



Name:	Behaviour for Learning Policy
Approved by:	Governors – T, L, B, & S Committee
Policy Created:	November 2009
Review:	3 years
Update Approved:	June 2023
All policies are available to stakeholders either on the school website or upon request from the school office.	

PRINCIPLES

The Behaviour for Learning Policy is guided by and committed to the following principles:

It is important to remember that, usually, students at AGGS are very well behaved and the atmosphere in school is positive and conducive to good relationships between students and staff. There is an atmosphere where all can learn and teach to the best of their ability. This policy is therefore a guide to all and is based on the values of respect, responsibility, fairness and inclusion which will lead to an enjoyable learning environment for all.

PURPOSE

The aims of this Behaviour for Learning Policy are to:

1. Maintain excellent standards of behaviour.
2. Promote and encourage among students a sense of responsibility, self-discipline and proper regard for authority.
3. Prevent all forms of bullying (including cyberbullying, prejudice-based and discriminatory bullying) in conjunction with our anti-bullying policy.
4. Encourage mutual respect for all who belong to the school community.
5. Encourage a caring environment for all who belong to the school community.
6. Encourage the development and wellbeing of all students.
7. Ensure there is a strong partnership between home and school.
8. Ensure the school community works together to resolve any problems using a restorative approach to behaviour for learning.

POLICY

1.	Behaviour in the Classroom
1.1	In order that effective teaching and learning may take place, we must ensure that an appropriate learning environment is offered to students. All students have the right to learn and must allow others to learn. Students must be aware of our expectations of them as learners and what they can expect from us as facilitators of their learning.
1.2	All teaching staff must make it very clear to students what our expectations are in terms of appropriate behaviour for learning right from the start. Staff will maintain high professional standards and adopt a positive approach and model the behaviour they expect to see in the classroom.
1.3	Expectations for learning (see Appendix A). These are displayed in every classroom. <ul style="list-style-type: none">• Students should be respectful towards all members of the school community.• Students are encouraged to actively participate in lessons and achieve their full potential.• Students are expected to work hard in everything that they do.• Students should feel comfortable to express their creativity.



2.	Code of Conduct (see Appendix B)
2.1	The code of conduct is a reminder to students of the expectations of the school. It includes information about behaviour and uniform, conduct inside the classroom and outside of the classroom.
2.2	A copy of the code of conduct is available in the student diary and is also displayed in every classroom and around the school site.
2.3	Assemblies throughout the year about behaviour will refer to the code of conduct and the expectations of the school.
2.4	We expect all students to adhere to the code of conduct.
2.5	Staff will consistently use and refer to the code of conduct.

3.	Banned/Prohibited Items
3.1	This policy should be viewed in conjunction with Bright Futures Educational Trust 'Use of Reasonable Force' Policy which details the list of items which are banned by the school and for which a search can be made.

4.	Child-on-Child Abuse
4.1	This policy should be viewed in conjunction with the schools Child Protection and Safeguarding Policy and Procedures which details measures to prevent child-on-child abuse and the response to incidents of such abuse.

5	Sanctions and Support
5.1	<p>Sanctions</p> <p>Appropriate sanctions will be determined on a case-by-case basis and will be fair, proportionate to the incident and consistently applied to like incidents. However, alternative arrangements may be made where school believes that it would be more effective for a particular student, based on our knowledge of that student's personal circumstances. Where a student's special educational need and/or disability has contributed to the misbehaviour, we will consider whether it is appropriate and lawful to sanction the student and whether any reasonable adjustments need to be made.</p> <p>A range of possible sanctions are used and include:</p> <ul style="list-style-type: none">• A verbal reprimand and reminder of the expectations of behaviour• Targeted discussion with the student• The setting of written tasks such as an account of their behaviour• Loss of privileges• Detention (at rec, lunch or after school).• A behaviour agreement/contract or report• Suspension with associated reintegration meeting; and• In the most serious of cases, permanent exclusion. <p>Detentions</p> <p>Teachers have authority to issue detention to students, including same day detentions. Staff will not issue an after-school detention on the same day but may do so with rec or lunchtime detentions. Parental consent is not required for students to be given a detention; however, parents will be informed of after-school detentions in advance.</p>
5.2	<p>Restorative approach</p> <p>When dealing with incidents, either in the classroom or outside of the classroom, staff may use the restorative practice approach, if it is appropriate. The aim of this approach is to encourage acceptance of responsibility</p>



