



## BEHAVIOUR FOR LEARNING POLICY

Last Review:	Nov 2018
Committee:	PSW
Date Ratified:	22/11/2018
Next Review:	Nov 2020

### 1. Rationale

- 1.1 At Oldfield School, we have high regard for the educational progress, personal development and the well-being of every student. Effective teaching and learning can only take place within an orderly atmosphere and environment.
- 1.2 Where instances of unacceptable behaviour occur intervention will be swift, supportive, intelligent and effective. This intervention will protect the interests of the majority whilst aiming to change the behaviour of those causing the difficulties.
- 1.3 The school is committed to ensuring that there is an ethos of praise and rewards but recognises that clarity is vital when dealing with transgression to our school rules. Child protection and safeguarding procedures will be in place to provide a safe, secure and supportive learning environment.
- 1.4 This document should be read in conjunction with the following policies:
  - Attendance policy
  - Teaching and Learning Policy
  - Safeguarding Children Child Protection Policy
  - Online Safety Policy

### 2. Behaviour for Learning

- 2.1 Behaviour for Learning emphasises the crucial link between the way in which students learn and their social knowledge and behaviour. In doing this the focus is upon establishing positive relationships across three elements; of self, others and curriculum.

- 2.2 Behaviour for Learning has implications for students, teachers, parents and other professionals. Its principles can be applied to all students and not just those perceived as being “difficult to manage”. It applies as much to teachers and their relationship with students as much as it applies to the students themselves.
- 2.3 Positive behaviour in school is based on respect, fairness, equality of opportunity and social inclusion. Developing outstanding teaching and learning remains the main focus of Oldfield School and this can be aided with the promotion of behaviour improvement.
- 2.4 Those who exhibit and demonstrate behaviour that affects the learning and behaviour of others in a negative manner will be provided with the relative support needed in the first instance. Sanctions and incentives will be used as a measured response to actions displayed by students.

### **3. Behaviour for Learning Code of Conduct**

3.1 All students are expected to follow the behaviour for learning Code of Conduct during the school day (including on the way to and from school and the duration of school trips and visits). These rules form part of the home-school agreement. They are as follows:

- I will listen actively, and without interruption, to the teacher, other adults and my peers.
- I will ensure that I arrive to lessons on time and in the correct uniform.
- I will always bring appropriate equipment to lessons, including homework.
- I will respect others, equipment and the environment.
- I will need to produce my best work in order to meet my teachers’ high expectations.

3.2 Our Code of Conduct is displayed in every classroom to remind students of our key expectations with regards to Behaviour for Learning. Students are reminded of these expectations in regular assemblies and tutorials.

### **4. Procedures for supporting the development of good behaviour**

- 4.1 Staff will intervene and challenge students who do not follow the school’s rules. Staff will use the stepped approach for rewards and sanctions, to support students to work within the school’s behaviour boundaries.
- 4.2 Where students are unable to do this a member of the Senior Leadership Team will be called on to intervene. Students who fail to comply at this level will face the possibility of being secluded for a fixed period of time or receive a fixed term exclusion.
- 4.3 In order to maintain a consistent approach to dealing with challenging behaviour, incidents will be dealt with by respective members of staff depending on the seriousness. Incidents are dealt with using tiered interventions:
- 4.4 Each levelled incident is the responsibility of respective members of staff. Staff may call on senior staff to support them with situations.

### **5. School Uniform**

5.1 All students are expected to wear their school uniform correctly at all times. Additionally, they are expected to wear their uniform correctly to and from school as they are representing

Oldfield School within the community. All members of staff should undertake a uniform check daily and follow up on any uniform infringements.

5.2 Persistent failure to follow the Uniform policy should be referred to the tutor, Head of Year and Assistant Headteacher (AHT – Behaviour for Learning) as necessary. Repeated failure to conform to the uniform policy may result in the student being sent home to correct the uniform infringement.

## **6. Positive Behaviour Framework**

6.1 We appreciate the importance of recognising the achievements of our students both in and outside of the classroom. Praise and a variety of individual and group rewards are used to promote, teach and support positive behaviour and to recognise achievement.

