



British College La Cañada

Secondary Department

BEHAVIOUR FOR LEARNING POLICY



Introduction

A policy outlining 'Behaviour for Learning' is not about sanctioning conflict; it is about enhancing excellent working relationships through our student's Secondary education in order to secure high outcomes and experiences.

Aims

The aim of the Behaviour for Learning policy is to create an effective learning environment through promoting the students' self-esteem, encouraging pride in our Secondary school, the values we instil and fostering mutual respect, cooperation and courtesy at all times.

It is the responsibility of all members of staff to set an example in promoting fruitful behaviour patterns both in the way they conduct relationships with pupils and in their capacity as role-models.

The aims of the Behaviour for Learning Policy are:

- To emphasise the importance of good behaviour and its relationship to learning and high outcomes.
- To outline the expectations for pupils, staff and parents regarding positive behaviour. ● To provide a framework for the consistent management of all behaviour related issues.
- To emphasise the value of partnership between parents, students and the school in the achievement of high standards of behaviour and high outcomes within the whole school community.
- To encourage every member of the BCLC secondary community to show care, courtesy and consideration to other members of the school and to the wider community.
- To ensure that all student's right to feel safe and comfortable in school and their right to an education is protected and respected



Policy success criteria

The Secondary department at BCLC will measure the success of the Behaviour for Learning Policy with the following criteria:

1. We focus on rewarding and encouraging positive behaviour from pupils.
2. We, as adults, accept responsibility for setting standards for pupil behaviour in classrooms and throughout the school.
3. We make our expectations and boundaries clear, applying them consistently.
4. We seek to involve parents and the school's psychologist in promoting good standards of behaviour and commitment to study.
5. We ensure that the taught curriculum is stimulating and inclusive of all abilities, as every learner matters.
6. There is quick intervention if behaviour does not meet expectations.
7. We make it clear that as individuals and as a school we oppose all forms of discrimination regarding race, gender, language, sexuality, religion and physical/mental capacity.

Expectations

Learners will be expected to:

- Conduct themselves around the building in a safe and sensible manner and show regard to others.
 - Arrive on time to lessons.
 - Bring appropriate equipment for each lesson.
 - Wear correct uniform at all times including school shoes and only jewellery permitted in the Manuel de Padres
 - Follow instructions given by the teacher.
 - Behave in a reasonable and polite manner to all staff and pupils.



- Show respect for the opinions and beliefs of others.
- Complete all class work in the manner required.
- Hand in homework at the time requested.
- Show respect for the working environment.
- Speak in English at all times (apart from when they are in a Spanish lesson or speaking with a non-English speaking member of staff or visitor).
- Follow all other school rules.

Staff will be expected to:

- Arrive on time to their lessons.
- Create a swift and purposeful start to the lesson.
- Reinforce clear expectations of behaviour.
- Produce seating plans that are 'data-rich' to optimise outcomes and ensure high standards in behaviour for learning.
- Deliver a suitably planned and structured lesson which meets all individual needs.
- Deal with incidents of inappropriate behaviour by following the school's procedures.
- Promote and reinforce positive behaviour in the classroom.
 - Reject humiliation and degradation as ways of correcting pupils' undesirable behaviours.
 - Embrace the school's philosophy, values and vision.
- Secure the highest possible outcomes and experiences for all learners.
- Avoid confrontation and de-escalate situations of potential and actual conflict.
- Ensure that all pupils speak in English during lessons and where possible on patio (apart from in Spanish lessons and with non-English speaking staff and visitors).
- Work collectively to promote the ethos and principles of the Behaviour

for Learning Policy. Parents/ guardians will be expected to:

- Work in partnership with school staff to ensure high standards of behaviour in and outside of school.
- Inform staff (the child's Form Tutor in the first instance) of any concerns.



- Respond to concerns raised by members of staff.
- Reinforce the school's values for positive behaviour at home.

