



## Panaga School

### Policy: Behaviour for Learning Procedures in Middle Years

(Created March 2021)

#### Purpose

This policy follows and incorporates whole school guidelines as detailed in the Panaga School *Student Well-Being Policy*, in that Panaga School believes that the overall well-being of children has a direct correlation to happiness and success in childhood and in later life.

The purpose of this policy is to stipulate and contextualise those procedures to promote student well-being and behaviour for learning procedures appropriate to the increased maturity and complexity of developing young adults in our Middle Years section: Melilas.

#### Background

These procedures should be considered in conjunction with a range of other school policies, primarily the *Student Well-Being Policy* (as stated above) as well as *Resolving Problems with Respect*.

#### Policy Coverage

In addition, and in development thereof these procedures will cover the following aspects:

- Promote ownership of positive behaviours and attitudes, and independent responsible conduct that contribute towards student well-being and effective learning.
- Prevent Bullying.
- Ensure that students complete assigned work.
- Detail sanctions and consequences specific to our Middle Years context.

This policy supports the **Shell Schools Mission Statement**: *'Shell Schools will, through excellent teaching and organisation, maximise children's learning in a way which enables them to achieve high social, personal and academic standards, enjoy learning, adapt to other education systems and develop both a national and international perspective.'*

This policy enacts BSP's values of:

- Honesty
- Integrity
- Respect
- Excellence

#### 1. Student Code of Conduct

The school's Code of Conduct promotes positive behaviour and sets explicit standards of behaviour for all members of the school community. Panaga School's whole school values system is based on **respect**.

- I **respect** myself
- I **respect** others
- I **respect** the environment

## 2. Definitions

Panaga School maintains high expectations for positive behaviours (as detailed in the student code of conduct) in school and the community and recognises that our Middle Year students, as young adults have a responsibility to model such behaviours in our wider school context.

Negative behaviours are defined as:

- Disruption in lessons, at break times, lunchtimes, educational visits and after school activities on the school premises.
- Non-completion of classwork/home learning.
- Poor attitudes towards learning and others.
- Consistent refusal to follow Melilas Guidelines (e.g. School clothing).

Serious negative behaviours are defined as:

- Repeated breaches of student code of conduct as stated above.
- Bullying
- Unwanted sexual behaviour that causes humiliation, fear or intimidation.
- Discriminatory behaviours (i.e. racist, sexual, homophobic or other discrimination)
- Damage to property
- Fighting
- Criminal actions
- Malicious allegations against staff members and adults working in school.

## 3. Bullying

As stated in the Student Well-Being Policy bullying is not a one-off conflict, or “falling out” with a close friend. Students are taught that respectful conflict is a natural part of life and are referred to [Resolving Problems with Respect](#) strategies to manage such situations and supported by our PSHE curriculum.

Panaga School definition of bullying is:

*‘ . . . any unwanted, aggressive behaviour among school aged children that involves a real or perceived power imbalance. The behaviour is repeated, or has the potential to be repeated, over time.’*

Students who are bullied and who bully others may have serious, lasting problems. In order to be considered bullying, the behaviour must be deliberately hurtful, difficult to defend against and include an **imbalance of power** and be **repeated** over time.

Types of bullying are categorised as:

- Emotional: being unfriendly, excluding, tormenting.
- Physical: hitting, kicking, pushing, or any form of violence and taking other belongings.
- Discriminatory: taunts, recorded language (written, electronic, graffiti etc.), gestures that are racial, homophobic, aimed at disabilities or other discriminatory behaviour.
- Sexual: explicit remarks, unwanted materials, gestures, unwanted attention or inappropriate contact.
- Direct or indirect verbal: name-calling, sarcasm, spreading rumours, or teasing.
- Cyber-bullying: bullying that takes place online such as through social media sites, gaming or messaging apps.

## 4. Roles and responsibilities

### Staff

The Deputy Principal for Middle Years is responsible for promoting positive behaviour in Melilas supported by all staff working in Melilas and the wider school.

In support of this staff should:

- Implement the *Panaga School Student Well-Being Policy* and the *Behaviour for Learning Procedures* as detailed in this document.
- Model positive behaviours in their professional conduct.
- Provide a personalised approach to specific behavioural needs of students.
- Record behavioural incidents and report these to Form Tutors and the Melilas Deputy Principal.

