

Behaviour for Learning Policy

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1. Vision and Values

Consistent with our core principles that support our mission that our community should be **Valued, Inspired and Empowered**, we value all students as individuals.

Our aspiration is for all students to secure high academic success through inspirational teaching, to achieve successful futures and to be empowered to make a valuable contribution to society. Such a vision can only be achieved when staff, students and parents are whole-heartedly committed to our principles and practices. This policy should be read in conjunction with other school policies. It should also be borne in mind that it is intended to support a formative view of education – all people make mistakes and can learn from them. Students develop as people of character from the positive relationships and ethos that we nurture as a learning community. At the heart of this formative process are the assumptions that moral development or personal growth only happen when there is:

1. an **acknowledgement** of what has gone wrong;
2. a renewed and explicit **commitment to change** one's approach.

This policy is written in the knowledge that in spite of the positive spirit and the relentlessly encouraging ethos in the school, these two assumptions cannot be taken for granted. This policy therefore attempts to outline a fair and systematic approach to ensure expectations and routines are expressed and applied in ways that support our legal and moral obligations as a learning community. The application and interpretation of this detail lies with the school.

The school will address any behaviour that compromises learning, safety or which adversely affects any member of our school community, or brings the name of the school into disrepute. The types of behaviour that represent a breach of our expectations exceed definition, but can range from low-level disruption to more serious 'one-off' incidents. We believe that all young people are capable of good behaviour and expect the support of parents and carers in ensuring that all students follow our behaviour expectations and develop as considerate, respectful, hardworking individuals.

All school rules apply both before and after school when a student is in school uniform, on school trips or any school organised activity, on the way to and from school or in some other way identifiable as a student at the school. The policy also applies to behaviour that takes place beyond these time frames, but which may potentially lead to disruption to the orderly running of the school, pose a threat or harm to another student or member of the public, or compromise the reputation of the school.

2. Rewards and Support

VIE points

Students receive VIE points as rewards under the categories of:

- Valued – Contribution to the community
- Inspired – Attitude towards learning
- Empowered – Homework

The VIE points are recorded electronically and can be viewed by the student, parent and members of staff to monitor student achievement. Students collect pin badges to show their progress in each category.

100 Score

The 100 Score is calculated each half term and shared with students for their progress. It is calculated on the following categories:

- Attitude towards learning
- Homework
- Behaviour
- Attendance*
- Progress (Year 11 only)

*this score is supported by our progress leads who look at individual cases and medical need

Students are rewarded through a wide range of initiatives, including certificates, letters home, reward trips, reward assemblies, Governor awards, celebratory annual school trip.

Support

There are a number of support and interventions used within the school ensuring that an appropriate strategy is used to resolve the concerns or issues. We follow our internal stages system where actions are appropriate to the stage of concern the student is at.

Possible Actions include:

- Report to member of staff
- Behaviour support plan
- Behaviour contract
- Allocation of 6th form mentor
- Community police intervention
- Meeting with parents/carers
- Senior leader report

- Pastoral strategy meeting
- CEIAG support
- Work with pastoral Isa
- Intervention programme in our onsite PRU
- Refer to external agency
- Governor meeting

Involvement of outside agencies

The school works positively with external agencies. It seeks appropriate support from them to ensure that the needs of all students are met by utilising the range of external support available.

3. Searching Students and Confiscation

We balance the need to safeguard all students and staff by confiscating harmful, illegal or disruptive items, with the need to safeguard the student suspected of possessing these items.

The school refers to the following DFE guidance:

DFE Guidance Searching, screening and confiscation 2022

Section 91 Education and Inspections Act 2006

Behaviour in Schools 2022

Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement

The Headteacher and teachers authorised by the Headteacher have a statutory power to search students or their possessions, without their consent, for any prohibited items, as detailed in the DFE guidance Behaviour in Schools 2022 and Searching, Screening and Confiscation 2022

Prohibited items are detailed in the DFE documents listed above and are listed in section 5 Unacceptable Behaviours.

Any prohibited items found as result of a search will be seized, as well as any items that could be harmful or detrimental to school discipline.

Items named in the DFE guidance Screening, Searching and Confiscation 2022 must be taken to the police.

If a student refuses to co-operate with a search an appropriate disciplinary penalty will be applied.

Where there is a reasonable belief that there is a risk of serious harm, a member of staff of a different sex may conduct a search.

4. General Rules

Punctuality

School starts at 8.25, students must be in their tutor room ready to begin the day by this time. Arrival after the 8.25 bell is recorded as 'late'. Arrival to school after this time will incur a sanction on the second occasion.

Lateness that is after the registration period will be recorded as an 'unauthorised absence' and may lead to legal attendance procedures including fines.

Students must arrive promptly to lessons. Late arrival to lessons will incur a sanction.

Respecting others and the environment

The following school rules are in place to respect others and our environment. Appropriate and consistent sanctions will be set where rules are broken:

- follow instructions from members of staff immediately
- speak politely and respectfully to others – show kindness
- follow all health and safety instructions
- do not drop litter
- do not bring chewing gum onto the site
- no swearing – speak respectfully at all times. Address staff as 'Sir' or 'Miss' as appropriate
- respect property, plants and animals on the site
- food and drink are not to be consumed when moving around the site or at all in the school corridors
- mobile phones and electronic devices are not to be switched on while on the school site. Bluetooth or Wi-Fi enabled watches, headphones, speakers and other electronic devices are not to be brought onto the school site.
- bikes, scooters and skateboards must not be ridden on the school site beyond the blue gates. Electric scooters (and similar modes of transport) are not permitted on the school site.

The school will take no responsibility for the loss/theft/damage of personal items.

