



# **Behaviour for Learning Policy 2016-2017**

**Our aims are:**

**Aims:-**

- To create a safe, positive and stimulating environment that is free from disruption, violence and bullying;
- To prevent behaviour from being a barrier to effective teaching and learning;
- To provide support for staff dealing with behaviour issues;
- To provide good behaviour for learning through the consistent use of rewards.

**It is the responsibility of the whole school community to uphold these rights**

**All staff** have a duty of care. This means in particular that rudeness, disrespect, insolence or bad language will be challenged. Any reasonable and safe request from a responsible adult must be carried out at once and without argument. We operate a zero tolerance policy and students will receive an internal or external exclusion if they fail to follow a reasonable request made by any member of staff.

Teachers have the right to teach and students have the right to learn – Disruption to the learning environment will not be accepted.

**How do we develop responsible students?**

- Personal Tutors, Pastoral Leaders and subject teachers target students weekly to improve their B4L (Behaviour for Learning) average score
- Using rewards to promote positive behaviour linked to their B4L and PMD
- Using the wave report system
- All staff using the PMD (Positive approach to Managing Discipline)

**How do we evaluate and monitor the policy?**

- Reporting to Governors on behaviour milestones including Behaviour Data and exclusions
- Sweep data is monitored on a weekly basis by a member of the Senior Leadership Team, Pastoral Leaders and Subject Leaders
- Detentions attended – daily
- Removal records - weekly
- Whole school rewards analysis- half termly
- Whole school behaviour data – half termly
- Departmental behaviour monitoring

Other references that support our aim and objectives:

Appendix A - Rewards

Appendix B - Behaviour Charter

Appendix C - Consequences of choosing not support our rights

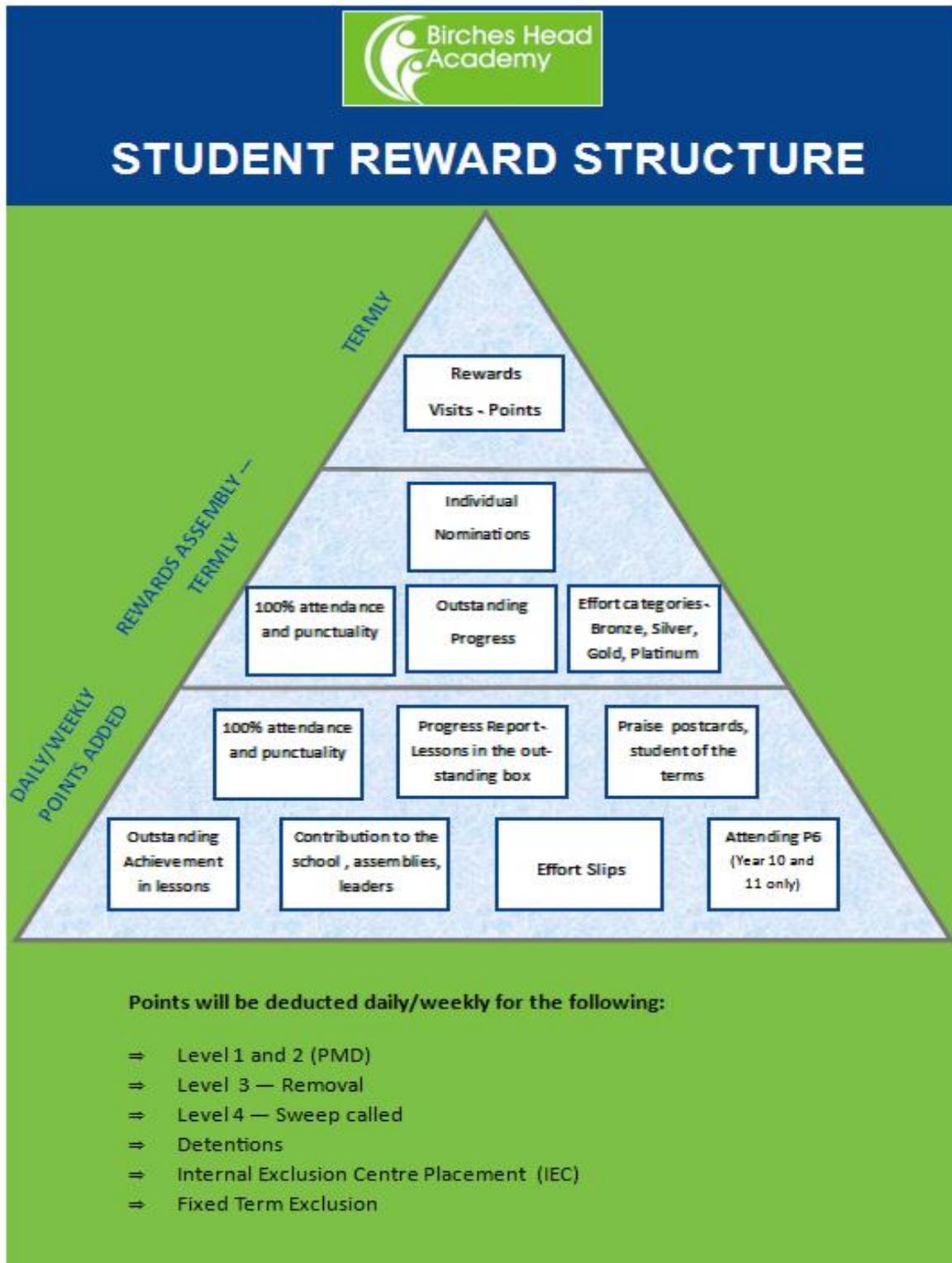
Appendix D - Detentions and exclusions

Appendix E – Confiscation and search

Appendix F – Electronic Devices

## Appendix A – Rewards

As a school we recognise that students are rewarded for their achievements, this is conducted pastorally via a whole school approach every term while each department will have a rewards structure within their behaviour policies.



Author: Mrs S Williams

Creation: October 2016

Review date: October 2017

Submitted: Personal Development & Welfare Committee

## **Appendix B – Consequences of choosing not to support our rights**

Students are to be treated with respect and dignity. In return, they must demonstrate respect for themselves, others and the school environment.

Staff should maintain order in a consistent, respectful and responsible manner.

Parents/Carers play an important role in the education of their children and have a responsibility to support the efforts of school staff in maintaining a safe and respectful learning environment for all.

### **Student expectations:**

- arrive at school on time, prepared, and ready to learn
- participate actively in the school's education program
- follow the Behaviour Policy by taking responsibility for their own behaviour and learning
- behave in a way that respects the rights and property of others, including the right of students to learn and the right of teachers to teach
- cooperate with staff and others in authority
- to act within the school behaviour policy when travelling both to and from school or when attending an event organised by the school
- refrain from bringing anything to school that may compromise safety

### **Staff expectations:**

- ensure consistency and fairness in implementing the department Behaviour Policy
- provide a safe and supportive learning environment
- provide inclusive and engaging curriculum and teaching
- initiate and maintain constructive communication and relationships with students and parents/carers
- promote the skills of responsible self-management with students
- comply with mandatory reporting/monitoring guidelines/systems

### **Parents/Carers' expectations:**

- ensure that their child attends school regularly, on time, prepared and ready to learn
- support school staff in maintaining a safe and respectful learning environment for all students
- initiate and maintain constructive communication with school staff
- have an active interest and cooperate with the school to achieve the best learning, wellbeing and behavioural outcomes for their child.

