



Improving behaviour for learning

To improve behaviour for learning at Chaucer we must;

- Have high expectations and challenge poor behaviour in lessons so that all pupils are able to work without interruption to their learning.
- Challenge and significantly reduce the high levels of internal truancy.
- Get rid of deliberately unruly behaviour at social times, on corridors, and during transition points.
- Continue to provide high levels of support and develop strong relationships between students and adults in school.
- Consistently use the rewards systems.

Chaucer School core values.

- **Respect** – Be respectful of others, of ourselves and our environment.
- **Responsibility** – Be responsible for ourselves and our actions.
- **Kindness** – Be kind. Always.



Classroom rules

Our classroom rules are outlined below:

1. Follow instructions first time and without questions or argument.
2. Arrive on time, fully equipped and ready to learn each lesson.
3. Show respect to staff and students when they are talking by listening.
4. Put your hand up and wait for your turn to speak without disturbing others.
5. Stand behind your chair quietly at the end of lessons until you are dismissed.
6. Always try your best with all learning.

Around school rules

1. Show responsibility by all being on time for school at 8.30 every day.
2. Be polite and show respect for all other people.
3. Follow instructions first time and without questions or argument.
4. Wear your school uniform with pride.
5. Respect your school environment, never drop or leave litter.
6. Eat and drink in the right places at the right time.
7. Move around the school responsibly and quietly and keep to the left on corridors and staircases.

Starts of lessons: expectations on students

- Arrive on time, as soon as possible after the bell goes
- Line-up in single file and wait for your teacher to admit you to the room
- Meet and greet the teacher, warmly and politely
- Go straight to your seat, removing any coats, jackets etc., and sit down
- Have your equipment out on your desk: pen, planner, and anything specifically needed for that lesson
- Begin the entry task activity, working in conditions and at a volume indicated by your teacher

Ends of lessons: expectations on students

- Continue working until the teacher says it is time to stop and pack away
- Follow any routines established by the teacher for the return of materials e.g. exercise books, textbooks, calculators
- Ensure work-spaces are tidy, and chairs are tucked under neatly
- Stand behind the chair at which you have been seated
- Engage in any lesson-review activities or teacher questioning about learning
- Wait until the teacher directs you to do so, and then leave the lesson calmly and quietly

Behaviours for Success (BFS) Process

Phase 1 'Remind'

You will be reminded of our high expectations around behaviour and the effects these are having on the progress of others.

Phase 2 'Caution'

You will receive a caution around continued poor choices and reminded again of the effect this is having on others.

Phase 4 'Withdrawal'

If SFS is called back following the previous discussion you will be withdrawn from lesson and placed in Reflection for an appropriate amount of time, see below.

Phase 3

'Support for Success SFS'

SFS will have a conversation with you to help support you in being more successful.

Immediate withdrawal

If the behaviours presented in lesson are having such a negative impact on the learning of others the class teacher may request that you are withdrawn with immediate effect.

We will contact parents of all students who are withdrawn from lesson due to poor behaviour, you will also be placed in Reflection to access work.

Withdrawal will most likely result in you spending your next social time or 30 minutes after school within Reflection as a logical consequence of your actions.

Phase 1 reminder & Phase 2 caution.

- Student disturbing other children.
- Student off task.
- Talking over others including the teacher.
- Calling out without permission.
- Slow to start work or to follow instructions.
- Leaving seat without permission.
- Answering back.
- Showing disrespect to others.
- Eating in lesson.
- Uniform breach.
- Mobile phone seen or heard in lesson.
- Inappropriate use of language.
- Refusal of reasonable requests from adults.

Phase 3 – SFS conversation.

Continued low level disruption

- Student off task.
- Student disturbing other children.
- Talking over others including the teacher.
- Calling out without permission.
- Slow to start work or to follow instructions.
- Leaving seat without permission.
- Answering back.
- Showing disrespect to others.
- Eating in lesson.
- Uniform breach.
- Mobile phone seen or heard in lesson.
- Inappropriate use of language.
- Refusal of reasonable requests from adults.

Phase 3 immediate withdrawal & Phase 4 withdrawal

Following further low-level disruption or more serious behaviour.

- Verbal abuse of staff or students.
- Dangerous behaviour where safety of yourself or others is compromised.
- Refusal to hand over items not allowed in school and mobile phone or related items including headphones.
- Leaving classroom without permission.
- Threatening behaviour towards others.
- Wilful damage to others or school property.
- Physical aggression or intimidation of others.
- Sexual misconduct including harassment of others.
- Inappropriate touching of others.
- Any other behaviours that cause significant destabilisation of learning.

Immediate placement in 'Reflection' including 'out of classroom behaviours' (OOCB)

Any high level behaviours described in previous section.