- Ensure their child / children has a high level of attendance.
- Ensure their child / children come to school correctly equipped (including correct uniform) and prepared to work having had an appropriate number of hours sleep.
- Remind their child / children to speak in English during lessons and on the patio.
- Ensure their child comes to school in the correct uniform, including for PE, with correct footwear.

The positive reward system It is important that achievement and good behaviour are rewarded. The two main ways of doing this are by giving tangible and non-tangible praise and reward for good work and rewarding such things as exceptional effort, improvement in behaviour, volunteering to help at functions etc.

Praise and rewards Modern teaching pedagogy focuses heavily on praising and rewarding children for displaying 'desirable' behaviours.

Findings suggest that praise and reward are the key to successful and well-motivated children. However, we have to be careful not to overuse praise and reward. Research has shown that students' performance can be affected as they come to expect the praise and reward; over using a reward system runs the risk of stifling our students' creativity as they are discouraged from taking risks in their learning. Children are likely to 'play it safe' and prefer to do the minimum in order to get the praise or reward. We should encourage and praise our students for taking risks in their learning. The overuse of praise and rewards systems could make our young learners feel evaluated and judged, rather than stretched and challenged.

Rewards work well for getting children to do something that they do not naturally want to do, for the short-term only. This immediate behaviour change keeps us addicted to rewarding. The negative consequences of rewards and praise do not materialise until later, so we fail to recognise rewards and praise as the culprit.

Nevertheless, our students do need constant acknowledgement and positive feedback. We need to equip ourselves with the vocabulary that shows our students the difference between genuine appreciation and acknowledgement, as opposed to a deliberate strategy to reinforce that desired behaviour again.

Where possible, teachers and staff should encourage the following non-tangible, yet spiritually and morally beneficial, rewards as ways to boost pupil motivation. The focus is on the individual, and we should avoid making sweeping comparisons between pupils or sets of

pupils, e.g. "You have behaved better than the other year 7 group".

Tangible and Intangible rewards

1. Pride & Self-satisfaction:

The biggest reward that we should aim to instil in our young people is one of PRIDE and SATISFACTION with his or her own achievements. There is no better feeling than that of being proud and making others proud. Entrusting and empowering young people will ultimately build up their self-esteem: "I'd really appreciate it if you collected in the books at the end of every lesson".

2. P.R.I.D.E. Values:

Our young people should feel 'rewarded' by knowing they have achieved their full potential, by knowing that they have tried their hardest, knowing they have persevered and have upheld the school's P.R.I.D.E. values. After all, the P.R.I.D.E. values mould our young people into the law-abiding, dignified citizens and workers of our future society.

3. Awarding Credits

Teachers will be able to award 'credit' points to students (see appendix for more information). An accumulation of these can, later on, lead to further rewards such as certificates and rewards trips or lunches. It is important that teachers are awarding credits for all aspects of good behaviour such as effort and perseverance not just for achievement. Credits should be awarded consistently by teachers and not, for example, to a student who has bought in their pen when they normally forget it. Credits should be awarded when a student's behaviour has gone above and beyond the expectations of them.

4. Rewards and reward trips

Students who have acquired five credits or more during the week will be rewarded at the end of the week. This may come in the form of a small prize or other rewards such as a queue jump pass which allows them to go to the front of the queue during lunch. Students who have acquired the most credits throughout the year or during a particular term will be rewarded at the end of each term. This reward will vary and could include having a pizza lunch in school or watching a film in the theatre instead of going to lessons. The rewards are designed to encourage students to show the desirable behaviours we promote and also to acknowledge those students who continually behave correctly.

For every 25 credits that a student receives their name will go into a prize draw. At the end of the school year 3 students' names will be pulled out of the draw and they will each receive a prize. There will be a 3rd, 2nd and 1st prize.