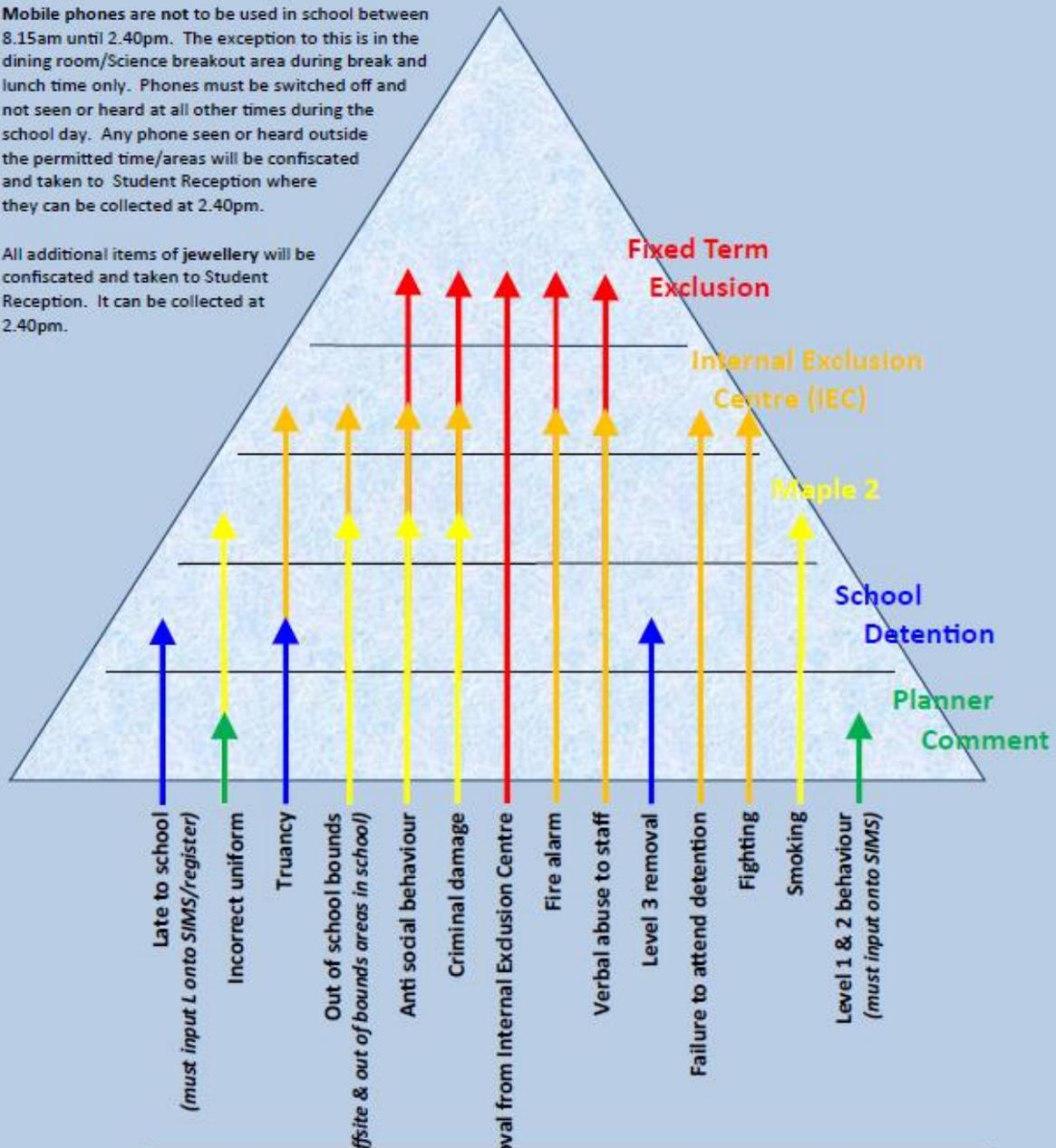
### **All school community members are expected to:**

- follow the school Behaviour Policy by taking responsibility for their own behaviour and actions
- respect and comply with UK law, especially in relation to unlawful behaviour involving weapons, alcohol, drugs, dangerous acts, vandalism, violence, verbal abuse and sexual misconduct
- respect the rights and diversity of others and treat others fairly and with dignity
- demonstrate honesty and integrity
- show proper care and regard for school and other people's property
- take appropriate measures to help those in need
- resolve conflict in a non-threatening manner

# Sanctions for misbehaviours committed around school

Mobile phones are not to be used in school between 8.15am until 2.40pm. The exception to this is in the dining room/Science breakout area during break and lunch time only. Phones must be switched off and not seen or heard at all other times during the school day. Any phone seen or heard outside the permitted time/areas will be confiscated and taken to Student Reception where they can be collected at 2.40pm.

All additional items of jewellery will be confiscated and taken to Student Reception. It can be collected at 2.40pm.



## Appendix C – Detentions and exclusions

The school does not accept, and will challenge, any form of poor behaviour . Examples of poor or unacceptable behaviour are listed below but not exclusively:

- Deliberately disrupting a lesson or the smooth running of the school
- Failure to comply with the school dress code [see student's planner]
- Use of foul, abusive or offensive language
- Unacceptable behaviour outside of the school, bringing the school into disrepute
- Unacceptable behaviour travelling to and from school whilst wearing the school uniform
- Truancy from lessons including lateness
- Discriminatory behaviour
- Violent behaviour
- Vandalism or theft
- Substance misuse including smoking (Ref: The management of drug related incidents)
- Bullying (Ref: Anti Bullying Policy)
- Refusing a reasonable request

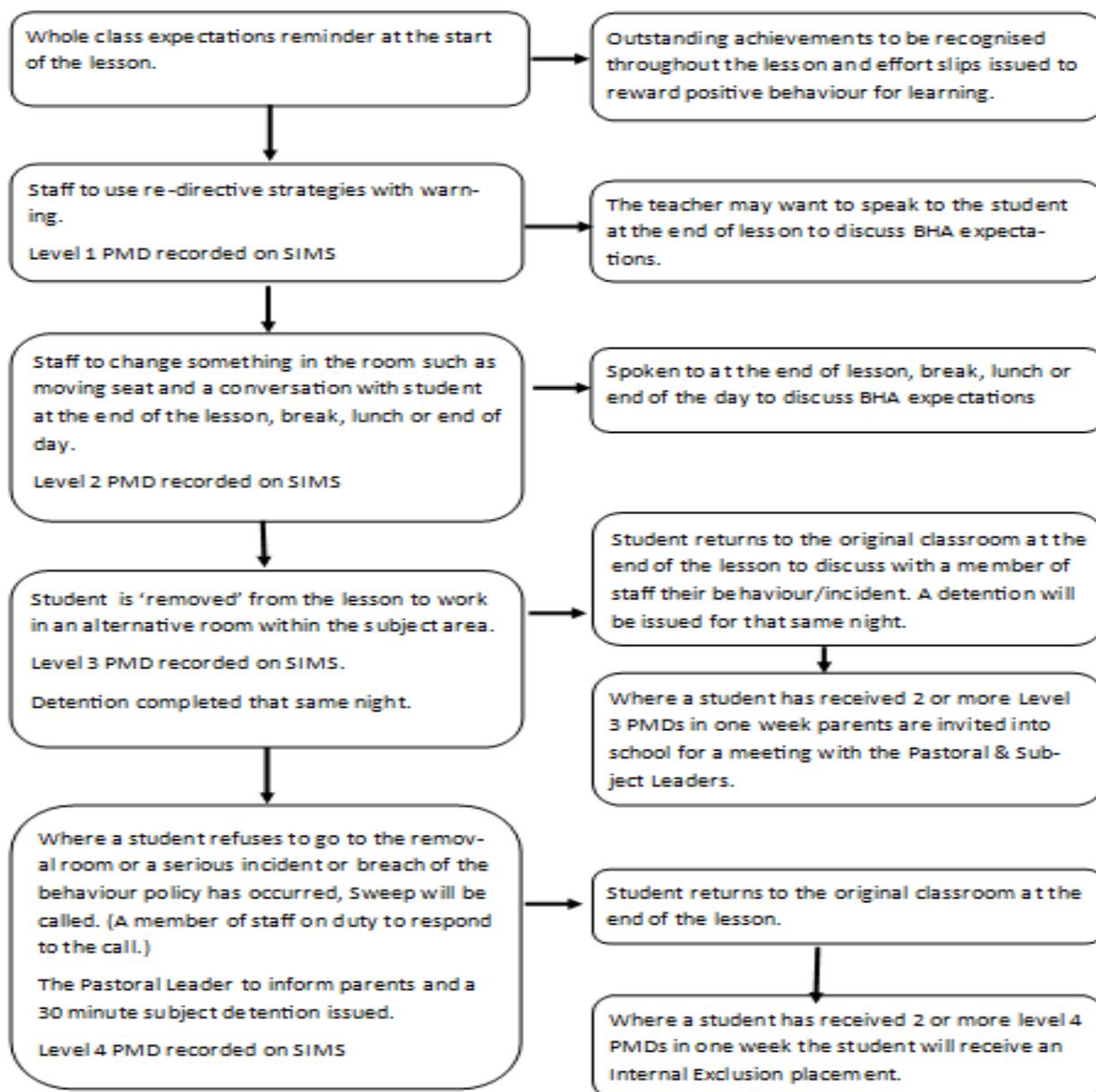
Where a student's conduct falls below the standard reasonably expected one of the following consequences may be used or implemented:

- A negative comment recorded in the planner and on Sims
- After school detention – outside normal school hours (See Appendix C )
- Loss of break or lunchtime
- Internal Exclusion Centre Placement
- Fixed term exclusion
- Permanent exclusion
- Community service including collecting litter, removing graffiti, general cleaning duties
- Being placed on a monitoring report - this can either be pastoral or departmental
- Removal of privileges or loss of rewards
- Parental contact including parents being informed, asked to accompany their child to school and parenting contracts
- Sweep call recording
- Removal from individual lessons to other appropriate members of the curriculum area (Removal System)
- Confiscation or removal of personal items (see Appendix D)
- Paying for, or making a contribution towards, broken/damaged property

**Where students disrupt the learning of others in a classroom, consequences will also be applied. All staff will follow the positive approach to managing discipline, (PMD).**

Sequential steps in dealing with behaviour, (but note that a serious incident could result in missing out early stages and going straight to a higher stage.)

## PMD Referral Process



Where a student has a weekly PMD score of 20+ they will receive an Internal Exclusion placement.  
 Where a student has a weekly PMD score of 15-19 they will receive an SLT detention on the following Friday.  
 Where a student has a weekly PMD score of 10-15 they may be placed on report by their Personal Tutor.

If a student exhibits negative behaviour then a variety of sanctions are available. The above diagram is used for the whole school where incidents escalate because of repetition of the same patterns of poor behaviour or because of the student's refusal to reflect on what went wrong, then there should be a staged referral process through the structures of the school (as diagram above illustrates). As far as is practicable, the member of staff initially experiencing the difficult behaviour should remain involved, so that they remain part of the resolution of the incident. Parental involvement is a key part to ensuring that we work together to help support students in their learning.

## **PMD system to be used in lessons**

- **Level 1** – Staff to use re-directive strategies with warning and record on SIMs. **Low level disruption**, lack of effort, no equipment, not settling, wandering, mobile phone use, no homework, eating in class, talking, chatting, arriving late, affecting teaching and learning.
- **Level 2** - Staff to change something in the room such as moving seat and a conversation with student at the end of the lesson, break, lunch or end of day. This is recorded on Sims
- **Level 3** – Student is removed from the lesson to work in an alternative room. This is recorded on Sims, the student will receive a 30 minute detention at the end of the same day.
- **Level 4** - Where a student refuses to removal or a serious incident or breach of behaviour policy has occurred, Sweep will be called. (A member of staff on duty to respond to the call)

## **Stage 2- (Departments)**

**Persistent low level disruption, continually** failing to respond to warnings, rudeness, abuse, continued use of mobile phones, low level confrontations.

### **Actions:-**

**Teacher referral** (after appropriate sanction and a phone call home if necessary) – refer to Subject Leader for action and pastoral tutor for information.

### **Sanctions – Subject Leader**

- Detentions – break, lunch, after school
- Removal from class
- Removal to another area
- Phone call / letter home
- Extra work set
- Setting of targets

## **Stage 3:- (Pastoral Leaders)**

Student not responding to stage 2. Difficulties across subjects. Serious incident of disruption, social time incidents etc.

### **Actions:-**

Investigation of incident. (see Investigation of Incidents below)

Student placed on report. (Yellow)

Action plan created ie a pastoral support plan, which must be continually reviewed and updated.

External agencies consulted as appropriate

Behaviour support work.

Parents invited in.

Internal exclusion Centre.

Move of tutor groups.

### **Unstructured time behaviours**

It is important that there is a process within the academy that also supports with social time misdemeanours. Highlighted below are circumstances where a social time referral can be made reporting on the following behaviour:

- Refusal to follow a reasonable request
- Out of bounds
- Anti-social behaviour
- Uniform not meeting academy standard
- Use of mobile phone in prohibited areas
- Damage to school property
- Fighting
- Smoking

Any member of staff reporting an unstructured time misbehaviour must complete a referral form. The Deputy Headteacher will collate and ensure a suitable sanction is put in place.

## **Stage 4 – (SLT)**

**All other steps failed.** Repeated poor disruptive behaviour very serious behaviour, Physical / verbal threats to staff. Racist incident.

### **Actions:-**

SLT meeting / SLT report

Internal exclusion

Exclusion

External agencies

Senior Leadership Behaviour Panel – Behaviour Contract

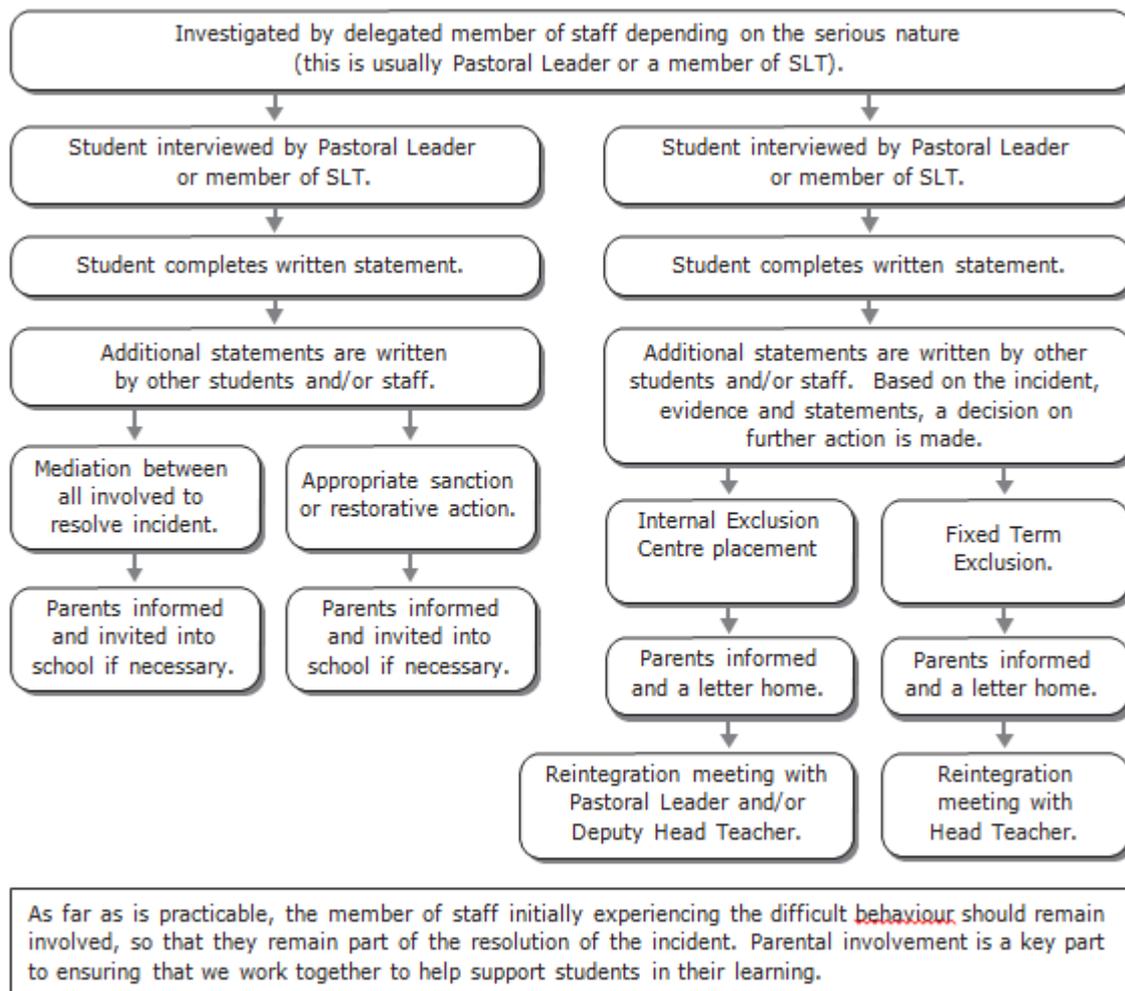
## **Stage 5 – (Governors)**

### **Discipline committee**

Students who receive a high number of cumulative negative behaviour points are likely to be in receipt of the above actions. The threshold for these actions are as follows but not exhaustive:

<b>Negative point thresholds</b>	<b>Action</b>
<b>50 -100</b>	<b>Behaviour Intervention Programme</b>
<b>101 – 150</b>	<b>Pastoral Intervention Support Plan</b>
<b>151- 250</b>	<b>Inclusion Manager Caseload</b>
<b>251- 350</b>	<b>Senior Leadership Behaviour Panel</b>
<b>351 – 500</b>	<b>Gatehouse/ PLC referral</b>
<b>501+</b>	<b>Governors Discipline Committee</b>

## Investigation of Incidents



Serious case incidents will be dealt with by an investigating officer; this, on most occasions, will be the Pastoral Leader collecting statements alongside the Pastoral Deputy Head Teacher (for incidents that we feel may result in a 3-5 day fixed term exclusion).

The majority of incidents of poor behaviour should be dealt with within 24 hours (where possible) to support the students making connections between their actions and the consequences of these actions. If the incident is a bullying or perceived bullying incident then this should be recorded on SIMS.

## Appendix D – Detentions and Exclusions

### Detention during the day

All school staff are permitted to issue detentions as a sanction at break or lunchtime providing that breaks to eat, drink and use of the toilet are included. In normal circumstances a lunchtime detention would not exceed 30 minutes and a break detention 10 minutes. These may be recorded in planners and on Sims.