- External or internal truancy, including being more than 5 minutes late to lesson and deliberately being in the wrong lesson.
- Deliberately unruly behaviour that compromises the safety of others.
- Any behaviour which disrupts the good order of the school.
- Physical altercation with another student.
- Vaping/ smoking or associated vaping/ smoking.
- Theft.
- Bullying including homophobic, racist or other discriminatory behaviours.

Suspensions

- Failure inside of 'Reflection'
- Relentless and persistent truancy.
- Persistent and relentless breaches of the school behaviour policy.
- Threatening behaviour/ Verbal abuse towards an adult.
- Physical assault of an adult or young person.
- Dangerous behaviour, including arson.
- Drug or Alcohol related incident.
- Possession of an offensive weapon.
- Bringing the name and reputation of the school and Trust into disrepute.
- Sexual misconduct.
- Child on child abuse/ Bullying, including online.
- Making knowingly, untrue accusations against adults in school.
- Serious instances of theft.

Permanent Exclusion to be considered

- Serious actual or threatened physical assault against another student or an adult in school
- Sexual abuse or assault.
- Supplying an illegal drug or possession of an illegal drug with intent to supply.
- Possession and/or use of an illegal drug or drug paraphernalia on school premises.
- Carrying an offensive weapon.
- Making a malicious serious false allegation against a member of staff.
- Placing students, staff and members of the public in significant danger or at risk of significant harm, including arson or similarly dangerous behaviours.
- Persistent disruption and defiance including peer on peer abuse (which would include racist or homophobic abuse).
- Any serious incident which the school deems to be of an extremist nature.
- Deliberate activation of the fire alarm without good intent.
- Repeated or serious misuse of the school computers by hacking or other activities that compromise the integrity of the computer network.
- Repeated verbal abuse of staff.
- An offence which is not listed but is, in the opinion of the Headteacher, so serious that it will have a detrimental effect on the discipline and well-being of the school community.

The R Room will close on 1st July

- Following a review including samples of student voice and analysis of behaviour data, a decision has been made to close the R Room.
- The R Room will be replaced by 'Reflection' which will be in the main hall.
- Reflection is a quiet work room, not for students requiring support.
- Reflection is for the completion of logical consequences and detentions.
- Support continues to be accessed via SFS
- Failure inside of Reflection is likely to end in suspension.

Being placed in 'Reflection'

Parental contact will be made when you arrive in reflection to let parents/carers know why you have been placed in there and the time you will be released.

- Phase 1: **Reminder** of our classroom expectations when undesirable behaviours are being presented.
- Phase 2: **Caution** given around continued negative behaviours inside the room.
- Phase 3: **SFS support** conversation with a member of the on-call team.
- Phase 4: **Supportive conversation with parent** warning that you are at significant risk of suspension.
- Phase 5: **Failed reflection placement** – Suspension.
- **The behaviour system in Reflection does not reset at the start of each period.**
- **Failure or a refusal to enter Reflection will result in suspension and the placement being repeated the following day.**

Making sure you are displaying
'behaviours for success'



Responsibility of every student...

1. Describe what we should expect to see from all students.
 2. Explain the positive effect these have on good classroom management and learning.
1. For example. *'Arrive fully equipped at the classroom on time!'*
 - 2.
 - 3.
 - 4.
 - 5.
 - 6.
 - 7.
 - 8.
 - 9.
 - 10.

Responsibility of every student...

1. Describe what we should expect to see from all students.
2. Explain the positive effect these have on good classroom management and learning.
 1. Arrive fully equipped at the classroom on time.
 2. Enter and leave the classroom in an orderly and respectful manner. Stand in silence waiting for dismissal.
 3. Sit in the class seating plan without fuss or argument.
 4. Immediately begin the starter task which is on the IWB or handed out as students enter the room.
 5. Don't shout out or distract other students from their learning.
 6. Respond to teacher instructions 'first time, every time'.
 7. Be actively engaged in the lesson don't sit passively.
 8. Have pride in yourself (whole body listening) and pride in your work.
 9. Always try your best with work and ask for support if you need it.

What your teachers will be doing...

1. Teacher will expect you to arrive to lesson on time
2. The teacher will be on the corridor welcoming you into the lesson.
3. You will be expected to do your starter task ready for you to make a 'fast start' to your learning.
4. Expecting (without asking) that all students sit in a seating plan that has been created by the teacher to maximise learning.
5. Expecting an orderly exit from the room. Teachers will ask you to stand silently and wait to be dismissed.
6. The teacher will manages the classroom well through the effective use of behaviour system including use of rewards.
7. The teachers will make sure all of you are given the opportunity to make progress in lesson. Your progress will be checked regularly .
8. Work will be modelled and scaffolded to allow you to have a clear understanding of the task and the quality of work you should be producing.
9. Instances of poor behaviour will be resolved in a calm, non-confrontational manner.

Why do we have seating plans?

Task - On your tables discuss why you think seating plans are important.