Consequences and sanctions

The sanctions in Secondary are meant to help the pupils to reflect on their actions and to recognise that with wrong decisions come consequences. In the long term, this will help them to avoid repeating the same bad decisions and actions. The class teacher will be responsible for managing the behaviour and guiding the pupils into making the right choices and he/she will decide which stage in the behaviour management tree to evaluate the behaviour. The pupils must take responsibility for meeting our expectations and following the school and class rules.

If teachers are concerned about the patterns of behaviour, attitude to learning, effort, enthusiasm, organisation, presentation, punctuality to lessons, speaking in English etc of a pupil, he/she must send an email to the pupil's Form Tutor (copying in the KS3 Pastoral Coordinator and Head of Pastoral) to inform them of the concerns. It is the Guidance Tutor's responsibility to analyse these patterns and speak with the pupil to help them modify their behaviour. If the undesirable behaviour patterns continue the KS3 Pastoral Coordinator and/or Secondary Head of Pastoral may become involved to discuss the behaviour with both the student and their parents, where necessary, and decide which Stage of action to take to help correct the student's behaviour.

Behaviour for Learning Sanctions

Classroom stages

Stage 1

Stern, but polite **warning** to not repeat the negative behaviour again.

Stage 2

Formal warning that the pupil has fallen short of the teacher's/school's expectations and the student will be given a **debit**.

Stage 3

If the undesirable behaviour continues within the same lesson the student will be placed in a **teacher detention** and a **message home** where they will return to the teacher's classroom at a time convenient for the teacher.

Stage 4

If a student continues to demonstrate the negative behaviours within the same lesson after being given a teacher detention a member of the **secondary management team** will be called for and the student will be removed from the class. This will immediately lead onto one of the '**additional sanctions**' (see below).



Additional Sanctions

Whole School Detention

If a student does not attend their **Stage 3 teacher detention** without an acceptable reason, for example absence, they will complete a **whole school detention** during a Friday lunchtime.

Additionally, if a student receives **three debits** within the same week, the student will be added to the whole school detention list on a **Friday lunchtime**. This means that they will spend Friday lunchtime reflecting on their behaviour and the impact of this on their education and the education of their classmates. A whole school detention can also be given for any offences the school management team deem are serious enough to warrant it.

After School Detention

If a student does not attend their whole school detention on the Friday without an acceptable reason, for example absence, or if they have received a whole school detention three times in the same term, they will complete an **after school detention** on a Tuesday afternoon from 16:30h - 17:30h. An after school detention can also be given for any offences the school management team deem are more serious than a whole school detention.

Report and other interventions

Both our Class Dojos 'debit system' and our behaviour log is monitored daily and the data is analysed weekly to inform us when interventions are required to support students in improving their behaviour.

If, over a sustained period of time, a student continues to accumulate specific **Stage 2** offences or accumulates a series of **teacher or whole school detentions** (usually six debits over a three-week period), then the Pastoral Team and/or Head of Secondary, in collaboration with the Form Tutor, may make the decision to place the student on **report**.

The parents of the pupil will be informed and between 1 and 3 targets for the pupil will be agreed between the Form Tutor and the Pastoral Team. The pupil will initially be placed on report for at least two full weeks. If, at the end of the week, the student has not responded positively to the report then the decision will be made between the Form Tutor, Pastoral Team and/or Head of Secondary, to either continue the report for another week or move the student onto the next behaviour stage. These stages and interventions are listed below:

Trigger	Intervention	Actions
6 debits within a	Tutor report	- Tutor informed following pastoral meeting on Friday and report arranged for Monday.