### Detention outside normal school hours

The detention of students outside normal school hours is one of the measures that may be taken with a view to regulating the good conduct/behaviour of students. All school staff have the option to detain students after school. Parents/carers are notified by text message where possible.

Parents/carers will be aware that in January 2012 legislative changes removed the requirement to give at least 24 hours' notice of detention, but the school will however endeavour to continue to do so where possible, in order to allow parents to make alternative travel arrangements. Parents/carers should be aware, however, that the school is not obliged to do this and may choose not to do so in certain cases.

### Curriculum Detention System

- Students that have been issued with a curriculum detention need to serve this on the date stated on the slip.
- If a student fails to attend the detention this will then be reissued by the Subject Leader.
- Failure to attend the previous detentions will result in Senior Leadership Detention on a Friday which will last 60 minutes.
- A further more serious sanction of an Internal Exclusion Placement will be issued for failure to attend the Senior Leadership detention.

### Behaviour for Learning Detention System

When students are late to school and/or do not have full equipment

- Where students are late to registration or do not have their full equipment of pen, pencil, ruler, planner, rubber and reading book they will receive a 30 minute detention at the end of the day
- If they do not attend they will receive an Internal Exclusion Centre placement on the following day
- If students are unable to attend the detention they must discuss this with the staff on duty and an alternative date may be arranged
- Where a student has been issued with 2 or more detentions in one week they will receive a Senior Leadership Detention on Friday of 60 minutes
- When parents are contacted and they are unable to make alternative arrangements for their child they must contact the school on receipt of the text message to discuss this.

### Removal System

- Where a student has been removed twice or more in a day a parental meeting may be requested by the Pastoral Leader on the next available day
- Where a student has been removed in a subject more than twice in a week the Subject Leader may request a parental visit on the next available date

### Sweep

- Where sweep have been called to a student twice or more in a week they will receive an Internal Exclusion Centre Placement on the next available working day.

### Internal Exclusion Centre Placement

Sometimes students may receive an Internal Exclusion Centre placement for a day or even longer for persistent poor behaviour, serious isolated incident/s or failure to comply with other items within the Behaviour Policy. During the placement students will be provided with their timetable lessons work where possible and will work in centre supervised by staff. The purpose of placement is to provide a serious sanction but also to offer an opportunity for the students to reflect on and to modify their attitudes and behaviour.

### Fixed term exclusion

The school will use fixed term exclusions when a serious incident or a serious breach of the behaviour policy occurs. . Examples of a serious incident include:

This list is not exhaustive

- In response to a one-off misbehaviour which is so serious that it cannot be adequately dealt with by allowing the student to continue to attend the Academy
- Threatening a member of staff, either verbally or physically
- Incidents of physical/verbal/racial/homophobic abuse
- Assault
- Alcohol consumption
- Continued disruptive behaviour despite school intervention and support (offered or undertaken) which disrupts their and others learning
- Vandalism
- Theft
- Encouraging or instigating a fight or act of violence
- Bringing a weapon into school with the intention to harm
- Bullying

All incidents are investigated and students are given the opportunity to make a written account. The Headteacher will consider all exclusions in line with current statutory regulations. Where exclusions are issued, a telephone call and letter will inform parents about the nature of the incidents. Students will be issued with work for the period of their exclusion and a reintegration meeting will be held in school prior to readmission with the Headteacher. Parents are expected to attend. During days 1-5 of a fixed term exclusion parents are legally responsible for their child's whereabouts, with the possibility of a £50 penalty notice if the child is found in a public place without reasonable justification.

## Permanent Exclusion

Birches Head Academy have a zero tolerance policy where behaviour seriously compromise the safety of themselves or others. Where an extremely serious breach of this policy is evident, students are at risk of permanent exclusion.

Examples of, extremely serious breaches or behaviour are:

This list is not exhaustive

- A serious assault against another student/member of staff
- The possession, use and distribution of alcohol whilst on the school premises or attending any event as a student of Birches Head Academy
- The possession, use and distribution of drugs whilst on the school premises or attending any event as a student of Birches Head Academy (such drugs include illegal or other unauthorised substances including those believed to be legal highs or controlled drugs)
- Persistent disruptive behaviour
- Sexual misconduct

The above sanctions are only issued as a last resort and where deemed as appropriate and can only be issued by the Senior Leadership Team.