- How do they help learning in the classroom?
- How do they help to promote good behaviour for success?

Discuss – 2 minutes

What is low level disruption?

- Chatting.
- Shouting out.
- Being out of your seat.
- Sitting passively
- Wasting learning time.
- Anything that distracts other students from learning.
- Anything that the teacher needs to address to get you back on task.

Low level disruption wastes learning time for all students within the classroom. If the teacher is taking time to address your unwanted behaviours, think about what support the teacher could be providing to you or other students in the classroom.

Discuss – 2 minutes... what are ‘Serious behaviour incidents’?

Serious incidents of behaviour will result in you being placed in Reflection, sometimes with a further investigation, which may lead to a suspension or something more serious.

These include

- Truancy
- Persistent and relentless breaches of the school policy.
- Threatening behaviour/ Verbal abuse towards an adult or student.
- Physical assault of an adult or young person
- Dangerous behaviour, including deliberately unruly behaviour.
- Drug or Alcohol related incident.
- Possession of an offensive weapon.
- Sexual misconduct.
- Child on child abuse/ Bullying, including online.
- Making knowingly, untrue accusations against adults in school.

Internal Truancy

Internal truancy means being on the school premises but not being in lesson without good reason. Internal truancy is a safeguarding concern and is seen as a serious behaviour at Chaucer School.

- All students are expected to be in all their lessons, every day, on time.
- Any student not in lesson within 5 minutes of the start of the lesson will be recorded as internally truant.
- It is essential that all students are punctual to lesson.
- Students arriving late to lesson not only negatively affect their own progress but that of their peers as this causing valuable learning time to be lost.

The school response to internal truancy will be for students to be placed in reflection until the end of their lunch period if the incident occurred in the morning, or until 30 minutes after the end of the school day if the incident occurs after lunch.

Examples of internal truancy

- Walking out of lesson without permission,
- Arriving more than 5 minutes after the lesson has started without a note from staff.
- Deliberately being in the wrong classroom.

Repeated instances of internal truancy will result in the student being suspended.

What is 'Dangerous behaviour'?

“Any act within a classroom or outside of a classroom where the **safety of yourself, other students or adults has been placed at risk.**”

- Playfighting
- Being deliberately unruly e.g running up corridors.
- Pushing or tripping up others.
- Eating and drinking within a science room.
- Anything behaviour that might cause others to be injured or hurt.

What is 'Verbal Abuse'?

Verbal abusive is the “use of language that aims to insult, threaten or abuse an individual or group of people”.

Please remember that insulting language, threats and abusive language don't necessarily have to include swearing.

Verbal abuse can be direct or indirect.

Any kind of verbal abuse is a serious behaviour and will result in you being placed in reflection, this may also result in suspension from school.

The positives...

Rewards and recognition

- Starting on Monday 4th July adults in school will begin to record positive behaviour points in Bromcom.
- These will be totalled up to give you access to reward events and prize draws in the final two weeks of the school year.
- You can receive positive behaviour points in lesson and outside of the classroom for displaying the Chaucer school core values.
 - **Respect** – Be respectful of others, of ourselves and our environment.
 - **Responsibility** – Be responsible for ourselves and our actions.
 - **Kindness** – Be kind. Always.

How to get positive behaviour points.

- You can receive points in the following ways;
 - Get up to 3 positive behaviour points by working hard and engaging well in a lesson.
 - Get up to 3 points by displaying the core values on corridors and around the school building.
 - Get 3 points awarded every morning in tutor time for being fully equipped and in correct uniform.
 - Get 10 points for 100% attendance in a week.
- 25 points a week just for being in school everyday, in uniform, with all your equipment.
- Please remind your form tutors and class teachers to record positive behaviour points everyday.

Planned activities, Rewards events and Prize draws.

- We are currently planning to run a sports day or 4 Sports afternoons for individual years groups in the penultimate week. Athletics, football, rounders, dodgeball, tug-of-war...this will be available for all students.
- Draw for gift vouchers and prizes in the end of year awards assembly for those achieving 100 points or more between 4th and 15th July . Prizes will include;
 - 1 x £20 gift voucher
 - 3 x £10 gift vouchers
 - ...and more.
- Cinema afternoons with free refreshments provided in designated classrooms in the penultimate week of term. All students that receive 50 points or more between 4th and 8th July will be able to attend.....

Planned activities, Rewards events and Prize draws.

First annual Chaucer Summer Festival on Wednesday 20th July.

- Students achieving 100 points or more will be invited to attend an afternoon of fun including a variety of sports activities, food, music, inflatable fun...



What rewards events would you like to have?

- Sports afternoons.
- Draw for gift vouchers and prizes.
- Cinema afternoons.
- Special events
- Hot chocolate Friday
- Milkshake Monday
- Winter Festival
- Summer Festival

Questions...

