

Policy / Procedure Cover Sheet

Policy/Procedure	POLICY		
Type	Operational – Behaviour for Learning Policy		
Applies to project(s)	Bright Sparks Learning Centre	Policy No	OP/03
Created by(owner)	C Fyfe		
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Change History

Version	Description	Date issued	Reason	Approved by
1	New Policy	1.09.19		CF
2	Updated Policy (Addendum)	2.06.2020	Covid-19	CF
3	Updated Policy	1.09.2020	KCSIE (Sept. 2020)	CF

Related Policies:

Policy Ref No.	Policy Name	Policy Ref No.	Policy Name
OP/04	Anti-bullying	OP/15	Exclusion
OP/07	Complaints Policy and Procedure	HS/06	Positive Mental Health and Wellbeing
S/01	Child Protection and Safeguarding	OP/22	Searching, Screening and Confiscation
OP/05	Curriculum	OP/12	Staff Behaviour (Code of Conduct)
OP/08	Educational Visits	HS/07	Use of Reasonable Force
S/02	E-Safety		
OP/10	Equality and Diversity		

Distribution:

Electronic copy - Website /C:/Company Policies and Procedures/
 Hard copies – Company Policy Folder / Staff Training Portfolios

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Behaviour for Learning Policy

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Behaviour for Learning Policy

1 Introduction

- 1.1 Bright Sparks Learning Centre¹ believes that good behaviour results from a positive and supportive environment in which students, parents/carers and centre personnel feel valued and respected and anti-social behaviour is not accepted.
- 1.2 High standards of behaviour and courtesy towards all individuals on the centre site enables everyone to feel safe, enjoy their learning and achieve their full potential.
- 1.3 A clear behaviour policy, consistently and fairly applied, underpins effective education. Bright Sparks Learning Centre encourages outstanding behaviour through a mix of high expectations, clear policy and an ethos which promotes discipline and mutual respect between students, and between staff and students.
- 1.4 The most effective discipline is self-discipline, where children are encouraged to take responsibility for themselves wherever possible, so that they can become independent, thoughtful and responsible adults. We encourage children to be caring individuals who show respect and consideration towards others whatever their race, culture, gender, ability or disability and to treat all property sensibly and responsibly both within the centre and the wider community
- 1.5 The behaviour policy is designed to promote fundamental British Values, recognised as democracy, the rule of law and mutual respect for, and tolerance of, those with different faiths and beliefs and those without faith.
- 1.6 Bright Sparks Learning Centre operates a reward and discipline system called Behaviour for Learning.

2 National Context

- 2.1 The centre recognises its duty under the Education and Inspections Act (2006) to establish a behaviour policy aimed at ensuring and safeguarding the welfare of children in accordance with the Education Act (2002).
- 2.2 We also acknowledge the obligations associated with the Equality Act 2010. Furthermore, the DFE guidance documents: 'Behaviour and discipline in centres' (2016) 'Keeping children safe in education' (2020), 'Working together to safeguard children' (2018), HM Government advice 'What to do if you're worried a child is being abused' (2015) and the Local Safeguarding Children Board's policies, procedures, guidance and protocols have also been considered.
- 2.3 This policy and all associated procedures apply to all staff (including agency staff, volunteers and students on placement.)
- 2.4 The government has given educational settings the power they need to provide a safe and structured environment in which teachers can teach and children can learn. At Bright Sparks Learning Centre we

¹ Known as the centre

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aim to create a safe, supportive and positive learning environment where everyone can be happy and successful and where effective learning and teaching can take place. The understanding of rights, respect, responsibilities, actions and consequences underpins this ethos.

3 Policy objectives

3.1 The primary aim of the behaviour for learning policy is not a system to enforce rules. It is a means of promoting good relationships so that people can work together with the common purpose of helping everyone to learn. This policy supports the centre’s community in aiming to allow everyone to work together in an effective and considerate.

