

BEHAVIOUR FOR LEARNING POLICY



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TABLE OF CONTENTS

1	Introduction	4
2	Key Aspects of Policy	4
3	Roles and Responsibilities	4
4	Rationale	5
5	Benefits and Rewards	7
5.1	Rewarding Learning	7
6	Code of Practice	8
7	Sanctions	8
8	Exclusions	9

1. INTRODUCTION

Ellern Mede School is a small community. In order for the school to be a safe and calm learning environment for us all we have clear rules, which all young people have to respect for the good of everyone.

Good behaviour and effective learning go together. Just as we teach and model effective learning in subjects of the curriculum, it is essential that we model and teach the excellent behaviour for learning we expect our young people to display.

2. KEY ASPECTS OF THE POLICY

This policy aims to achieve the highest possible standards of behaviour within the school setting.

This policy outlines the expectations of behaviour within the school through:

1. Outlining the rationale for why excellent behaviour is essential within the school to facilitate learning
2. Ensuring individuals are aware of the benefits and rewards associated with good behaviour
3. Setting out the Code of Practice within the school
4. How sanctions are applied, if necessary
5. Exclusions

The Behaviour for Learning policy provides a clear set of expectations for those who belong to our school community and a framework of consequences relating to sanctions and rewards.

3. ROLES AND RESPONSIBILITIES

It is the responsibility of the proprietor to ensure that there is a statutory policy in place for School Behaviour. The School Behaviour policy will be approved by the Head Teacher. The frequency for review of this policy is determined by the Head Teacher.

The Head Teacher will undertake policy consultation and review as required. It should be noted that -

- There is ongoing evaluation of the school's systems by the Advisory Board
- Policies are reviewed individually within the timescale stated on each document.
- Additionally the policy is reviewed if and when new guidance is issued by the DFE.
- In addition to the above, independent consultants review all our policies and procedures once every three years.

It is the responsibility of Ellern Mede School to ensure that all steps required within the policy are adhered to.

It is the responsibility of the young people attending Ellern Mede School to adhere to the guidelines outlined within the policy.

4. RATIONALE

The main aim of the policy is to promote excellent behaviour throughout the school community so that:

- Young people contribute to school and enjoy learning.
- Young people achieve their best and to value learning for life.
- Young people become independent adults who are active citizens, willing to play their part in shaping the world around them for the better.
- Young people develop a positive self-image.
- Young people show good motivation.
- Young people develop confidence when interacting with their peers, offering and using peer support.
- Young people accept praise, tolerate mistakes and experience pride in and derive satisfaction from their own achievements.
- Young people understand our core values of commitment to learning, respect for themselves and others, fairness and to demonstrate a good team spirit.

The Behaviour for Learning Policy sets out to:

- Define expectations with regard to behaviour for learning clearly to staff, young people, parents/carers
- Recognise that praise plays a very significant part in improving behaviour for learning and define a clear, common rewards system

- Presents a series of consequences and sanctions which follow if young people display unacceptable behaviour.
- Provide a clear system for monitoring and tracking behaviour for learning at whole school and individual levels.
- Make clear the roles and responsibilities of all staff in managing and implementing rewards and sanctions

5. BENEFITS AND REWARDS

5.1 Rewarding Learning

Praise plays a very significant part in improving behaviour for learning. Recognising achievement in various high profile ways at classroom, team and whole school level will have a significant impact on creating an environment to encourage positive behaviour for learning.

Clearly, the ideal opportunity for young people to receive praise will be through the formative feedback young people receive based around the learning and teaching. Young people should receive regular feedback through marking, classroom interaction and reports.

In the classroom, the teacher may wish to praise achievement quickly and easily to show instant recognition of good work. Teachers will consider the make up of the class when undertaking this form of praise.

6. Code of Practice for Young People Attending the Ellern Mede School

Young people attending school must adhere to the following guidelines.

You must:

- **Manifest behaviour which is safe enough for you, staff and other young people in school.**
- **Consistently follow reasonable requests given by the teaching and support staff to enable learning to take place.**
- **Make decisions that will respect the school's property and other young people's possessions.**
- **Demonstrate the ability to proceed from one learning task/ opportunity to another with a reasonable level of independence.**

You must NOT:

- **Bring into school any items which are inappropriate, or not conducive to learning.**
- **Use school resources to harm yourself or others.**

7. SANCTIONS

The Ellern Mede School will work in partnership with The Ellern Mede Hospital in implementing sanctions for unacceptable behaviour. The basic expectations for behaviour which is conducive for learning is displayed in each classroom (Code of Practice), and explicitly sets out the minimum expectations required from all young people.

In light of our school ethos, and the nature of some of the young people attending the school, every effort will be made to discuss and resolve difficulties by understanding and working out strategies without imposing sanctions.

In general, the students will be expected to make appropriate reparation for unacceptable behaviour, including making an apology, clearing up any mess, or replacing a broken object. In addition, the following sanctions may be used:

- To be separated or excluded from the group in school for a period of time. This may be a relatively short period of 15 minutes or may be a longer period of the day. If appropriate work will be set to be completed at during this period. (N.B. The word exclusion in the above sentence does not constitute an exclusion in the DfE legal sentence).
- To complete additional work in school for a specified period of time during a school break or after school.
- To do school work during free time
- To miss an activity within the school or Hospital programme

In exceptional circumstances parents will be involved in agreeing a sanction in addition to the decisions taken by the multi-disciplinary team at the Hospital.

8. EXCLUSIONS

Ellern Mede School reserves the right to exclude young people from the school who consistently do not adhere to the Code of Conduct.