


BEHAVIOUR FOR LEARNING POLICY		 <b>SUNMARKE</b> SCHOOL Where Amazing Happens™	
<b>Applicable to</b>	<input checked="" type="checkbox"/> Schools <input type="checkbox"/> Nurseries		
<b>Teams / Individuals</b>	<input checked="" type="checkbox"/> Academic Staff <input checked="" type="checkbox"/> Administration Staff		
<b>Publishing Channel</b>	<input checked="" type="checkbox"/> Parents' VLE <input checked="" type="checkbox"/> Staff Dashboard <input checked="" type="checkbox"/> Website <input type="checkbox"/> Dept. Micro-site		
<b>Linked Policies</b>	Students of Determination Policy Safeguarding and Child Protection Policy E-Safety & BYOD Policy Student Attendance & Punctuality Policy		
<b>Linked Documents</b>	Student Code of Conduct Bylaws Behaviour for Learning Procedures Behaviour Risk Assessment Tool		
<b>Updated By</b>	<b>Latest Publish Date</b>	<b>Monitoring Cycle</b>	
Dr Neil Hopkin	August 25	Annual	
<b>Version No.</b>	<b>Amendments</b>		
1.0	Staff Names		
1.1	Graduated approach paragraph added		
1.2	Logo update		
1.3	Clarification of exclusion conditions		
1.4	Minor formatting		

### POLICY BRIEF AND RATIONALE

At Sunmarke School, we know that quality learning occurs when students feel that they are in a purposeful and peaceful environment. To create an exceptional classroom where learning is encouraged and embraced, a behavioural expectation is required for all students.

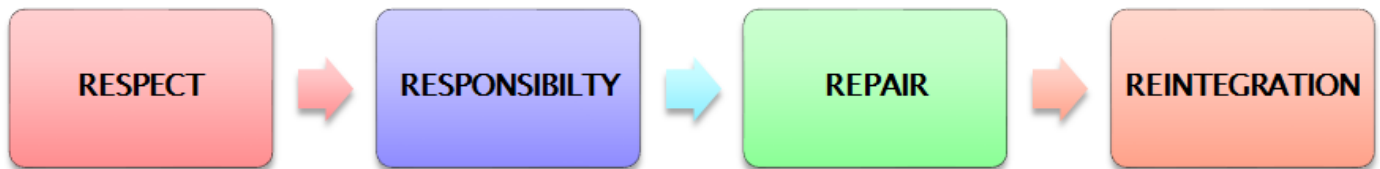
**Behaviour for Learning (B4L)** is a popular model for outlining behavioural expectations for students. This model emphasises the crucial link between the way in which students learn, their social knowledge and their behaviour.

It establishes positive relationships between self, others, and the curriculum. When these three elements are promoted and nurtured in unison in a classroom, a culture of positive learning behaviour is embraced. This model helps children develop emotionally and intellectually. B4L allows students to grasp sophisticated learning behaviours, and it enables them to learn, participate and interact with others proactively. When these positive behaviours and learning habits are introduced at a young age, students can utilise the established behavioural and learning skills to smoothly transition into new learning levels and experiences in life.

Complementary to our **Positive Education approach to wellbeing**, we adopt a **Restorative Justice (RJ)** approach to managing behavioural issues within school. This approach provides **an alternative** to the belief that punishment will change behaviour and achieve compliance.

Instead, a restorative approach helps students to understand how their behaviour affects those around them and teaches students to repair damage to relationships and learn how to act in healthier ways. ***Restorative practices can change behaviour by challenging core beliefs, rather than simply just managing the behaviour.***

Restorative approaches are based on four key features:



- **Respect** – for everyone by listening to other opinions and learning to value them;
- **Responsibility** - taking responsibility for your own actions;
- **Repair** – developing the skills within a school community so its individual members have the necessary skills to identify solutions that repair harm;
- **Re-Integration** - working through a structured, supportive process that resolves the issue and ensure behaviours are not repeated.

