plan by understanding pupils' special needs & differentiate for them.
- Model and set classroom routines every lesson in order to help students establish good behaviour that leads to good progress. All classrooms will display the agreed lesson routines expected and the consequence procedures for failing to comply.
- Recognise and award good effort and learning behaviours, displayed on their wall, as described in the learner profile & model it through their work.
- Support the values of the house system through praise, achievement points and student recognition & celebration (when requested).
- Follow the 'Behaviour Management & Sanctions' policy to prevent low level disruption and encourage learning.
- Provide a respectful environment where students are supported, and good relationships are formed.

- Be ready at the start of lessons to welcome students into their classroom and the end of lesson to dismiss in a smart, controlled manner.
- Support behaviour management by recording C1 – C3 incidents on SIMS to improve and maintain high standards of behaviour.
- Work with and communicate with parents any concerns.
- Support successful staff/student relationships by carrying out engaging and meaningful restorative meetings with students.

Faculty/Subject Leaders will

- Ensure that subject teaching and learning is engaging, challenging, focused on progress and well matched to the needs of our students as per the 'Lesson Behaviour & Action' chart.
- Model and implement established departmental classroom routines every lesson in order to help students establish good behaviour that leads to good progress. All classrooms will display the lesson routines expected and the warning procedures.
- Ensure all subject staff within the faculty follow the consequences system to prevent low level disruption continuing. (Behaviour Management & Sanctions Policy)
- Provide a respectful faculty environment where students are supported and good relationships are formed and encouraged.
- Support behaviour management by recording incidents or actions to improve and maintain high standards of behaviour.
- Celebrate student achievement through 'well done meetings', formal communication with students and parents, and use of Departmental reward systems; making an appropriate record in SIMS.
- Inform through social media of student success within the faculty.
- Provide and organise one-off activities for learners to explicitly demonstrate the Le Rocquier Learner Behaviour Profile characteristics.
- Ensure the House system is supported throughout the year by planning meaningful, subject-specific opportunities for different learner groups.
- Ensure the whole school reward systems are implemented through SIMS achievement points and Whole School Awards.
- Utilise the opportunity of Whole School Awards evenings and pastoral celebration assemblies to highlight the individual successes of students in their Faculty.
- Support Subject Leaders and class teachers in challenging continued or escalated inappropriate behaviours as outlined in the intervention flowchart in Appendix B (for example through meeting with parents and students alongside classroom teachers and Heads of Department and recording a SIMS 'Intervention' event).

Pastoral Leaders will:

- Plan assemblies to support, raise awareness of and foster our Learner Behaviour Profile characteristics.
- Ensure that assembly time is regularly used to celebrate student achievements, embed the pastoral programme and support a culture where good behaviour is expected to be the norm.
- Recognise student success through public awards, rewards and whole school achievement points.
- Communicate specific student House point achievements and involvement to the year group.

- Speak with individual students to challenge inappropriate behaviours; including lack of effort where a pattern begins to emerge across the school, for example in two or more subjects.
- Manage a graduated pastoral approach to behaviour management and monitoring through the FT and HOY reports.
- Suggest students for early intervention and bespoke behaviour support through the inclusion team.
- Monitor and challenge student attendance and punctuality in conjunction with the Attendance Officer.
- Support Heads of Faculty, Subject Leaders and teachers in challenging continued inappropriate behaviour as outlined in the Behaviour Management and Sanctions policy; for example through meeting with parents and students.
- Prepare and share Student Passports and strategy sheets with staff for students who continue to demonstrate poor behaviours.
- Instigate and lead on PSP & EH for students who require a more bespoke support approach to their behaviours.

The Senior Leadership Team will:

- Take an active role and have responsibility for managing and promoting positive behaviours for learning within their whole school responsibilities.
- Ensure through lesson visits that teaching is engaging, and lessons are challenging and well-matched to all students' needs.
- Lead conversations with students and parents about the shared desire to model our characteristics of the Le Rocquier Learner Behaviour Profile.
- Review behaviour data within curriculum areas and lead action on intervention for specific groups where necessary.
- Monitor our standardised approach to behaviour management to ensure systems are being used to manage behaviour proactively in lessons.
- Support staff to positively manage behaviour where necessary.
- Ensure that school reward systems such as the Whole School Awards are appropriately utilised to celebrate student achievements in line with our Learner Behaviour Profile.
- Lead the use of social media to celebrate student successes and promote a culture of learning.
- Investigate any serious incidents with professionalism and fairness for all parties.
- Request the involvement of the following as required: SENDCO, the School Counsellor, the Educational Psychology Service, the Education Welfare Service, the Child and Adolescent Mental Health Service or any other appropriate agency.
- Implement the general exclusion tariff in discussion with the Headteacher, or in their absence, one of the Deputy Headteachers: (See Additional policies: particularly "*Improving Behaviour & Reducing Exclusion Policy*" May 2016).

Monitoring & Reviewing:

The school must:

- Monitor the overall use of this policy within the school and report on this as required (Governors; Senior Advisors)
- Maintain a SIMS database for all pupils on their achievements providing the following information: name; year group; house; achievement points; reasons.
- Monitor the implementation and impact of this positive behaviour policy through regular data drops, ensuring action is taken when it is not being followed.

- Record all children’s performance accurately in line with the policy.
- Review this policy yearly to ensure it is fit for purpose.