The Deputy Principal for Middle Years, the SLT and the School Principal will support Middle Years staff in dealing with behavioural incidents.

### Parents

Parents are expected to encourage positive behaviours for learning by:

- Supporting their child to adhere to the Student Code of Conduct.
- Inform the Form Tutors / Deputy Head of Middle Years (i.e. Panaga School) of any external circumstances that may impact positive behaviours of their child/children.
- Discuss any behavioural concerns with Form Tutors immediately.

## 5. Rewards and Consequences

### Rewards


Positive behaviours, personal qualities and achievements are a cause for celebration and should be recognised as such.

- Bankeroos are awarded for positive behaviours beyond school expectations such as attendance, completing classwork and home-learning, expected school behaviours and following uniform guidelines. These positive behaviours might include clear, genuine demonstration of personal qualities, achievements and effort beyond those typically asked of pupils.
- These will be recognised and marked by a certificate given in Melilas Assemblies and recorded in the 'Star Book': this might typically be individual recognition but might also acknowledge groups or teams.
- Repeated entries into the Star Book will result in being awarded Stars: Bronze will be awarded for 5 certificates, Silver for 10 and Gold for 20 certificates.
- Bankeroos will be collated into House Teams points across Melilas. These will be celebrated regularly as a house team.
- Each half-term there will be a Golden Time to reward Melilas pupils for their positive behaviours. This may be removed at the discretion of the Deputy Principal for repeated or serious negative behaviours in consultation with Form Tutors.

## Consequences

Negative behaviours are defined in '2. Definitions'. These consequences also apply to students off-site where a student is on an educational visit, representing the school off-site or is entering or leaving the school site.

Consequences to negative behaviours are listed below:

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- This system is for use in the short-term: lessons, break and lunch times, and short trips. It should not be continued beyond this period. Each new lesson is the opportunity for a new positive behavioural choice.
  - In lessons or breaks pupils will be made aware that they are using negative behaviours.
  - Continued pupil negative behaviours will result in a 'yellow card' which is in a visible position in the classroom. This will be done discreetly but firmly: the pupil should be aware of the reason for a 'yellow card'. The impact to learning should be managed so that giving the 'yellow card' has minimal disruption.
  - If the pupil stops the negative behaviours the 'yellow card' will be removed and there will be a reset. The period allowed for demonstrating cessation of a negative behaviour is at the professional discretion of the staff member.
  - If the negative behaviour continues the pupil will receive a second 'yellow card'. This equates to a 'red card'. The teacher will talk to the pupil at the end of the lesson and the 'red card' will be recorded on the tracking system.

Consequences for repeated negative behaviours:

- Form Tutors will monitor the behavioural tracker on a weekly basis. If a pattern of 3 repeated 'red cards' is noticed the Form Tutor will address this with the pupil. This should be evaluated in the context of the circumstances and is an opportunity for building relationships, reflecting on choices and resolution. The pupil will be reminded of the consequences of continued negative behaviours. Further red cards may result in attendance of the 'Golden Day' may be removed.
- If a pattern of negative behaviour continues the pupil will be sent to the Deputy Principal for Melilas, who will reinforce the communication from the Form Tutor and look for an opportunity for resolution.
- Continuation of negative behaviours will result in parent communication and a *reflection time*. A reflection time is a period after the end of the school day and provide opportunity for reflection on behavioural choices.
- Further escalations may involve the School Principal.

Consequences for serious negative behaviours:

- Serious negative behaviours will be dealt with by the Deputy Principal directly in consultation with the Form Tutor. This may immediately involve immediate communication with parents and/or the School Principal at the discretion of the Deputy Principal.

The communication pathways for responses to negative behaviours are summarised in '7. Communication'.

## **6. Supporting Positive Behaviours**

Staff are responsible for contributing to a stimulating and engaging learning environment that encourages positive learning behaviours by:

- Greeting pupils in mornings, start of lessons and other transitions in a warm and amicable manner.
- Establishing clear expectations and routines in their Form Rooms and Subject Classrooms.
- Communicating and reinforcing positive behaviours by referring to the Panaga School student code of conduct.
- Using positive reinforcement; highlighting positive behaviours and personal qualities.

- Consistently applying appropriate sanctions for negative behaviours.
- Displaying the Student Code of Conduct in Form Rooms, Subject Classrooms and Common areas.

## 7. Communication

The following pathways provide guidance for monitoring and communicating negative behaviours:

