



Behaviour for Learning Policy

Policy reviewed as fit for purpose	July 22
Date of next review:	July 23

Responsible: LG / Pastoral

Scope: All staff/parents

Statement of Intent / Policy

The purpose of our Behaviour for Learning Policy is to ensure that all members of our community have knowledge of the Behaviour for Learning system and follow it to bring about consistency of practice throughout the school. It also ensures that all students understand what constitutes acceptable and unacceptable behaviour and that every student understands their choices and the consequences of their decisions. The policy also outlines the rewards that helps make the system effective.

NB: This policy is to be used in conjunction with:

Supplementary Guidance on powers and duties of school staff

Exclusions Policy

Procedures

All teaching staff follow the **Behaviour for Learning** approach to teaching. In this way we can be reassured that consistent practice is achieved.

The general principles of Behaviour for Learning are as follows;

- Behaviour for Learning provides a clear and systematic approach to managing the standards of behaviour expected of the students
- Teaching staff strive to develop positive relationships with students
- Teaching staff expect excellent behaviour in order to maintain high standards
- Homophobia, biphobia, transphobia, and sexism are unacceptable.
- Teaching staff are consistent, approachable and proactive
- Teaching staff will involve parents regularly in student learning
- Students are taught the basic routines in order to create a structured and orderly teaching environment and atmosphere
- Instructions are given clearly and teaching staff ensure that all students understand them
- Positive reinforcement is used to encourage learning and excellent behaviour
- Praise, rewards and where necessary sanctions are used to motivate students
- The Behaviour Plan is followed in all lessons

Use of the Behaviour Plan

This displays the rules, rewards and sanctions for each teaching area of the school which may be tailored to curriculum specific requirements. The Behaviour Plan is displayed in every teaching room and is followed by all teachers within a department in order to establish a consistent approach to motivating correct student behaviour.

In order to support the use of Behaviour for Learning techniques, we have a detention system throughout Years 7 to 13. This system may require students who have not behaved to attend a detention after the school day has finished.

Rewards

The Rewards system is crucial in motivating students and helps ensure student achievement is recognised and celebrated. The formal system of RECIPE Points places emphasis on the positive aspects of student performance.

Reasons for awarding RECIPE Points include;

- Showing Resilience, Engagement, Cooperation, Independence, Pride, Enthusiasm (RECIPE attributes)
- Completion of excellent work relative to the ability of the student
- For service to the school
- Participation in Open Evenings, mentoring students, leading school projects
- For service to the wider community
- Fund raising activities, involvement in community projects
- Improved attendance
- 100% Attendance (2 RECIPE points)
- 100% Punctuality (2 RECIPE points)

All staff should award RECIPE Points where appropriate by inputting on BehaviourWatch system. Reward letters will be emailed to parents when they reach 25,50,75 and 100 points.

- Student's individual attached 'Houses' will also be awarded points as part of whole school 'House system'.
- Tutors should keep track of the number of RECIPE Merits their tutees have collected. RECIPE Awards are presented to students in the 'Recognition of Achievement' Assemblies at the end of each half-term. These are presented according to the number of RECIPE Points that they have earned.

Other Rewards

- Head of Year Awards
- RECIPE Awards (e.g. most resilient learner)
- Jack Petchey Awards
- Department Awards (ongoing)
- 100% Attendance Awards
- 100% Punctuality Awards

These awards are issued on a half-termly basis and a tangible reward is provided. Our Annual Awards Evening celebrates student achievement across all subjects and year groups.

Choices and Consequences Hierarchy

1. Initially address misconduct using the "Non-sanctioning" techniques to get the desired result.
 - Clear short message – "I need you to..."
 - Stand or sit close to the student
 - Calm, firm tone of voice
 - Eye contact if appropriate
 - Avoid comparisons
 - Avoid use of words such as "don't", "shouldn't" etc.
 - Use redirection techniques:
 - The pause
 - The look
 - Clicking the fingers
 - Physical proximity/position in the room
 - Proximity praise
 - Move in / move out for a quiet pep talk
 - Stay calm, assured
 - Emphasise choice
2. Next, address misconduct via the "Sanctions Hierarchy" below to get the desired result.

Sanctions Hierarchy - Consequences of Poor Behaviour in the classroom

First Formal warning of consequence of making a wrong choice

- a) Student will be encouraged to make the right choice
- b) Teacher notes name on whiteboard

Second formal warning for making a wrong choice

- a) Student may be moved, repositioned or isolated in the classroom
- b) Teacher notes name on whiteboard
- c) After the lesson, teacher records on BehaviourWatch (40 min HOD sanction)

Third formal warning for making a wrong choice

- a) Student will be removed from the lesson by a Leadership Group member
- b) Student will work in supervised isolation
- c) After the lesson, teacher records on BehaviourWatch (60 min LG sanction) and contacts parent/carer

Note: Students may be kept briefly at end of lesson / end of day to discuss ways of getting it right. Detentions are held at break/lunch/after school and are issued by the teacher/Head of Department/Head of Year/Assistant Headteacher.

Any incidents of misbehaviour during a detention will be escalated accordingly.

In incidents of severe misbehaviour (eg swearing at staff, fighting, significant disruption to learning, dangerous behaviour), the student will be automatically removed from the lesson by a Leadership Group member. The student is then supervised in isolation and an appropriate sanction is applied. Parents/carers are also informed.

Implementing Consequences

When implementing sanctions, it is vital to:

- Be consistent
- Be calm and explain what the procedure is
- After correcting the student's behaviour be positive as soon as possible

Detention System

- Failure to attend a 20 min teacher detention results in a 40 minute HOD/HOY sanction
- Note: Parents will not be notified of 20 minute detentions
- Failure to attend a HOD or HOY sanction, results in 60 min LG sanction
- Failure to attend LG sanction results in 1-day Internal Fixed Term exclusion

Reasons for Fixed Term Exclusions

- Two call outs in the same day = automatic Fixed Term Exclusion (1 day)
- Two call outs in the same week = automatic Internal Fixed Term Exclusion (1 day)
- Persistent or significant disruption to learning
- Swearing at Staff
- Fighting/violent behaviour
- HOY/LG concerns
- Severe bullying (e.g. cyber bullying, homophobic bullying)

In all cases a re-integration meeting with parent/carer is set up before student returns to lesson. Exclusions will normally be for one day. In relation to more serious incidents, more time may be required for further investigation (eg involvement of the Safer Schools Officer). In this situation, work will be provided for the student to complete at home.

Isolation

Students who are removed from a lesson work in isolation in the Pastoral Area under the supervision of Pastoral Staff. Appropriate work is provided. Students return to their next lesson (if appropriate) and 60 min LG sanction is applied.

Note:

Incidents in lessons should be dealt with by the subject teacher or referred to the **HOD**.

Incidents at break, lunchtime, before or after school should be referred to **HOYs** who should also deal with issues of:

- Truancy
- Fighting
- Abuse of another student (verbal, physical, racial, sexual, and homophobic)
- Damage to property
- Repeatedly failing to attend a detention

Certain issues should be referred directly to LG Pastoral namely:

- Smoking or drug issues
- Defiance of HOY or HOD
- Abuse of a teacher (verbal, physical, racial or sexual) or a threat of actual physical violence to a member of staff

Use of Mobile phones

Any student who uses a mobile phone without permission or whose mobile phone goes off in school will have it confiscated by the member of staff. The phone will not be returned until a parent/carer collects from the school. A sanction of 40 minutes will also be applied. The school follows a 'See it, hear it, take it' protocol.

Whole School Behaviour Management & Support Systems

Strategies	Outcome/Impact	Staff involved
1. Form Tutor Report	Progress/Behaviour Meeting - Student put on form tutor report - Student has report book with clear targets - Weekly review by form tutor*	Form tutors Teachers HOY
2. IBP/IEP setup (Individual Behaviour Plan, Individual Educational Plan) Includes SEN data review, external agency intervention, internal support	IBP/IEP Targets Meeting - Student put on IBP or IEP - Student has report book with IBP targets - 6-week period - 2-week review meeting	Parent Student Form tutor HOY
3. PSP (Pastoral Support Plan)	PSP Targets Meeting - Student put on PSP - 12-week period - External agencies involved (school counsellor, educational psychologist, Early Intervention Team, external mentor, safer schools officer etc.)	Parent Student Form tutor AHT
4. Managed Move	Referral to Borough Managed Move Panel - Review of evidence / intervention - Provision decided by panel	Parent Student LG Pastoral
5. Alternative Provision	- Alternative Provision sought - External agencies could be involvement	Parent Student LG Pastoral HT
6. Permanent Exclusion**	- Refer to Exclusion Policy - Review steps / evidence - Make decision	LG Pastoral HT Governors

**Review meetings will decide whether student (a) comes off report, (b) continues on current report or (c) moves to next level of report.*

***Permanent Exclusion can be the result of a severe breach of our school's rules or Behaviour for Learning Policy. Each incident is investigated on an individual basis. The Headteacher will make the final decision regarding permanent exclusion.¹*

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/269681/Exclusion_from_maintained_schools_academies_and_pupil_referral_units.pdf

Annex 1

Behaviour for Learning: Supplementary Guidance on powers and duties of school staff *(To be used in conjunction with the Behaviour for Learning Policy)*

1. In line with current legislation, Northwood's Behaviour for Learning Policy sets out measures which:
 - Promote good behaviour, self-discipline and respect
 - Prevent bullying
 - Ensure that pupils complete assigned work
 - Regulate the conduct of pupils²
2. When deciding what these measures should be, we take into account national guidelines in relation to;
 - Screening and searching pupils
 - The power to discipline beyond the school gate
 - Working with other local agencies to assess the needs of pupils who display continuous disruptive behaviour
 - Pastoral care for staff accused of misconduct
3. We publicise our Behaviour for Learning Policy, in writing, to staff, parents/carers and pupils on our website
4. The standard of behaviour expected of all pupils is included in the school's Home-School Agreement which parents and pupils sign prior to admission
5. We have a legal duty under the Equality Act 2010, to ensure effective safeguarding systems are in place
6. Teachers have statutory authority to discipline pupils whose behaviour is unacceptable, who break the school rules or who fail to follow a reasonable instruction³
7. Teachers can discipline pupils when the pupil is in school or elsewhere under the charge of a teacher, including school visits
8. Teachers can also discipline pupils in certain circumstances when a pupil's misbehaviour occurs outside of school (see below)
9. Teachers have the power to impose detention outside school hours
10. Teachers can confiscate a pupil's property
11. Teachers can discipline pupils whose conduct falls below the standard which could reasonably be expected of them. This means that if a pupil misbehaves, breaks a school rule or fails to follow a reasonable instruction the teacher can impose a punishment on that pupil
12. As per section 91 of the Education and Inspections Act 2006, sanctions applied are reasonable and appropriate and take into account the pupil's age, any special educational needs or disability they may have and any religious requirements affecting them. Multi agency assessment and intervention is applied as necessary.

² Section 89 (1) of the Education and Inspections Act 2006

³ Section 90 and 91 of the Education and Inspections Act 2006

Pupils' conduct outside the school gates – Teachers' powers:

Teachers have the power to discipline pupils for misbehaving outside of the school premises
Subject to the Behaviour Policy, teachers may discipline pupils for misbehaviour when:

- Taking part in any school-organised or school-related activity
- Travelling to or from school
- Wearing school uniform
- In some other way identifiable as a pupil at the school.

Or misbehaviour at any time, whether or not the conditions above apply, that:

- Could have repercussions for the orderly running of the school
- Poses a threat to another pupil or member of the public
- Could adversely affect the reputation of the school

In all of these circumstances the school will also consider whether it is appropriate to notify the police (Safer Schools Officer) or other external agency of the actions taken against a pupil. If the behaviour is criminal or poses a serious threat to a member of the public, the police will always be informed.

In addition, school staff should consider whether the misbehaviour may be linked to the child suffering, or being likely to suffer, significant harm. In this case the school staff will follow our Child Protection and Safeguarding policy.

Detentions

- Teachers have a power to issue detention to pupils
- Pupils and parents are aware that we use detentions (including detention outside of school hours) as a sanction.
- Parental consent is not required for detentions
- With lunchtime detentions, students are allowed reasonable time for the pupil to eat, drink and use the toilet

The following points must be considered when staff issue a detention outside school hours;

- Whether the detention is likely to put the pupil at risk (e.g. when travelling home)
- Whether the pupil has known caring responsibilities which mean that the detention is unreasonable
- Whether the parents ought to be informed of the detention.
NB: In many cases it will be necessary to inform parents, but this will depend on the circumstances. For instance, notice may not be necessary for a short after school detention (e.g. 10–15 minutes) where the pupil can get home safely
- Whether suitable travel arrangements can be made by the parent for the pupil
NB: It does not matter if making these arrangements is inconvenient for the parent

Confiscation of inappropriate items

There are two sets of legal provisions which enable our school staff to confiscate items from pupils:

1. The **general power to discipline** enables a member of staff to confiscate, retain or dispose of a pupil's property as a punishment, so long as it is reasonable in the circumstances. The law protects the school from liability for damage to, or loss of, any confiscated items provided they have acted lawfully⁴.

⁴Section 94 of the Education and Inspections Act 2006

2. **Power to search without consent** for prohibited items⁵ including:

- knives and weapons
- alcohol
- illegal drugs
- stolen items
- tobacco and cigarette papers
- fireworks
- pornographic images
- any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property; and
- any item banned by the school rules

NB: Weapons and knives and extreme or child pornography will be handed over to the police

3. **Power to use reasonable force**

- Members of staff have the power to use reasonable force to prevent pupils committing an offence, injuring themselves or others, or damaging property, and to maintain good order and discipline in the classroom
- Authorised school staff may also use such force as is reasonable given the circumstances when conducting a search without consent for knives or weapons, alcohol, illegal drugs, stolen items, tobacco and cigarette papers, fireworks, pornographic images or articles that have been or could be used to commit an offence or cause harm
- Separate advice is available to staff through links below

Legislative links/Associated Resources

- Education Act 1996: <http://www.legislation.gov.uk/ukpga/1996/56/contents>
- Education Act 2002: <http://www.legislation.gov.uk/ukpga/2002/32/contents>
- Education & Inspections Act 2006: <http://www.legislation.gov.uk/ukpga/2006/40/contents>

Other associated legislative links relating to:

- Use of Reasonable Force
- Screening, Searching and Confiscation
- Exclusions (Statutory Guidance on Exclusions)
- SEN Code of Practice
- Safeguarding (Dealing with allegations of abuse)

Can be found at <https://www.gov.uk/topic/schools-colleges-childrens-services/school-behaviour-attendance>

Links with other Policies

- Exclusion Policy
- Uniform Policy

⁵ Section 550ZA (3) of the Education Act 1996