
Behaviour for Learning Policy

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Behaviour for Learning Policy

Introduction

Behaviour at the Greek Community School is generally good and the inspection which resulted in our Gold Quality award commented that the behaviour of students was outstanding. The main behaviour problems affecting student progress concern punctuality, attendance, organisation and production of work. However, there are also some incidents of poor behaviour in lessons and these incidents can reduce the

learning of all students in that class. The purpose of this policy is to identify strategies for improving behaviour and clarify procedures for how we work with students who are underperforming or disrupting the learning of others.

Our students come from many different primary and secondary schools and therefore have differing behavioural experiences. It is therefore important that at the Greek Community School our students are able to learn in an environment that is not disrupted by poor behaviour. Some students may have negative views of education, low self-esteem, poor study skills and a range of other issues that can lead to poor behaviour.

It is therefore vital that we provide a positive learning environment in every lesson without disruptive behaviour if we are to be truly inclusive. All students deserve the opportunity to learn in a calm and purposeful environment.

The purpose of this policy is:

- to help teachers create and maintain a positive learning environment within their lessons
- to develop a greater level of consistency in the way teachers work with students
- to support teachers by providing a clear framework for working with students - to enable all students to achieve more in lessons and enjoy their learning experience

The key success indicators for this policy are as follows:

a reduction in lateness and improved attendance rates a reduction in the number of missed deadlines regarding homework a reduction in the number of incidents related to poor behaviour in lessons a reduction in the impact these disruptions have on the learning in lessons, a more consistent approach to poor behaviour across the school.

Underlying Principles

Listed below are the key factors that encourage cooperative and positive behavior:

- Building positive, professional and caring relationships
- Having a **consistent approach** to poor behaviour across the school.
- Having **high expectations** regarding behaviour, achievement, attendance, punctuality and ability to succeed
- Using sensible **discretion** within a general framework meeting individual student needs
- Developing a positive approach to discipline, **praising** and **rewarding** achievement
- Use sensible, clear and measured **sanctions** to deter students from poor behaviour
- Planning lessons that are **varied, challenging and relevant** and meet the **differentiated needs** of the students
- **Sharing information** between teachers, tutor, support staff and parents

Definition

Poor behaviour – actions by a student or students that distracts from the learning or teaching taking place in a lesson. These actions may include being late, unprepared, disinterested, uncooperative and confrontational.

Good behaviour – actions that contribute to the learning experience within the lesson. These actions are to be encouraged and they include being punctual, prepared, keen to learn, polite and good humoured.

Positive Strategies to create a positive learning environment

In general, students tend to describe our approach to behaviour as “strict but friendly”. By building a positive learning environment good behaviour is encouraged. Central to this approach is our focus on respect and building positive relationships. If problems do arise, because a level of trust has been previously developed, they can be better dealt with. Building a positive learning environment does not happen without thought and planning. Below is a suggested list of strategies used by teachers to help create a positive learning environment.

- Ensure that lessons are stimulating and interesting (enjoyable) and all students in the group are engaged.
- Share with all students the rules and expectations of your classroom from the start. Set high expectations.

- Share the rules of your lessons every term, as we are also guests using the classroom and school
- Identify the needs and background of every student in the class – use the registration data to help identify the needs of each student.
- Hold regular positive one to one conversation with students to praise (when relevant), to gain feedback and to share any concerns.
- Avoid confrontations in front of other students. Do not provide an audience for the bad behaviour. Talk privately to a student at the end of the lesson or outside the classroom.
- Students who regularly arrive on time, never miss a lesson, produce regular work and cooperate in class should receive praise and rewards.
- Identify students deserving of praise, to use termly certificates and consider phone calls home to reinforce praise.
- Take part in positive conversations with students outside formal lessons so that trust is built up and they feel valued.
- Join in with their dance lessons so they feel positive in taking part

Strategies and sanctions to discourage unacceptable behaviour

Behaviour Problem	Description	Procedures
<p>Lateness – any student arriving 5 minutes after the start of the lesson is late.</p>	<p>Student arrives late for the lesson</p> <p>Student arrives for the lesson late two or more times in a two week period</p> <p>Student continually arrives late for lessons</p>	<p>The late student waits outside the room until teacher has the opportunity to leave the lesson. The student provides a reason for the lateness and apologises. The teacher allows the student into the lesson and marks the student as late. (Discretion can be used here if the excuse is genuine). If the student does not have a genuine reason that is acceptable to the teacher the student should be marked as late.</p> <p>The student stays in at break to complete work missed. The teacher informs parents.</p>

<p>Disruptive behaviour in the lesson. – uncooperative, refusal to follow instructions etc</p>	<p>Student creates low level disruption or uncooperative behaviour.</p> <p>If disruption continues or the original disruption is at a more serious level</p> <p>In more serious cases.</p>	<p>The teacher gives a verbal reminder to focus on work with encouragement to behave. The teacher asks to speak to the student briefly after the lesson. A positive conversation takes place at end of lesson to review situation.</p> <p>The teacher asks student to talk outside the room and only allows the student back into the class if the student agrees to work more effectively. If teacher is unsatisfied then the student should be asked to work in another class with another teacher. Teacher should consider informing parents. Parents informed and invited to meeting Warning letter or contract issued.</p>
<p>Disruptive behaviour involving a group of students</p>	<p>Low level disruption involving a small group of students.</p>	<p>The teacher holds a positive conversation outside classroom with group to tell students to calm down and focus.</p>

	<p>In more serious cases</p>	<p>The teacher should: give a verbal rebuke with some encouragement to behave hold a positive conversation at end of lesson to review situation</p> <p>The teacher : - talks to the students outside room and informs the Head teacher of the problem. The students will only be allowed back after a meeting with the parents chaired by the Head and when the conflict is resolved.</p>
<p>Insufficient work completed during the lesson or at home including missed deadlines.</p>	<p>If a homework or deadline is missed.</p> <p>If student continues to miss deadlines or not complete homework.</p>	<p>For major pieces of work like assignments for GCSE deadlines should be set so that students who are falling behind can be identified at an early stage. These deadlines must be clear to the students.</p> <p>Discuss with the student why the work has not been completed – away from other students.</p>

General points

Sending students out of a lesson

The teacher can resolve most problems that arise without sending the student out of the lesson and this should only take place as a last resort. However, if a teacher does send a student out or away from a lesson for persistent poor behaviour or lateness then the following procedures should be followed. Firstly student should be spoken to outside the classroom away from other students. If the situation cannot be resolved then the student can be asked to work with another teacher in another class. Secondly the Head teacher must be informed. After consultation with the tutor the parents should normally be informed.

Warning letters and contract

When concerns regarding a student build up then the teacher should inform the Head teacher and issue a warning letter if deemed necessary. Usually the parents are informed and targets are set for improvement. There is a system of two warning letters and a contract.. Parents are always involved at the contract stage.