6.2 The Positive Behaviour Framework is based on a House Point system and is outlined in Appendix 1.

## **7. Searching Students**

7.1 Members of staff can search students with their consent for any item. The Headteacher and staff authorised by the Headteacher have the ability to search students or their possessions, without consent, where they suspect the student has a 'prohibited item'. Prohibited items include:

- knives and weapons
- alcohol
- stolen items
- illegal drugs
- drugs
- smoking paraphernalia including e-cigarettes
- fireworks

## **8. Use of Physical Restraint**

8.1 The Education and Inspections Act 2006 (s.93) sets out the power of members of staff to restrain students. A member of staff may use reasonable force to prevent a student from:

- committing an offence;
- injuring themselves or others;
- damaging property, including their own;

8.2 There is no legal definition of what constitutes "reasonable force, however, the degree of force must be proportional to the incident and the minimum to achieve the desired result.

"Reasonable force" might be justified, for example, in the following situations:

- violent behaviour by a student such as fighting or attacking a member of staff or another student;
- acts of vandalism;
- behaviour by a student, such as rough play, the misuse of objects or running in the corridor, which is likely to cause personal injury or damage to property;

8.3 Staff must exercise great caution in the use of force and always try to use other means to resolve a situation. Staff should not act in a way which might cause pain or injury. Staff

should take due care to ensure that they do not place themselves at risk of injury and should use verbal commands where possible to diffuse a situation.

## Appendix 1

### PROCESSES FOR REWARDING STUDENTS IN YEARS 7-11

The Rewards System:		
SYSTEM	PERSON	REASON
PRAISE Eg: verbal	ALL STAFF	ALL ASPECTS OF POSITIVE BEHAVIOUR / ACHIEVEMENT IN SCHOOL
HOUSE POINTS to be spent in the school reward shop (recorded on SIMS and student stamp cards)	ALL STAFF	ALL ASPECTS OF POSITIVE BEHAVIOUR e.g.: ACADEMIC / EXTRA-CURRICULAR / COMMUNITY SERVICE
CONDUCT POINTS to contribute to termly reward trips (recorded on SIMS and student stamp cards)	ALL STAFF	ALL ASPECTS OF POSITIVE BEHAVIOUR e.g.: ACADEMIC / EXTRA-CURRICULAR / COMMUNITY SERVICE
HOUSE SHIELD for - <ul style="list-style-type: none"> <li>• POINTS</li> <li>• ATTENDANCE</li> <li>• SPORT</li> </ul>	HOH	Winning House for points at the end of Term 6.
SUBJECT REWARDS	SUBJECT TEACHERS/ HOD/LOL	Excellent effort/achievement in classwork/ homework / examinations.
CELEBRATION EVENING (vouchers/certificates)	ALL STAFF	ATTENDANCE / SUBJECT / EFFORT / PARTICIPATION

## Appendix 2

### PROCESSES FOR SANCTIONING STUDENTS IN YEARS 7-11

C1	<ol style="list-style-type: none"><li>1. Warning given.</li><li>2. Student is moved seats.</li><li>3. Detention set and held by <u>subject teacher</u>.</li><li>4. Consequence is logged on SIMS (parents notified)</li></ol>
C2	<ol style="list-style-type: none"><li>1. Student is 'parked' in an alternative class.</li><li>2. Learning Area detention given (held by <u>LOL or TLR holder</u>).</li><li>3. Consequence is logged on SIMS (parents notified)</li></ol>
C3	Internal Exclusion

## **Appendix 3**

### **BEHAVIOUR MONITORING REPORTS**

A student can be 'on report' for a number of reasons as indicated below. The student presents the report to his/her class teacher at the start of the lesson. It is signed by the tutor/ HOY/ SLT/ LOL at the start of the next day.

#### **Behaviour Reports (yellow, amber, red)**

Students whose behaviour is persistently poor will be placed on the Behaviour Register and be given a Stage 1, 2 or 3 report. A student who is causing concerns in two or more subjects with regards to persistent poor behaviour would be identified by the HOY to be placed on the behaviour register.

#### **Punctuality Report**

Students who are repeatedly late will be placed on Punctuality Report. Teachers should indicate whether he/she arrived on time.

#### **Homework Report**

Students who repeatedly fail to complete homework satisfactorily across several subjects may be placed on homework report by their tutor. For each lesson a student will put a Y (if homework has been set) or N (if it has not). If homework has not been completed the teacher will place a cross in the relevant section.

#### **Motivation Report**

Students whose attitude to learning or lack of achievement (not behaviour) presents a problem over a number of subject areas can be placed on a Motivation Report by their HOY in order to monitor progress.