	to set clear boundaries as well as giving the opportunity for the student to think about how to move forward and what needs to happen next. This approach may also be used in detention time as a period of reflection for the student. All pastoral staff, including the Vice Principal, senior and assistant senior tutors are trained to deliver restorative interventions.
5.3	<p>Student Support</p> <p>In addition to the restorative approach described above, following a sanction, the school may use one or more of the following strategies to support students:</p> <ul style="list-style-type: none"> • A targeted discussion with the student • A phone call or meeting with parents • Inquiries into the pupil's conduct across all subject areas • Inquiries into circumstances outside of school, including home, conducted by the designated safeguarding lead or a deputy • Inquiries into potential special educational needs or disabilities, liaising with the SENDCo • Following all suspensions, parents/carers and the student will be invited to attend a reintegration meeting with the Principal/Vice Principal. <p>Student support is delivered as part of a whole school strategic framework for mental health and wellbeing.</p>

5	Rewards (see Appendix C)
5.1	The school places great value on students' achievements. The school seeks to acknowledge and celebrate student achievements in both curricular and extracurricular activities. Staff are encouraged to recognise the individual student's achievements.
5.2	<p>The following are examples of how this is celebrated in school:</p> <ul style="list-style-type: none"> • Merit system (Bronze, Silver, Gold and Platinum certificates and letters home) and form trips. The merit system is clearly linked to the school values with merits issued for students who demonstrate any of the school values: perseverance, empowering, co-operation, unity, visionary, selflessness • Recognition in assembly • Postcards • Verbal praise within the classroom/outside of the classroom • Written feedback from the teacher • Displays of student work around the school • Badges for roles of responsibility (Charity Committee, School Council, Prefects, Anti Bullying Ambassadors) • Phone calls/letters home to parents/carers • Sports Assemblies • Annual Certificate on Presentation Evening
5.3	Every half term, students in Years 7-11 will have the opportunity to be nominated for the 'Star Award'. The nomination will be from the form tutor or from the students in the tutor group to recognise the student's contributions to the form, the school community or a particular school event.

6	Behaviour on a School Trip/Residential
6.1	Prior to the visit, staff must ensure that all participants understand what is expected of them. This includes any expectations that will be in place. These will be reemphasised as appropriate during the visit. Monitoring of the visit must be ongoing, and this contributes towards both enjoyment and safety.



6.2	Students are expected to abide by the school Behaviour for learning policy when on educational visits or outdoor activities. Students participating in any residential trip will be expected to sign a Code of Conduct as part of the initial agreement. Parents/Carers will also be expected to sign this.
6.3	If a student is removed from participating on a school non-curriculum trip due to a breach of the school's Behaviour for Learning Policy/Code of Conduct, parents/carers may not receive a refund on any monies already paid towards the cost of the trip.
6.4	On residential trips, any student whose behaviour is inappropriate or unacceptable will be returned home with any additional costs paid by parents/carers.

7.	Behaviour Outside of School
7.1	When a student can be identified as a member of our school community their behaviour may be reported to the school. If the student's behaviour is going to impact on the discipline of the wider body of the school or could pose a threat to another student, or a member of the public the school will deal with this appropriately.
7.2	A student's behaviour outside of school can be considered as grounds for exclusion.

8.	Communication with Parents/Carers
8.1	The school aims to promote a positive working relationship with all parents/carers.
8.2	The Senior Tutor/Assistant Senior Tutor is usually the main contact person for parents/carers.
8.3	Parents/carers will be informed via the Edulink App of any concerns/issues logged by staff, as and when they are logged.
8.4	Parents/carers may be informed of any concerns/issues via the Senior Tutor/Assistant Senior Tutor.
8.5	Parents/carers may also be informed either by telephone or in writing of any successes.
8.6	Parents/carers are expected to support the behaviour for learning policy of the school and any other related policies.
8.7	Parents/carers should make the school aware of any issues, concerns or problems that might affect their child's work or behaviour.