3.2 Our core objectives are:

- i. to ensure that all students display the highest standards of behaviour at Bright Sparks Learning Centre to enable them to feel safe, enjoy learning and achieve their potential
- ii. to create an ethos where everyone in the educational setting feels valued and respected
- iii. to ensure that an inclusive approach to behaviour for learning is achieved, where the needs of all students, as individuals, are catered for and equality of opportunity is enhanced
- iv. to promote positive behaviour for learning and deal with disagreements in a calm and responsible manner
- v. to help keep children safe by ensuring they develop consideration for their own and others’ safety
- vi. to take account of a range of individual student needs when developing and implementing the behaviour for learning policy
- vii. to ensure that all staff implement the policy fairly and consistently

3.3 Strategies to help achieve these objectives include:

- i. consistent modelling and reinforcement of good behaviour
- ii. building and securing positive relationships between staff and children
- iii. recognising and rewarding good behaviour
- iv. planned recognition and rewards for both work and behaviour
- v. clear and consistent rules and boundaries for behaviour that children understand so that they are clear about what is expected of them in all situations
- vi. involving children, parents, carers and relevant others in behaviour management, support and decision making

4 Roles and responsibilities

4.1 Role of the headteacher

The headteacher will:

- i. ensure all children, staff and parents/carers are aware of our behaviour policy
- ii. ensure all staff and children are informed about this policy during their induction and reminded of the procedures as necessary
- iii. ensure all staff are provided with on-going training in behaviour for learning and classroom management techniques and are aware of their role and responsibilities in enforcing the centre’s behaviour policy

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- iv. work with all centre personnel to create and maintain a working environment that is safe, supportive and positive and where students can realise their full potential
- v. ensure the provision of well-trained, confident, calm and assertive staff who are aware of what standards to expect actions to be taken
- vi. build secure, positive relationships between staff and students
- vii. provide guidance and support to all staff
- viii. set clear, appropriate rules and boundaries for behaviour that students understand so that they are aware of what is expected of them in all situations
- ix. ensure a safe community in which no student is unduly pressurised by staff or other students and no unnecessary restrictions are imposed
- x. involve students, parents, carers and relevant others in behaviour management, support and decision making
- xi. monitor and evaluate this policy
- xii. monitor and evaluate records of behavioural incidents
- xiii. keep up to date with new developments and resources
- xiv. organise courses for all centre personnel on behaviour management and restraint

4.2 Role of teachers

Teachers must:

- i. set clear, consistent and appropriate rules and boundaries for behaviour that children understand so they are clear about what is expected of them in all situations
- ii. use appropriate techniques to ensure good student behaviour, mutual respect and effective use of sanctions and rewards. Teachers will follow the established classroom routines and classroom management techniques to ensure a positive working atmosphere within the classroom
- iii. promote positive behaviour for learning for all students
- iv. promote high expectations for all centre activities
- v. treat each student with understanding, dignity, kindness and respect
- vi. understand each student's behaviour to allow their personal needs, aspirations and strengths to be recognised
- vii. place emphasis on changing behaviour through recognition and reward rather than focusing on bad behaviour
- viii. promote and celebrate student effort and achievement with planned rewards and encouragements
- ix. use varied teaching and learning and assessment for learning approaches to deliver high quality learning experiences to motivate, challenge and engage students and encourage positive learning behaviour patterns
- x. plan engaging lessons with clear objectives and differentiated learning tasks and resources
- xi. create a welcoming class environment with inspiring displays of student's work which develop pupil self-esteem by showing the value of every individual's contribution
- xii. monitor and record student behaviour and use appropriate rewards, sanctions and interventions. Staff will understand the range of rewards and sanctions available and how to apply sanctions fairly, consistently, proportionately and reasonably – taking account of students' individual needs
- xiii. keep parents informed of their child's behaviour if there are concerns. They will use appropriate methods of engaging students, and where necessary, support them in meeting their responsibilities

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- xiv. receive guidance and training to ensure that all reasonable measures are taken to protect the safety and wellbeing of students, including preventing all forms of bullying and dealing effectively with reports and complaints about bullying
- xv. will model expected behaviour in the way that they interact with students
- xvi. be clear about the extent of their disciplinary authority and will have received the necessary professional development on behavioural strategies. They will be clear about their role in ensuring good standards of behaviour and the support that is available for them