#### **Return following exclusion**

Students who return from exclusion will be placed on report by the relevant HOY/SLT for a period of two weeks following their re-admission to school.

#### **Subject Report**

Students who are persistently disruptive in a subject area will be placed on subject report. Parents will be informed by letter that their child is on subject report. This is monitored by the class teacher and the HOS/LOL and sanctions for failure to achieve targets implemented by the HOS/LOL. The report is kept by the class teacher.

#### **Sanctions for failure to meet targets while on report:**

Reports are checked in the morning during registration and if a student has failed to achieve any targets on the previous day they will be placed in detention in morning break. This will be a 10-minute detention for each target not achieved. This detention will be manned by SLT and HOY/HOH. Failure to attend will lead to an HOH detention on Thursday of that week. Failure to attend this will lead to an SLT detention on Friday.

#### **Recording / monitoring**

A database of students on report will be maintained and updated by HOY/HOH as appropriate.

## Appendix 4

### PROCEDURE FOR STUDENTS WITH PERSISTENT BEHAVIOURAL CONCERNS

#### INITIAL CONCERN

Students causing concern for persistent poor behaviour will be referred to their LOL by the subject teacher. This will be copied to the HOY. If there is a referral from one subject only the student should be placed on a subject report. If there are referrals from more than one subject area or there are a number of out of lesson behaviour incidents the student will be placed on a Stage One Report with the tutor.

#### STAGE 1 (YELLOW)

1. Place on Stage 1 Report after discussion between HOY and tutor – student is placed on Stage 1 of the Behaviour Register.
2. Interview of student by tutor making concerns and expectations clear – set three targets.
3. Inform parent – standard letter.
4. Student placed on Stage 1 Report with targets for two weeks. HOY to be kept informed of progress weekly. Sanctions for not achieving targets to be put in place the following day after morning check.
5. **Either** agree removal from Stage 1 Report with HOY after successful completion of the monitoring period and send letter home – student removed from behaviour register.

**Or** move to Stage 2 with HOY.

#### STAGE 2 (AMBER)

1. Place on Stage 2 Report – student is placed on Stage 2 of the Behaviour Register.
2. HOY interviews the student making concerns and expectations clear. The same three targets are set. SLT to be informed by HOY via e-mail that the student is on Stage 2 Report and the targets that have been set for the student.
3. Inform parent – standard letter.
4. Student placed on Stage 2 report for two weeks. Sanctions for not achieving targets to be put in place the following day after morning check.
5. **Either** agree move from Stage 2 to Stage 1 with the tutor for 1 week after successful completion of the monitoring period and send letter home to this effect– record change on the Behaviour Register. Student continues with the same targets with the tutor. If successful, the student is taken off report after the week.

**Or** move to Stage 3 with SLT.



### STAGE 3 (RED)

1. Place on Stage 3 Report – student is placed on Stage 3 of the Behaviour Register.
2. Student to be seen by SLT and HOY after student is placed on Stage 3. Expectations made clear to student. Three targets set. Staff to be informed by SLT via the bulletin that the student is on Stage 3 Report and the targets that have been set for the student.
3. Following the meeting a letter sent to parents giving details of expectations and including a statement that failure to improve will lead to fixed term exclusions. Signed by SLT.
4. Sanctions for not achieving targets to be put in place the following day after morning check.
5. **Either** agree move from Stage 3 to Stage 2 Report for 2 weeks with HOY and send letter home –Behaviour Register amended. Student continues with the same targets with the HOY. If successful, the student is placed on Stage 1 report with the tutor for 1 week and the Behaviour Register is amended.

**Or placed on an Individual Support Plan (ISP)**

### INDIVIDUAL SUPPORT PLAN

If while on Stage 3 Report poor behaviour continues the student will be excluded for a fixed term.

1. Parents and student to be seen by SLT link and HOY on re-admission following the exclusion. Review of interventions to support student and student placed on an ISP.
2. Letter to parents issued stating outcomes of the meeting and that continued refusal to accept school discipline may then lead to further exclusions and then to PEX. Signed by SLT. This will be monitored through the Stage 3 Report for 2 weeks by the SLT link.
3. Remove from ISP when the student is off the Behaviour Register. This will be after movement from ISP (2 weeks) to Stage 3 (2 weeks) to Stage 2 (1 week) to Stage 1 (1 week).

## **Appendix 5: EXCLUSIONS**

### **Internal Exclusion**

The student is internally isolated in school; curriculum work for the student is maintained by class teachers.