three-week period		<ul style="list-style-type: none"> - Tutor messages home to say that the student will be on report. - Report lasts for four weeks and stops if debits reduce below five for that period. - If six debits are reached during that time, the next intervention is triggered. - If improvements are not conclusive, the tutor may take the decision to continue with the report.
6 debits during the four weeks on tutor report	Report to Head of Key Stage	<ul style="list-style-type: none"> - Head of Key Stage will inform tutors of unsuccessful report following pastoral meeting. - Head of Key Stage will contact parents and arrange for change to be made as of Monday. - If six debits are reached during that time, the next intervention is triggered. - If improvements are not conclusive, the Head of Key Stage may take the decision to continue with the report.
6 debits during the first three weeks on report	Report to Head of Wellbeing, or another member of SLT if appropriate	<ul style="list-style-type: none"> - Head of Key Stage and Wellbeing Coordinator will agree escalation following pastoral meeting. - Parents to be contacted to arrange to meet with Wellbeing Coordinator to explain stage and concerns. - Meeting to also assess if further support is required. - If six debits are reached during that time, the next intervention is triggered. - If improvements are not conclusive, the Wellbeing Coordinator may take the decision to continue with the report.
6 debits during the first three weeks on report	Individual Support Plan (ISP) triggered	<ul style="list-style-type: none"> - The Wellbeing Coordinator will arrange a meeting with parents. Another member of the Pastoral Team will also attend. - The ISP will review current provision and suggest reasonable adjustments. - Clear targets will be set that have to be passed. - The following will be explored: <ul style="list-style-type: none"> <input type="checkbox"/> SEN referral <input type="checkbox"/> Mentor (peer of teacher) <input type="checkbox"/> Review seating plans <input type="checkbox"/> Review class <input type="checkbox"/> Review provision <input type="checkbox"/> External support requested <input type="checkbox"/> Review of Family Support

		<ul style="list-style-type: none"> - Targets will be reviewed monthly with parental meetings.
ISP targets not met following at least two reviews	ABC contract initiated	<ul style="list-style-type: none"> - If targets are not going to be met, parents to be informed that the ISP has been unsuccessful and of the escalation to ABC. - The Head of Secondary, alongside one other member of the Pastoral Team will set up an ABC contract and go through the expectations with parents, as well as agree on review dates. - All support offered in ISP stage may be re-offered, or continue. - Parents made aware that failing the ABC will result in the student being dismissed from BCLC.

Internal exclusion

The decision to remove a student from lessons is not one taken lightly. However, there may be occasions when this is deemed necessary. When this is the case, the teacher from whom the student is missing a lesson, will set appropriate work to be completed outside of the classroom alongside any appropriate reflection tasks.

Some of the following situations will result in a student being taken out of lessons. The length of time will also be specified:

- Three debits in any given day leads to the student being given a period of reflection with the management team the following day.
- Two stage-four removals for persistent low-level disruption in a day will lead to the student being placed for a period of reflection with the management team for the lessons and breaks leading up to the completion of the next two breaks.
- Removals for more serious incidents will lead to the student being removed from that given lesson for the next two lessons, or one lesson if the lesson is taught only once per week or per fortnight.

When students are placed in Internal exclusion an 'Anexo 1: Behaviour incident report' will be completed for the parents to sign and this will be kept on the students' school record.

External exclusion from school - "Plan de Convivencia"

If the student's behaviour does not improve after going through the previous sanctions, or they receive a maximum of 3 internal exclusions, or there is a specific serious incident, then they will be externally excluded from the school on either a temporary or permanent basis.

This will follow the subsequent process:

- The Head of Secondary and Secondary Head of Secondary Pastoral will inform Senior Management of the steps and procedures put in place to help the pupil to modify their behaviour.
- Anexo 2 will be completed (serious contravening of the school rules and Behaviour for Learning policy), signed and returned, then a copy kept in the pupil's file.
- They will arrange a meeting with Senior Management to discuss the pupil's behaviour.
- Senior Management will follow the steps and guidance outlined in the 'Plan de Convivencia' and issue a formal letter ('falta grave') to the parents.
- Senior Management will assess the behaviour and make the decision to exclude the pupil for anything from 1 day up to 15 days.
- Senior Management will assess the behaviour and make the decision to permanently exclude the pupil from the College.