Offsite events and activities

Students who demonstrate a consistent level of responsibility and maturity will be considered for access to events and activities. The school reserves the right to withdraw the offer of a place on a trip if a student's behaviour record demonstrates a concern that rules may not be followed leading to risk for others and themselves.

Uniform

Uniform requirements are specified in the Standards and Expectations document found in the student planner and on the school website. All students are expected to be smartly dressed in full school uniform at all times on the school site and whilst travelling to and from school and for off site school activities as directed.

5. Unacceptable Behaviours

The following behaviours can lead to a sanction. We have highlighted in bold those more likely to lead to a permanent exclusion:

-All forms of bullying

-Smoking or bringing smoking paraphernalia (including Vapes) onto the school site

-Taking photographs or videos

-Bringing a banned item onto the school site

Banned items are:

- knives, sharp implements, blades, guns or any implement that could be deemed a weapon or could be used to inflict injury;
- drugs*, alcohol, solvents, aerosols or smoking paraphernalia (including Vapes);
- pornography or YPSI;
- fireworks;
- any material that promotes or relates to radicalisation or hate crimes;
- stolen property of any sort;
- any other item that meets the criteria within the DfE guidance Behaviour and Discipline in Schools 2016 at the Headteacher's discretion

-selling or offering drugs* to others

-using or threatening to use serious violence against a student, member of staff or member of the community;

-carrying out sexual abuse or assault;

-persistently breaking school rules;

-refusing to cooperate with staff;

-In the event that a pupil behaves towards a member of staff which they consider to be assault.*

-breaking a previous contract of reintegration following fixed term suspension;

-any other action that meets the criteria within the DfE guidance Behaviour in Schools 2022 at the Headteacher's discretion

*A drug is a substance that affects the way in which the body functions physically, mentally or emotionally. For the purposes of this policy, this definition includes illegal substances and also legal substances such as: alcohol, tobacco, volatile substances, 'over the counter' and prescription medicines.

*Assault can be defined as simple assault, intentionally or recklessly causing physical harm to another person or creating a reasonable apprehension of harm or

*Common assault - when a person inflicts violence on someone else or makes them think they are going to be attacked. It does not have to involve physical violence. Threatening words or a raised fist is enough for the crime to have been committed provided the victim thinks that they are about to be attacked.

6. Malicious allegations against staff

Where an allegation by a student or group of students against a member of school staff is considered to have been malicious, the matter will be regarded in a serious light and could potentially lead to suspension or exclusion, and even criminal proceedings. The decision on how to proceed should be dealt with sensitively and according to circumstances, balancing the potentially conflicting demands of a safeguarding culture and the duty of care to all members of the school community.

In order not to deter genuine allegations from being made by students, the student found to have made a malicious accusation should:

- be offered confidentiality and may (according to the circumstances):
- receive counselling to help identify the reasons why they made the allegation
- be internally or externally excluded or receive other sanctions
- possibly face criminal proceedings where a student has been proved to have made a malicious accusation against a member of the school staff.

This is in line with current government recommendations set out in Ensuring Good Behaviour in Schools: Guidance for Governing Bodies, Head teachers, School Staff and Employers.

This includes creating or posting an image or video that degrades a staff member.

Pastoral care will be offered to staff accused of misconduct.

7. Sanctions

Sanctions

Good behaviour is encouraged through high expectations and rewards. Where necessary sanctions are clear and applied consistently and fairly. Our sanctions can include:

- a verbal reprimand
- extra work or repeating unsatisfactory work until the required standard is met
- the setting of written tasks e.g. writing lines or essays
- loss of privileges e.g. non-uniform day, school event or trip
- detentions at break or lunch-time
- detentions outside the school day
- school based community service e.g. litter picking, graffiti removal
- reporting to a member of staff, including before the school day starts or after it finishes.
- internal suspension
- external suspension

Detentions

Detentions can be set any day outside normal school hours including

- an hour before the school day starts
- two hours after the school day ends
- weekends
- non-teaching days

Parental consent is not required for detention, but the school informs parents of detentions to work in partnership with parents to support students in correcting their behaviour. Communication is via the student planner and via text message for same day detentions.

Suspensions and Exclusions

Permanent exclusion will be considered if a student is responsible for a serious breach or persistent breaches of this policy and where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school.

The decision to permanently exclude must always be lawful, rational, reasonable, fair and proportionate. The decision to permanently exclude rests with the Headteacher, but can be delegated to the Deputy Headteacher. The appeal process against a permanent exclusion is always expressed in the letter sent to parents.

A student will be permanently excluded if alternative behaviour strategies have failed to produce resolution and/or reconciliation and:

- they continue to pose a threat to the safety or well-being of another student or member of staff; or
- there is a reasonably high probability of continued disruption to learning; or
- there is a threat to the good order of the school.

Suspensions may also be resorted to for single breaches of this policy. As the possible illustrations of this are infinite, the Headteacher's discretion will be aligned with the DfE guidance School suspensions and permanent exclusions 2022 and any subsequent guidance. This would apply in the probable event that a new 'fad' emerges which requires clear guidance and possible prohibition.

8. Monitoring and Evaluation

Our policy will be continually monitored and reviewed, and revised as necessary.

Monitoring will be led by the Headteacher, Deputy Headteacher and Assistant Headteacher and supported by the Year Leaders and Subject Leaders in the following ways:

- Assistant Headteacher to provide Senior Leaders and Year Leaders with regular data on behaviour points and events
- Assistant Headteacher will meet regularly with individual Year Leaders to analyse data and ensure consistency of approach.

The staff, in consultation with the Headteacher, will undertake systematic monitoring and conduct regular reviews and evaluation of this policy and procedures to ensure that the operation is effective, fair and consistent. The Headteacher will keep the Governing Body informed.

The Governing Body will regularly review this policy and associated procedures to ensure its continuing appropriateness and effectiveness.