



# **Behaviour for Learning Including The Rewards & Sanctions Policies**

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**To be reviewed:**

## **Behaviour for Learning**

### **Aims**

#### **The Da Vinci School aims to provide the following:**

- A culture of mutual respect, where risk taking and experimentation are supported within an environment of co-operation and consideration for others.
- A learning ambience within which students learn effectively, adopt a growth mind-set and complete their assigned work.
- An atmosphere which promotes positive behaviour, self- discipline and self-reflection.
- A shared sense of pride and high aspirations with recognition of progress and achievement in its widest sense.
- A commitment to value and promote personal responsibility allowing students to achieve qualifications and develop employability skills, to enrich their lives beyond school and enable students to make positive contributions to the economy and society.
- A celebratory environment where accomplishments in the widest sense are acknowledged and where learning is highly personalised.

### **THE PURPOSE OF THE BEHAVIOUR FOR LEARNING POLICY**

We understand the importance of acknowledging and rewarding positive behaviour and also recognising and managing unacceptable behaviour. We also appreciate that encouraging students to consider the important and appropriate ground rules from the offset, is more likely to lead to compliance and desirable end results. As a consequence, the school adopts a Statement of Rights approach, which, in turn, leads to the creation of negotiated community ground rules. These will be co-created by students and staff and result in a Charter of Respect, all introduced via the initial induction activities. Students will also be made aware of the link between good attendance and success, and all the fundamental agreements and expectations will be visible in classrooms and digitally stored on the electronic devices of students. Please see Appendix III(a) to see the format that these agreements are likely to take.

We expect common sense and courtesy in matters of daily routine and that students show care and consideration to all members of the school community which will be reinforced by our Charter of Respect. The close working relationships which result from the relatively small school size, encourage a supportive and family orientated atmosphere. We work in partnership with parents/carers and when required, outside agencies and extended services (in line with Hertfordshire's Integrated Practice Continuum of Needs guidance) to provide a holistic and structured support to all students attending The Da Vinci School.

We believe that our Behaviour for Learning System provides the structured environment to meet our Statement of Rights, which allows students to learn, learning coaches to teach and everybody to feel both physically and psychologically safe at school.

## **IMPLEMENTATION OF THE BEHAVIOUR FOR LEARNING POLICY**

In order to provide a consistent and systematic approach to the celebration of success and management of behaviour at The Da Vinci School, the Behaviour for Learning System is implemented throughout the whole school.

The Behaviour for Learning System provides structure and support to staff and students to allow achievement to be recognised and challenging behaviour to be dealt with.

An extensive reward system is in place to recognise and celebrate success in all aspects of school life.

The School intends to use Da Vinci Points to reward behaviour and deter inappropriate behaviour. If inappropriate behaviour choices are made, consequences are issued and the student is supported to make the right decisions in the future. Students are placed 'on report' in order to monitor behaviour and provide additional intervention strategies when needed (see Appendix III(a))

Electronic recording and tracking of rewards and consequences through MIS facilitates a timely response to positive and challenging behaviour. It provides immediate data and therefore invaluable information on individual students, vulnerable groups and whole school issues. It is our intention to make selected individualised information available to parents and carers through the VLE.

All permanent staff, supply staff and volunteers uphold the values of the Behaviour for Learning System so that behaviour can be managed seamlessly both in and out of the classroom. Students are clearly able to see that procedures are followed and consistently and fairly applied.

New staff are given an induction session which includes an overview of the Behaviour for Learning system and CPD opportunities to support behaviour management training needs are made available as and when needed.

The Senior Leadership Group is committed to providing a visible presence around the school and an 'on call' rota is in operation to provide a support mechanism for staff in incidences of especially challenging behaviour. In addition, learning walks will be completed periodically to monitor the impact of the Behaviour for Learning system. The implementation and day to day running of the Behaviour for Learning Policy and System will be the responsibility of the Principal, Vice Principal and Lead Learning Coaches, although mutual support amongst all staff is essential to secure success.

Behaviour incidents are always investigated in a timely and consistent way. Both students and staff may be asked to complete written statements as part of this process with the well-being of all parties considered at all times. Parents/carers are contacted as appropriate and an electronic record of the incident completed on a 'Student Incident Form' will be held on the students file.

## **MONITORING OF THE BEHAVIOUR FOR LEARNING POLICY**

The Behaviour for Learning System is regularly monitored and an impact assessment completed annually. This process is informed by recorded data, meetings, parent/carer consultation and the student voice forum. The governors review relevant data on a termly basis and discuss future strategy.