Acceptable Behaviour Contract

If a student's behaviour does not improve after some or all of the additional sanctions have been implemented, or if they receive a maximum of two external exclusions, then they may be asked to sign an Acceptable Behaviour Contract (ABC). This is an individualised contract with a number of conditions that students and parents must agree to and sign. If there is a refusal to sign the contract or if it is signed and behaviour still does not improve then the student will be asked to leave the school on a permanent basis.

Parents and the student will have a meeting with the Head of Pastoral and the Head of Secondary to go through the individualised ABC and all parties present must sign it.

Final intervention

If a student appears to be breaking the ABC parents will be called in for a meeting with The School Director as a final intervention. The final intervention to encourage better behaviour and give the student a last opportunity to remain in the school, is that the parents can agree to come and collect the student and take them home for the rest of the day if they receive any debits for agreed behaviours such as disrupting lessons, being disrespectful etc. If the student continues their undesirable behaviour after this final intervention and is sent home on a regular basis within a monthly period then the ABC will be enacted upon and they will be permanently excluded from school.



Vandalism

Any students found to be vandalising school property or facilities will be externally excluded from school for at least one day and parents will be charged for the damage caused.

In many cases the Behaviour for Learning Stages will be followed in sequence, however this will not always be the case and it is down to the teaching staff and senior management's discretion as to what stage of action is taken depending on each individual incident and the student involved. Where deemed necessary by staff the decision may be taken to move through the Behaviour for Learning Stages more quickly or go straight to a later Stage.

In some instances students may display behaviours that lead straight to 'External exclusion from school', for example using words of a racial, sexual, homophobic or discriminating nature. In these circumstances the school will follow the guidelines outlined in the Plan de Convivencia. Initially a statement will be taken from all students involved in the incident(s). The offender(s) will be given the opportunity to show remorse and apologise to the student(s) involved in the incident. An Anexo form will be completed and logged in the student's file and parents from both sides will be asked to come in for separate meetings to discuss the incident and the actions that the school will take.

If it is the offender's first incident of this nature and they show remorse for their actions the student will spend a day in internal exclusion in school. If it is a repeat offence, the student will be excluded from school for at least one day, depending on the severity of the incident and how many times the action has been repeated.

All statements and meeting notes from the incident will be logged and kept in school files.



Uniform

Students are expected to wear the correct uniform at all times in school. This includes wearing the school hoodie, bag and coat. The PE uniform should only be worn on PE days. Leggings are not permitted as part of the PE uniform. Students are not permitted to wear earpods inside the school grounds. Skirts should be at just above knee length and must not be rolled up.

If a student fails to wear the correct uniform tutors will first issue a verbal warning/ reminder to the student, then a message home if the problem persists before an official school letter is sent home should the student persist in wearing incorrect uniform. Should this not improve the student's behaviour they will be internally excluded on arrival at school in incorrect uniform until the correct uniform is brought in for them.

Jewellery

Students are allowed to wear one small necklace, a watch and one pair of stud earrings or small hooped earrings. Large hooped earrings and rings will be confiscated if worn. If this happens regularly then parents will need to come into school to collect them.

Smartwatches are not allowed to be worn in school.

Mobile phones

Pupils are not allowed to bring mobile phones to school. Should a pupil need to bring a mobile phone to school, their parents should have a prior conversation with their child's form tutor to explain the reasons. Should we deem it necessary, the pupil may bring a phone on the agreed days, however the school takes

no responsibility for any loss, theft or damage to the phone. If a student is found to be using a mobile phone there will be a consequence according to the behaviour policy and in line with the "plan de convivencia" and the mobile phone will be confiscated and kept at the Welcome Desk until the end of the day where it can be collected by the students in the first instance. Upon a second offence the parent/guardian will have to collect the mobile phone.