9.	Roles and Responsibilities
9.1	All staff will: <ul style="list-style-type: none">• Engage students by delivering well planned and engaging lessons• Plan for excellent standards of behaviour• Model the behaviour they expect to see• Praise and reward achievement and good behaviour• Deal consistently with unacceptable behaviour and in the least intrusive way possible aiming to diffuse any confrontation• Use the behaviour management system consistently to record any incidents of unacceptable behaviour• Refer to the Lead Senior Tutor, Assistant Vice Principal Head of Sixth Form, Vice Principal where appropriate



9.2	Heads of Department (HoDs) will: <ul style="list-style-type: none">• Monitor the behaviour of students in lessons within their department.• Issue sanctions as appropriate, in line with school procedures.• Liaise with senior tutors in the case of more serious incidents.• Monitor homework in line with the homework policy.
9.3	Senior Tutors will: <ul style="list-style-type: none">• Monitor the behaviour of students within their year group.• Liaise with staff, parents/carers in cases of more serious incidents and agree sanctions where appropriate.• Promote positive behaviour within the year group.• Liaise with HoDs.• Liaise with other professionals within the school and external agencies where appropriate, to support the needs of students within the year group.
9.4	Vice Principal and Assistant Vice Principal will: <ul style="list-style-type: none">• Take day to day responsibility for ensuring the collection of all relevant evidence required that might lead to a suspension/exclusion, in consultation with other members of staff.• Impose sanctions, other than exclusion, where appropriate.• Support the work of the senior tutor team when dealing with behaviour incidents.• Work with the SENCo to support students.• Promote the rewards system within the school.
9.5	The Governors will: <ul style="list-style-type: none">• Support the school in maintaining excellent standards of behaviour.• Support the school in promoting high quality teaching and learning.• Support permanent exclusion in extreme cases and fixed term exclusions as a temporary measure.• Monitor the implementation of the policy to ensure its effectiveness.
10.	Staff induction, development & support <p>All new staff undertake a programme of induction training which includes training on the school's behaviour for learning policy, procedures and practices. All staff receive regular and ongoing training and support as part of the school's programme of continuing professional development.</p>
11.	Student Transition <p>All students in Year 7 engage with a series of transition sessions, including an induction into the school's behaviour systems, rules and routines. In the first half-term of every academic year, an assembly and associated form tutor session is delivered to all year groups re-inducting them on the same.</p>