### **Appendix III(a)**

## **STATEMENT OF RIGHTS**

- The students have a right to learn.
- The learning coach has a right to teach.
- All within the school community have a right to be safe both physically and psychologically.

## **COMMUNITY GROUND RULES**

- Follow the school Charter of Respect.
- Arrive on time fully equipped for school and lessons
- Wear appropriate business clothing for school and work placements
- Be ready to learn and appreciative of the voice of all participants in the learning process.
- Use appropriate school language and respect others.
- Allow others to get on with their work: avoid inappropriate use of hands, feet and objects.
- Mobile phones and electronic devices to be used appropriately on work related activities as guided by learning coaches
- Food and drink must only be consumed in the designated place.
- Move around the school in a quiet and orderly way.
- Chewing gum is not permitted in school.
- Treat the school environment with care and respect, do not drop litter or vandalise property.
- Do not leave the school site without permission.
- Offensive or dangerous items must not be brought into school.
- Illegal substances, cigarettes and alcohol are not permitted on the school site.

## DA VINCI STUDIO SCHOOL CHARTER OF RESPECT



We think it is important for members of this school not to pick on/discriminate against others because they ....

...may have different:

personalities  
interests

...are of a different:

nationality  
gender  
sexuality  
race

...are different because of their:

accent  
size  
names  
popularity  
height  
weight  
age  
intelligence  
fitness  
state of cleanliness  
type of clothes  
abilities and disabilities

...have different:

friends  
opinions  
taste in music  
reputations  
personal habits  
economic backgrounds

...are:

new at school  
clumsy  
a teacher's pet  
dyslexic  
suffering from an illness

Lastly, members of this school should not be picked on/discriminated against because of their:

form of accommodation  
employment  
parents and siblings  
standard of living

We must remember that different individuals make up this school and that we can all learn from one another.

***What happens if somebody breaks the Charter of Respect?***

**DO NOT IGNORE IT**

**REPORT THE INCIDENT TO A MEMBER OF STAFF**

Anyone who knows that the Charter of Respect has been broken is expected to tell the staff.

At The Da Vinci School we believe such incidents are wrong and we are prepared to sort them out.

The incident will then be investigated and appropriate action taken.

***So, use the system!***

# ATTENDANCE = SUCCESS

EXCELLENT ATTENDANCE 96%	GOOD ATTENDANCE 92%	POOR ATTENDANCE 83%
½ day missed every 3 weeks = 2 months over 5 years	Just over 1 day missed every 3 weeks = 4 months missed over 5 years	3 days missed every month = a whole year missed over 5 years
		
3 out of 4 students will gain 5 A – C GCSE grades	2 out of 4 students will gain 5 A – C GCSE grades	1 out of 4 students will gain 5 A – C GCSE grades