Restorative practice begins with recognising students’ rights and responsibilities. Students and staff are engaged in the development of these rights and responsibilities, and we promote a high level of ownership by displaying them in every classroom.

Student Rights	Student Responsibilities
To be valued by others	To respect others and the environment
To be treated with respect	To listen to other perspectives
To be encouraged to learn	To support and encourage an environment for learning
To be treated fairly and consistently	To accept and support the schools' standards and expectations

Restorative conversations, led by teachers will take a graduated approach. Where appropriate, they may be escalated in line with the school managerial structure. In rare cases, where it is felt a student’s actions require additional reflection, they may be asked to complete a reflection day, led by a member of the school’s senior leadership team.

### POSITIVE INTERACTIONS

Creating positive interactions in the classroom helps students invest in the **value and purpose** of classroom instruction. Students have a stronger sense of **belonging** and feel more **connected** to their teachers, which naturally leads to improved behaviour and engagement.

When students feel connected and have a sense of belonging, they're naturally more motivated to achieve.

**Flourish Points** are awarded on SIMs for students going above and beyond in demonstrating:

- Positive Emotions
- Positive Engagement
- Care and Respect for Others
- Community Contribution
- Powering Body and Mind

### CENSURE OF INAPPROPRIATE BEHAVIOUR

The following staff are responsible for oversight of student behaviour ensuring that the school effectively records and deals with incidents, and that teachers spot trends in behaviour:

**Richard Bishop** (Assistant Head Teacher – Secondary)

**Henry Craig** (Assistant Head Teacher – Primary)

**Linzi Hammond** (Head of EYFS)

All staff are encouraged to deal with behavioural issues as and when they arise, but they are able to seek guidance and support whenever needed.

### EXCLUSION (KHDA GUIDANCE)

In extreme circumstances where all other options have been exhausted, and the student continues to cause a health and safety risk to others, exclusion or non-re-enrolment will be considered by the Principal, and his / her decision will be informed to the school's governing body.

The approval of the Knowledge and Human Development Authority ("KHDA") is required to permanently exclude a student from the school.

**Fixed Exclusion:** Otherwise known as a **suspension**, this type of school exclusion involves the pupil being temporarily removed from school for a set period.

Suspension cannot be for an undefined period, and it must be for a reasonable period, taking into consideration the fact that exclusions that extend beyond one to two days will increase the difficulty for the pupil to integrate back into school life.

When a pupil is suspended, the school must set and mark homework for the first five school days.

**Permanent Exclusion:** This means that the pupil is not allowed to return to the school.

Permanent school exclusions should only be imposed if the student is deemed to pose a risk to other students or staff. Every child has a right to an education, and permanent exclusion must only be imposed as a last resort.

Only the Principal has the authority to exclude a child from school. The Principal may exclude a student for fixed periods, or permanently.

The Principal will discuss all planned exclusions with the Director of Education before they are communicated to parents and enacted.

If the Principal decides to exclude a child, the parents will be informed immediately, giving reasons for the exclusion; they will also be informed that they may appeal against the decision to the school Board of Directors.

### **STUDENTS OF DETERMINATION**

In exceptional circumstances, where a student of determination is unable to understand or comply with this policy because of the nature of their difficulties, an appropriate range of strategies, rewards and sanctions will be used.