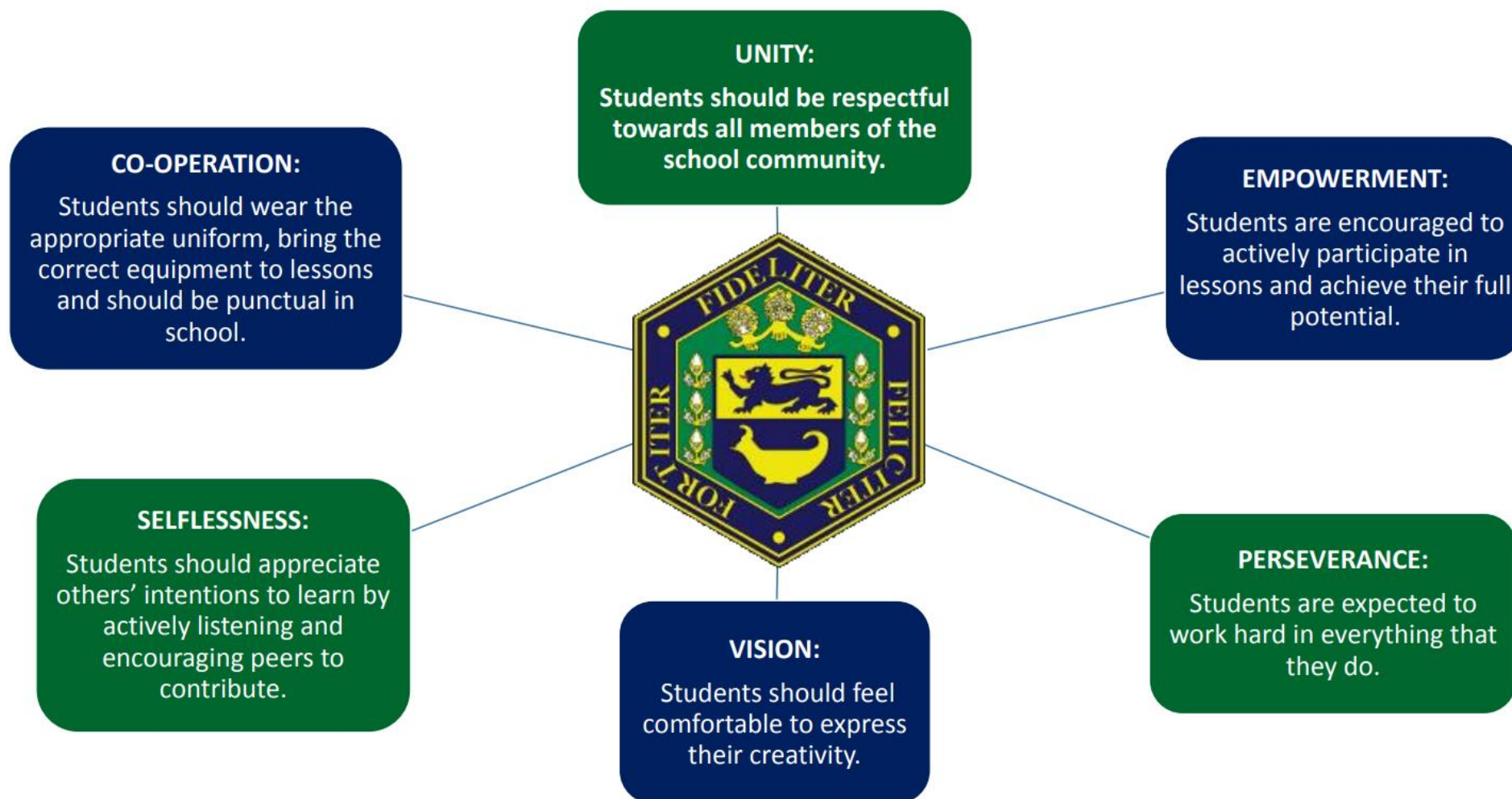
Responsibility

Responsible Staff	Ms Bond (Vice Principal) Mrs Galvin (Assistant Vice Principal: Head of Sixth Form)
Approving body	TLB&S Committee
<ul style="list-style-type: none">▪ This policy is to be viewed in conjunction with Behaviour for Learning Appendix A, B and C.▪ This policy is to be viewed in conjunction with the school's Exclusions Policy, Anti Bullying Policy, Substance Misuse Policy, Home School Agreement and with Bright Futures Educational Trust's Use of Reasonable Force Policy.	



APPENDIX A

Expectations For Learning...





APPENDIX B

The Code Of Conduct

**All students at AGGS
will ensure that:**

Inside the classroom

- Lessons are arrived at on time.
- Only water is consumed in lessons.
- Teachers are informed in advance if a student is not going to be in a lesson.
- Mobile phones are switched off during lessons.

Behaviour & Uniform

- Chewing gum is not brought onto school property.
- All rubbish is put in the bins.
- The school uniform policy is followed at all times.
- The one way system is followed and everyone keeps to the left.
- There is no running on school premises.
- Mobile phones are switched off between lessons and not used when crossing the road.

Outside the classroom

- The school building is not accessed before 8:30 am, with the exception of the dining room.
- Only drinks are taken out of the dining room.
- Lining up for lunchtime is at the time allocated for the year group.
- Bags are kept in lockers or form rooms.
- Roads are to be crossed at the designated crossing or the island.



APPENDIX C