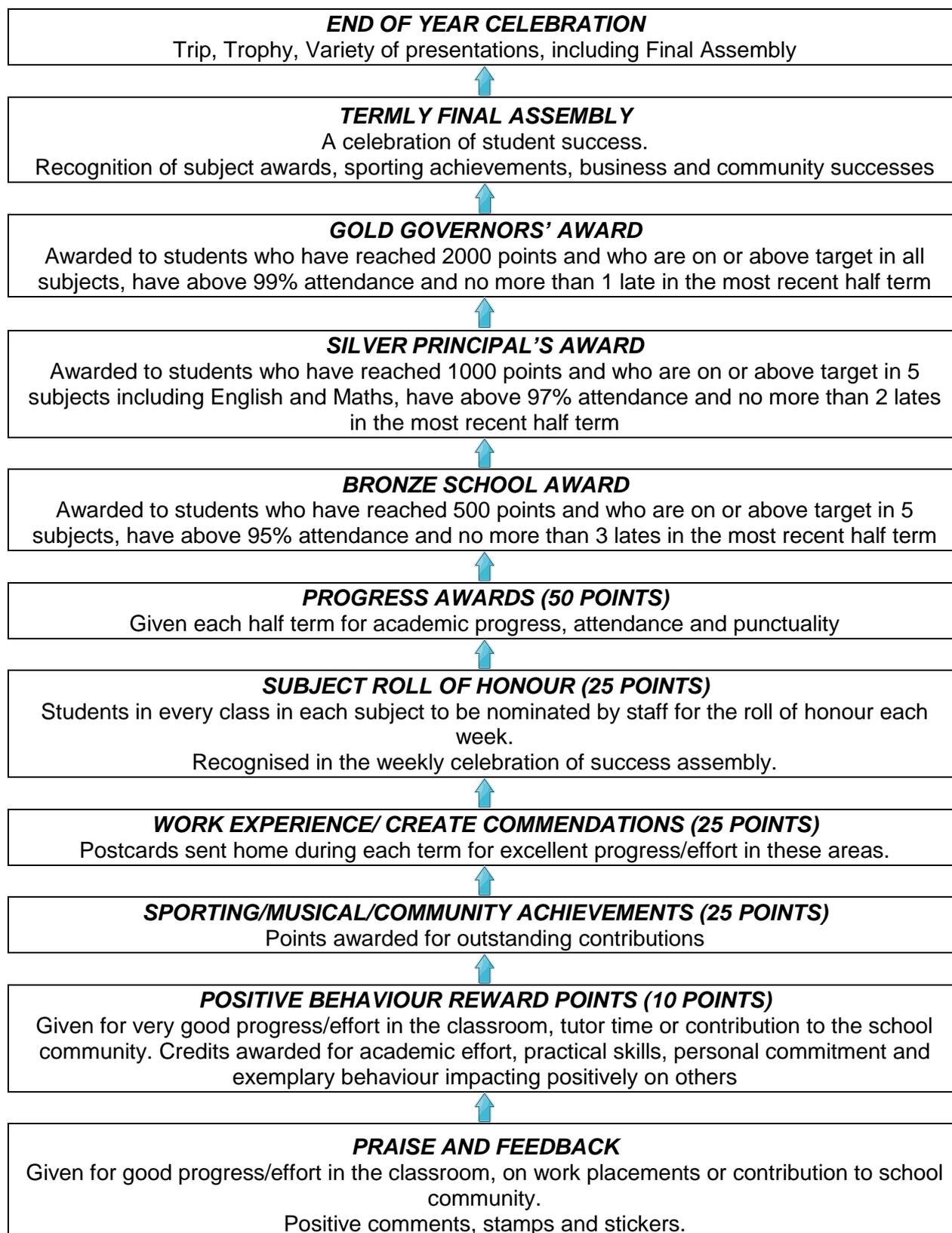
## How successful do you want to be?

Attendance Rewards		
100% attendance	50 points	Each Half Term
99% attendance	25 points	
97% attendance	10 points	

Similarly, a lack of punctuality is likely to impact on your success and will not be tolerated in the work place. Late arrival to class without mitigating circumstances will result in a deduction of 10 Da Vinci Points and will prevent you attaining the Bronze, Silver and Gold Awards (see page 7)

## **INDIVIDUAL REWARDS FOR ALL STUDENTS**

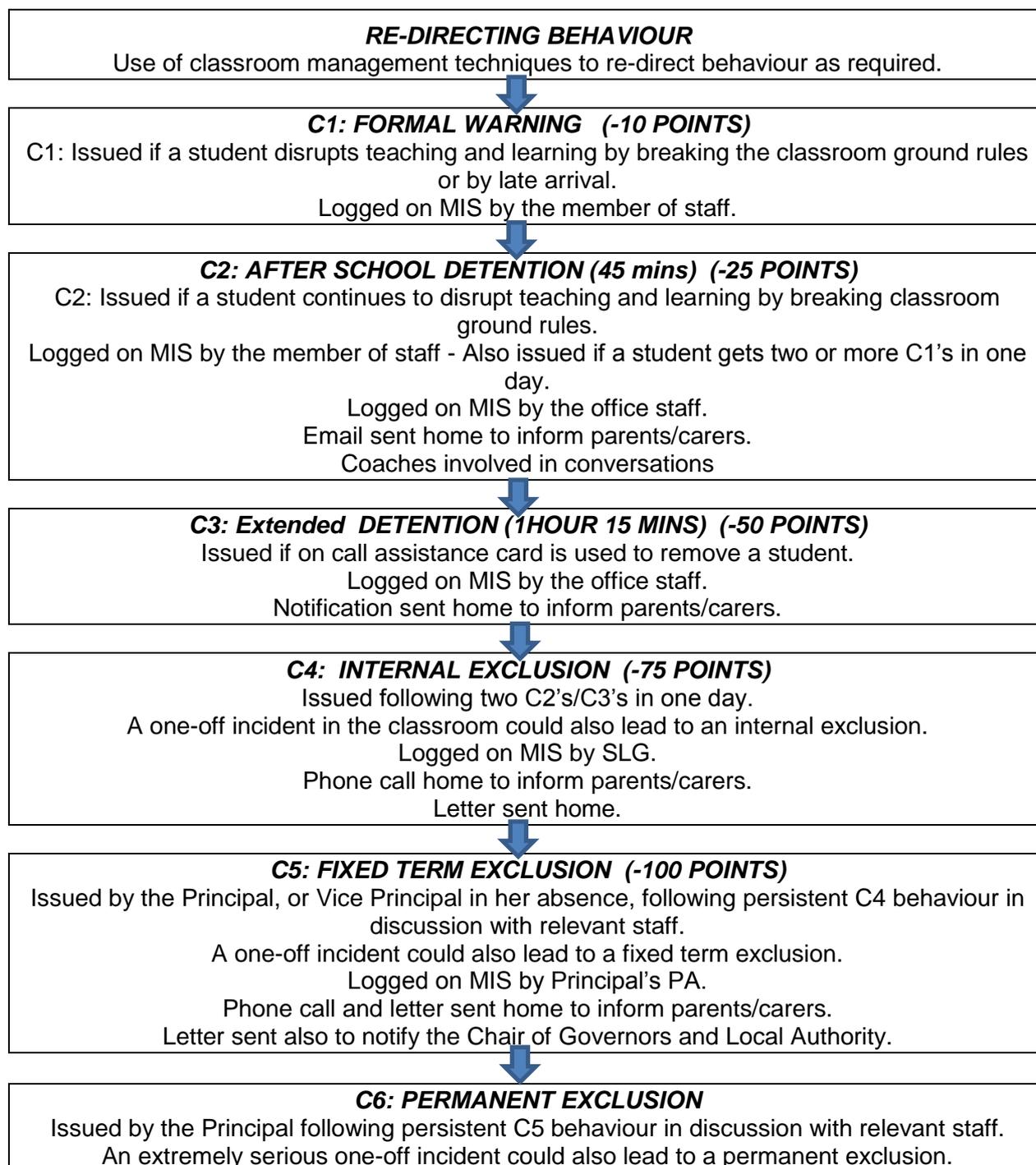
Positive behaviour will be rewarded and students will have the opportunity to generate greater Da Vinci Points and receive commendations as the scale of their accomplishments increases. The following chart demonstrates how the level of praise escalates.