4.3 Role of students

Students must:

- i. be aware of, and comply, with the centre’s rules and sanctions
- ii. be aware that they have an important role to play in determining and promoting this policy through their own behaviour

4.4 Role of parent(s)/carer(s)

Parents/carers must:

- i. follow the home/centre agreement
- ii. be aware of the centre’s rules and expectations and support the centre in the implementation of this policy
- iii. work closely with the centre to ensure that their children help maintain a safe and secure learning environment
- iv. promote the positive ethos of the centre with their children

5 Code of conduct

1. Consider the feelings of others
2. Listen carefully when people are talking to you
3. Talk through problems
4. Be patient
5. Be polite and respectful at all times
6. Take pride in what you are doing
7. Look after your centre

5.2 The following items are not allowed in centre under any circumstances:

- i. chewing gum
- ii. alcohol and drugs including “legal highs”
- iii. E-cigarettes, cigarettes, matches, and lighters
- iv. weapons of any kind
- v. material that is inappropriate or illegal for children to have
- vi. gambling is not allowed on site
- vii. mobile phones are not permitted and must be handed in on arrival at centre

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6 Use of rewards

6.1 We believe that students should be encouraged to make positive choices which are recognised and rewarded. Our rewards system includes:

- i. giving specific and timely praise in the classroom
- ii. recognition for good effort in class and around the centre (on a public display)
- iii. positive written feedback on work
- iv. certificates for academic and personal achievements
- v. informing parents, carers and other important people of notable successes
- vi. sending a child to other adults (e.g. a senior leader, headteacher) for praise
- vii. peer reward systems to allow children to recognise and nominate others for their achievement
- viii. reward points

6.2 Students can receive reward points for demonstrating positive values through making good choices. Students can be awarded a range of different reward points. Categories include:

- i. respect
- ii. resilience
- iii. responsibility
- iv. excellence
- v. courage
- vi. community
- vii. friendship

6.3 Students will be recognised and praised for achieving house points in weekly assemblies. Each term a special award will be given to the student who has attained the most reward points.

6.4 Students will be recognised for achieving key milestones. These are:

- i. Platinum award - 100 reward points (at least 10 in each category)
- ii. Gold award - 75 reward points (at least 7 in each category)
- iii. Silver award - 50 reward points (at least 5 in each category)
- iv. Bronze award – 25 reward points (at least 3 in each category)

7. Use of sanctions

7.1 The recognition that actions have consequences is an essential part of our behaviour management system.

7.2 At Bright Sparks Learning Centre, we recognise that negative and challenging behaviour is based on a continuum, and as such, there is no single solution. Different circumstances necessitate different responses. A sanction that is appropriate and effective with one student in one set of circumstances may be inappropriate or ineffective in another, or with a different student.

7.2 Where possible, behaviour must be corrected without sanctions, by the student:

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- i. talking the incident through with staff and acknowledging their mistake
- ii. carrying out the necessary action correctly and then being commended for doing so
- iii. making restitution where necessary

7.3 If one of the following criteria is met, sanctions may be applied:

- i. the student is unwilling to engage in any of the restorative actions identified above
- ii. the restorative action takes more than 30 minutes to complete
- iii. these actions are impractical
- iv. the seriousness of the behaviour has to be emphasised

7.4 When applying sanctions, staff should ensure that the sanctions are:

- i. proportionate
- ii. consistent
- iii. focused upon the act and not the child
- iv. expected and understood by the child
- v. delivered in a calm way
- vi. accompanied by a model of acceptable behaviour
- vii. designed to discourage a repetition
- viii. communicated to parents, if appropriate

7.5 The formal sanctions procedure is designed to ensure that students are treated fairly and consistently. Teachers will use their professional judgement to decide on the most appropriate sanction. The sanctions in bold will take place.