Anti-bullying

At British College La Cañada we are committed to providing a warm, caring and safe environment for all our children so that they can learn and play in a relaxed and secure environment.

Bullying of any kind is unacceptable and will not be tolerated in our school. We take all incidents of bullying seriously. Bullying hurts. No-one deserves to be a victim of bullying. Everybody has the right to be treated with respect and pupils who are bullying others need to learn different ways of behaving.



If bullying does occur, everyone should be able to tell and know what incidents will be dealt with promptly and effectively in accordance with this policy and the Whole School Anti Bullying Policy (linked below). We are a TELLING school. This means that anyone who knows that bullying is happening is expected to tell a member of staff.

Students are made aware of the various avenues in which they can report bullying during assemblies, Health & Wellbeing, Psychology lessons and events such as Anti Bullying Week. These avenues include:

- Speaking to a member of staff

- Email the school bullying email addresses:

stopbullying@bclc.info (primary)

bullying@bclc.info (secondary)

- Answering the questions related to witnessing or being a victim of bullying on the confidential student questionnaire completed every term

At BCLC, Incidents are taken seriously. These will never be tolerated or passed off as 'banter', just having a laugh' or 'part of growing up'. Banter and teasing can and should be acknowledged and recognised as bullying behaviour and may require proportionate intervention.

All staff at BCLC are trained, during their Safeguarding training, how to identify and act on various forms of bullying including:

- Physical bullying
 - Verbal bullying
 - Sexual bullying
 - Psychological bullying
 - Cyberbullying
 - Prejudice based/ discriminatory bullying
 - Social alienation
 - Covert bullying

All BCLC students are taught how to identify each of these types of bullying from the perspective of a witness, victim and perpetrator and what they can do if they feel any type of bullying is taking place in school. Students are also taught about the various roles people may take in a bullying situation including the target, the bystander, the ringleader, the defender, the reinforcer and the outsider.

During Health and Wellbeing sociograms are completed twice a year in which students confidentially select 3 students they like to work with and sit next to or near to in class and three students they don't like to work with and sit next to or near to in. This helps to identify the social leaders in the class and students who are socially isolated. This information helps us when social



situations and conflicts arise, helps to identify students who are more vulnerable to being victims of bullying and helps us to try and integrate socially isolated students.

If staff have a concern that there is a bullying case and that a child may be abusing others, the member of staff should report their concern to the DSL without delay in accordance with the Whole School Anti Bullying Policy. Staff are also encouraged to email the school bullying email address that corresponds to their concern

stopbullying@bclc.info (primary)

bullying@bclc.info (secondary)

giving further details of their concern including:

- Who is involved?
- Why they suspect there is bullying.
- When the suspected bullying is happening.
- How their suspicions satisfy each of the four criteria for bullying: Intention, imbalance of power, repetition and harm is caused
- Any previous actions taken e.g. meetings with students, messages sent home to parents etc.

Staff are encouraged to verbalise and write their concerns even if they feel they may not have lots of detail for each area. It is made clear to staff that they do not have to justify their concern and that any information provided, even if later on bullying is not found to be happening, could be of help.

When potential bullying cases are brought to the attention of the DSL or Deputy DSLs the school protocol is:

1. Communication of a “possible” bullying situation (parents, SLT, teachers etc.)
2. Formation of an immediate assessment team
3. Initial Assessment and Verification of the situation
4. Interviews and communication with the victim, witnesses, parents of the victim, presumed perpetrator(s) and parents of the presumed perpetrator(s)
5. Conclusions, measures taken and reports. (confirmation or not of an alleged bullying and communication.

Measures taken can include communication of the situation, applying disciplinary procedures (in accordance with the [Coexistence and Equality Plan](#)), follow up measures, corrective measures with the perpetrator(s) and observer(s) and work with the families, class and whole school community.

For more information on everything mentioned above see the whole school anti-bullying policy: [Whole School Anti Bullying Policy](#)

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