## **Individual Sanctions for Students**

Consequences support staff to create the positive environment for learning. Negative behaviours are to be dealt with using a series of strategies and sanctions that escalate in seriousness over a period of time. In the same way that positive behaviour is rewarded, negative behaviour will result in a loss of Da Vinci Points.

### **INDIVIDUAL CONSEQUENCES IN AND OUTSIDE THE CLASSROOM**



## **Further Support Programmes**

In circumstances where there is a pattern of unacceptable behaviour and where the redirecting of behaviour and coaching conversations are failing to have the desired impact, a Pastoral support programme of intervention will be implemented.

### **ON REPORT DOCUMENTS**

#### ***PASTORAL SUPPORT PROGRAMME (16 WEEKS)***

Behaviour for learning has reached the stage where the student has put themselves at risk of permanent exclusion.

Parents/carers called in for a meeting with a member of Senior Leadership, and the student.

Additional external support will be put in place for the student.

Two or three targets are set for all lessons over a sixteen week period.

A weekly report booklet is issued to the student to be signed daily by her tutor and all teaching staff.

Progress is reviewed regularly by SLG and parents/carers are updated.

Review meetings will take place in school every four weeks.

A copy of the Pastoral Support Programme is signed and sent home.



#### ***PASTORAL SUPPORT CONTRACT (4 WEEKS)***

Behaviour for learning continues to be a real concern.

Parents/carers called in for a meeting with the relevant coaches (pastoral and learning) and the student.

Two or three targets are set for all lessons over the four week period.

A weekly report booklet is issued to the student to be signed daily by her personal coach and all teaching staff.

Progress will be reviewed regularly by SLG and parents/carers are updated.

A review meeting will take place in school at the end of the four weeks.

A copy of the Pastoral Support Contract is signed and sent home.



#### ***POSITIVE BEHAVIOUR REPORT (2 WEEKS)***

Behaviour for learning is a concern in two or more areas.

Parents/carers are contacted by the line manager for the subject area .

Two or three targets are set for all lessons over the two week period.

A weekly report booklet is issued to the student to be signed daily by her tutor and all teaching staff.

Progress will be reviewed by the Lead Learning Coach and parents/carers are updated.



#### ***SUBJECT REPORT (2 WEEKS)***

Behaviour for learning is a concern in a specific subject area.

Parents/carers are contacted by the Learning Coach.

One or two targets are set for every lesson in that subject over the two week period.

Departmental Report Card issued to the student to be signed by the member of staff in each of those lessons.

Progress will be reviewed by the Learning Coach and parents/carers are updated