Students on the Special Educational Needs (“SEN”) register will have their behaviour targets addressed within their Individual Education Plans. The implementation of proactive strategies, responses and monitoring will be overseen and managed by the school’s Head of Inclusion

## SUNMARKE CODE OF CHARACTER & CONDUCT

 <b>POSITIVE EMOTION</b> <b>MANAGING EMOTIONS</b>	 <b>ENGAGEMENT</b> <b>POSITIVE LEARNING ENVIRONMENT TO ACHIEVE FLOW</b>	 <b>RELATIONSHIPS</b> <b>CARE AND RESPECT FOR YOURSELF AND OTHERS</b>	 <b>MEANING</b> <b>BELONGING TO SUNMARKE COMMUNITY</b>	 <b>ACCOMPLISHMENT</b> <b>DO YOUR BEST</b>	 <b>HEALTH</b> <b>POWER YOUR BODY AND MIND</b>
<p>Your <b>feelings are information</b>. get curious &amp; start listening to what they're telling you.</p>	<p>Be <b>organised</b> and arrive to your lesson ready to listen and learn.</p>	<p>Treat others as you wish to be treated.</p>	<p>Demonstrate <b>excellent attendance</b> both in school and online.</p>	<p>Set achievable goals and reach them through effective time management, passion &amp; <b>perseverance</b>.</p>	<p>Foster <b>healthy habits</b> such as eating nutritionally balanced meals and getting between 8-10 hours of sleep a night.</p>
<p>With strong emotions <b>Name It to Tame It</b>. If you can <b>see</b> the emotion, you do not have to <b>be</b> the emotion.</p>	<p><b>Respect</b> class rules &amp; everyone's space.</p>	<p>Be kind and respectful to everyone whether online or in person, especially be kind with your <b>humour</b>.</p>	<p>Be <b>prudent</b> with time in the mornings and during lesson transitions.</p>	<p>If you struggle, <b>be brave</b> and ask teachers or peers for help.</p>	<p>Remember that <b>healthy bodies</b> come in different shapes and sizes.</p>
<p><b>Express</b> your emotions by speaking <b>calmly</b> or in appropriate ways.</p>	<p>Choose <b>challenging</b> tasks &amp; activities that test your <b>resilience</b> and get you in the <b>flow</b>.</p>	<p><b>Value</b> the perspective of others, their interests, abilities, spirituality and cultures.</p>	<p>Wear your school uniform with <b>pride</b> and according to the school guidelines.</p>	<p>Compare yourself to who <b>YOU</b> were yesterday. Avoid comparing yourself with others.</p>	<p>Remember that <b>healthy minds</b> struggle too sometimes.</p>
<p>Practice having a <b>positive perspective</b> in all situations. There is a lesson, or a silver lining, in every situation.</p>	<p>Remember, multitasking reduces quality of your work, <b>FOCUS ON ONE TASK</b> at a time.</p>	<p>There is no "I" in a <b>TEAM</b>, practice teamwork.</p>	<p>Keep the school <b>clean</b> by tidying up after yourself and not messing up the environment or equipment.</p>	<p>Be <b>humble</b> with your achievements and remember to celebrate the achievements of others.</p>	<p>Complete at least <b>30 minutes of exercise</b> each day and encourage others around you to do the same.</p>
<p>Show <b>gratitude</b> and share your appreciation with others.</p>	<p>Use your <b>device</b> at school for learning purposes only. Keep away your phone in class.</p>	<p>Take <b>care of new students</b>, help them &amp; give them company.</p>	<p>Keep the school <b>safe</b> by following all Covid-19 safety guidelines and not bringing any prohibited items to school.</p>	<p>Remember that <b>FAIL</b> stands for First Attempt in Learning.</p>	<p>If you regularly feel down and exhausted, <b>speak to an adult</b> about it.</p>
<p><b>Forgive</b> others when they make mistakes. Forgive yourself too.</p>			<p>Participate in <b>enrichment activities</b>, such as ECAs, squads, clubs, etc. .</p>		

I, the undersigned, hereby pledge to abide by the Sunmarke Code of Character and Conduct and support others in their commitment to the Code.



All behaviour within Sunmarke is rooted in our Code of Character & Conduct, as part of Positive Education Model. Teachers/Form Tutors are encouraged to refer to this whenever possible to reinforce our expectations of a Sunmarke Student. There is a large wall infographic on all floors within the school. It can also be seen in all classrooms and in the student planner, for quick reference.