7.6 All sanctions will be logged on the behaviour management system

Consequence Level	Student Choices	Possible Sanction(s)
C1	<p>Behaviour:</p> <ul style="list-style-type: none"> • low level disruption in class • an isolated example of poor manners, lack of respect for others or failure to follow centre rules <p>Learning:</p> <ul style="list-style-type: none"> • poor level of effort in class • failure to meet independent learning deadline 	<p>Logged as a C1 on BMS</p> <ul style="list-style-type: none"> • discussion with student • targets set
C2	<p>Behaviour: <i>In spite of C1 warning(s):</i></p> <ul style="list-style-type: none"> • continued disruption in class • continued lack of manners and respect for others 	<p>Logged as a C2 on BMS Note in student planner</p> <ul style="list-style-type: none"> • referral to key worker • detention at break / lunchtime • letter of apology

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	<ul style="list-style-type: none"> disregard for centre rules <p>Learning:</p> <ul style="list-style-type: none"> continued lack of effort and engagement with class activities continued failure to meet independent learning deadline(s) 	<ul style="list-style-type: none"> class teacher to contact parents
C3	<p>Behaviour: <i>In spite of C2 warning(s):</i></p> <ul style="list-style-type: none"> persistent disruption in class affecting others' learning serious incident showing lack of manners and respect for others e.g. rudeness, racism use of rude/discriminatory language in the centre persistent failure to follow centre rules <p>Learning:</p> <ul style="list-style-type: none"> persistent lack of effort and engagement with class activities persistent failure to independent learning deadline <p>.-</p>	<p>Logged as a C3 on BMS Logged in student planner Email / letter to parents Referral to pastoral mentor Isolation</p> <ul style="list-style-type: none"> detention with pastoral mentor letter of apology placed on behaviour monitoring card behaviour contract mentoring programme
C4	<p>Behaviour:</p> <ul style="list-style-type: none"> serious disruption, lack of manners or defiant behaviour removal from a lesson/activity damage to property verbal or physical aggression <p>Learning:</p> <ul style="list-style-type: none"> total lack of effort and engagement with class activities 	<p>Logged as a C4 on BMS</p> <p>First C4:</p> <ul style="list-style-type: none"> removal from lesson isolation letter to parents mentoring programme <p>Second C4:</p> <ul style="list-style-type: none"> removal from lesson letter to parents full-day internal exclusion mentoring programme <p>Third C4:</p> <ul style="list-style-type: none"> removal from lesson letter to parents two-day internal exclusion mentoring programme <p>Fourth C4:</p> <ul style="list-style-type: none"> removal from lesson letter to parents 24-hour fixed term external exclusion parent & student meeting

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		<ul style="list-style-type: none"> mentoring programme
C5	Behaviour: Very serious incident of: <ul style="list-style-type: none"> physical violence defiance damage to property or theft dangerous behaviour discrimination Improper substances brought onto site (drugs, alcohol etc.) 	<ul style="list-style-type: none"> Logged as a C5 on BMS Referral to SLT Removal from lesson by SLT Parents contacted Exclusion <ul style="list-style-type: none"> Internal, fixed term or permanent exclusion Series of SLT detentions Behaviour monitoring card Parent meeting with deputy head or headteacher Mentoring programme

Detentions will be supervised by staff and students will be given the opportunity to have their break-time snack and lunchtime meal.

8 Staff training

8.1 Training in effective behaviour management will be provided to all relevant staff; training will include: the principles and purpose of our behaviour policy, our legal responsibilities, how to recognise and de-escalate incidents of challenging behaviour and where to seek support.

9 Seeking the views of children, parents, carers, staff and local authorities

9.1 Children views as to how safe they feel at the centre will be gathered on a termly basis through existing mechanisms for consultation and feedback.

9.2 The views of parents, carers, staff and local authorities will also be collected, allowing Bright Sparks Learning Centre to review and improve services and outcomes. Consultation records and actions taken will be documented and kept in line with our data protection policy.

10 Safeguarding and child protection

10.1 Should a child's behaviour raise concerns, indicating that they are suffering, or are likely to suffer, significant harm, concerns will be forwarded immediately to our Designated Safeguarding Lead in line with our 'Child Protection Policy'.

11 Police involvement

11.1 Police should always be informed if student behaviour is criminal or poses a serious threat to a member of the public.

11.2 A decision whether or not to involve the police will be made by the headteacher.

11.3 Appropriate notifications will be made and documented.

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