Sanction/intervention	Responsibility of	Number of days
Low level disruption in lessons, removal, subject rewards	Department staff	
Personal Tutor monitoring for positive behaviour strategies	Personal Tutors	15 days
Pastoral Leader monitoring for positive behaviour strategies	Pastoral Leader	15 days
Internal Exclusion Centre Placement	Senior Pastoral Leader Assistant Headteacher Deputy Headteacher Headteacher	1 - 3 days 1 - 3 days 1 - 5 days 1 - 10 days+
Fixed Term Exclusions	Headteacher/Deputy head teacher in the absence of Headteacher	1 - 5 days 1 - 10 days
Permanent Exclusion	Headteacher and Governing Body	

## Appendix E – Confiscation and Search

Confiscation is used as a disciplinary act. Items that may be confiscated include those that may be deemed to be interfering with learning or that could impact upon the welfare, health and safety of other members of the school community.

Possessions in relation to a student can include any item over which they appear to have control.

Staff have the right to seize, retain and/or dispose of such items. Whilst every effort will be made to return such items at a given time, the school does not accept liability for these items. Where appropriate, parents may be requested to collect items from school.

Where student's refuse to 'hand over' items to a member of staff, powers of search may be used.

### **Powers of Search**

If a suspicion remains that a student is in possession of a prohibited item and the student does not surrender the item staff should refer the matter to the duty staff. Examples of prohibited items are:

This list is not exhaustive:

- Weapons/ Knives or other dangerous items
- Alcohol
- Cigarettes
- Drugs

The powers of search are given to;

- Headteacher
- Deputy Headteacher
- Assistant Headteacher
- Senior Pastoral Leader
- Pastoral Leaders

All searches will be conducted in line with current DfE guidance.

If the student refuses to cooperate with the search the Police and student's parents/carers/Police may be contacted, this is not a legal requirement.

## Appendix F – Electronic Devices

### Aims

The aim of this policy is to ensure that electronic devices are used in a way which does not endanger individuals or make the presence of such items an issue which adversely affects the day to day running of the school.

### Rationale

As a school we recognise the important role that devices such as mobile phones can play in ensuring the safety of pupils as they travel to and from school. It is unreasonable to expect that pupils will not bring to school a variety of electronic devices, including music players and mobile phones. We also recognise that personal electronic devices can play an essential role in the daily life of many people.

However, it is essential that the rights of individuals are not infringed by these devices (by the unrequested taking of photographs, for example) and that these devices do not become an issue in the daily life of the school. The sophistication of modern electronic devices means we must approach their use with care. For example, the high value of many devices, the ubiquitous presence of cameras on many devices, and the potential for disrupting lessons (for example through silent texting) are all issues that require careful consideration. It is a fundamental part of our safeguarding procedures to try to prevent and educate pupils about cyber bullying, and mobile devices can often be an integral part of this. This policy is therefore an attempt to match the importance of safety and security with the importance of individual rights and the day to day operational requirements of the school.

### Policy

1. Students must ensure that files stored on their devices do not contain violent, degrading or pornographic images. The transmission of some information is a criminal offence. Students found to be responsible for this will have their device confiscated; it will be returned to their parent/carer, or passed to the Police
2. Cyber-bullying is completely unacceptable. Students found to be responsible for this will have their devices confiscated; it will be returned to their parent/carer, or passed to the Police
3. Whilst the Governors give permission for phones to be brought to the school, responsibility for the phone rests with the student and the school will take no financial responsibility for loss.
4. The school is a workplace, devices must be switched off (not kept on silent) and kept in bags during learning time. During social time the students must not use their devices in the building, the only exceptions are the dining hall and Library.
5. Head phones must not be worn during or between lessons, and students must not use phones or MP3 players to broadcast music in corridors or classrooms.
6. If phones or headphones are used or seen at incorrect times students will be challenged, and both or either seen will be confiscated. Students can collect these at the end of the day. If students dispute this parents will be contacted
7. If there is an emergency which requires communication with home, students must speak to a member of staff who will deal with the matter. Personal mobile phones must not be used in the

building and non-permitted areas. In emergency parents/carers should phone Reception and a message will be taken to the student.

- 8. Mobile phones cannot under any circumstances be taken into examination rooms. Breach of this rule will lead to invalidation of that examination and potentially other examinations.

**Policy Review Framework**

The policy should be reviewed annually (or sooner in the event of revised legislation or guidance).

Signed : .....  
Governor/Chair of Personal Development & Welfare Committee

Date : .....