### **Fixed Term External Exclusion**

The student is sent home for a number of days agreed by the Headteacher or designated lead teacher; curriculum work for the student is maintained by class teachers where possible; the student and parent/carer will be asked to attend a readmission meeting with the purpose of seeking a firm commitment from the student to improve behaviour.

### **Permanent Exclusion**

The student has committed an incident, or a series of incidents of significant and serious concern; continued inclusion would negatively impact on the education and welfare of others in the school community.

### **Fixed Term Exclusions**

A fixed period exclusion can only be authorised by the Headteacher (or Deputy in his/her absence). The Headteacher completes an exclusion record sheet which ensures that all the appropriate steps are taken.

### **Protocols**

- Exclusions are preceded by an investigation seeking a standard of proof that it is deemed probable that the student engaged in the alleged inappropriate behaviour.
- If there is an immediate threat to the health and safety of the student engaged in the alleged incident, or others in the school community, an immediate exclusion may occur before a more detailed investigation is completed.
- Parents/Carers are contacted immediately and if available they will be asked to arrange for the collection and supervision of the excluded student. The student's welfare and the welfare of the school community are of primary concern.
- We are obliged to set and mark work for excluded students. The excluded student will be expected to complete homework on the first day of exclusion; additional work will in most cases be given directly to the student. In some cases where this is not possible work will be posted/delivered to the student's main home address.
- If a Looked After Child is excluded from school a designated lead teacher will co-ordinate formal discussions with the Local Authority; the school recognises that suitable provision needs to be made by the Local Authority.
- Only those who need to know the details of the exclusion are informed.
- Following the student's exclusion parents are requested to attend a readmission meeting to discuss their child's conduct, the context and implications of the incident and the development of support strategies. The lead designated teacher will seek a firm commitment from the student that the inappropriate behaviour leading to exclusion will not be repeated. Parents/carers are strongly advised to attend the readmission meeting to support their child; however, if they are unable to attend the meeting all

readmission procedures must still be adhered to; a record of the parents/carer's non-attendance will be made.

- Parents have a right to make written representation to the Governing Body if they disagree with the Headteacher's reasons for a fixed term exclusion. The Governors have no power to overturn exclusions totalling five days or less, or to remove the exclusion from the child's file.
- Fixed term exclusions may result in students being banned from representing the school at events/on school visits.

#### **Permanent Exclusion**

- If a student has already had several fixed period exclusions which have failed to produce improved behaviour or when a student commits a serious act of misbehaviour, this may lead to a Permanent Exclusion from school.
- If a student is permanently excluded the Student Disciplinary Committee of the Governing Body must meet within 15 school days of the exclusion to decide either:
  - to confirm the exclusion
  - or
  - to direct the Headteacher to re-instate the student.
- Parents have the right to appeal against the exclusion. Appeals are made to an Independent Appeal Panel.

#### **Examples of behaviours that would lead to Fixed Term / Permanent Exclusions**

Possible offences leading to a fixed term exclusion, as agreed by the Governors:

- consuming alcoholic drinks on the school premises or on school trips against the instructions of the staff in charge (refer to Drugs Policy)
- serious bullying;
- attacks on other students/teachers causing no or only minor injury;
- theft;
- actual or threatened physical violence to self or others;
- conduct which may place other students at risk;
- verbal abuse to staff;
- serious challenges to staff authority;
- intentional damage to property;
- serious racial and/or sexual harassment;
- serious disruption of other students' learning;
- using social networking sites to bring the school into disrepute;
- unsubstantiated malicious accusations against school staff;
- possession of illegal drugs on the school premises or on school trips;
- possession of a potential weapon on school premises or on school trips;
- vandalism/arson (eg damage to fire extinguishers);
- photographs, audio or film footage taken of staff /students without their permission;
- serious misuse of mobile phones;
- and other offences of a serious nature.

Possible offences leading to a permanent exclusion, as agreed by the Governors:

- providing/dealing in illegal drugs on school premises or on school trips (refer to Drugs Policy);
- dealing in illegal drugs outside of school time if convicted by the Courts;
- possession of a firearm or other potential lethal weapon on school premises or on school trips;
- persistent behaviour of a nature indicated in the list above;
- serious attack on a student or teacher or other member of staff especially, but not exclusively, if a weapon is used and especially, but not exclusively, if actual or grievous bodily harm is caused;
- serious criminal damage to property (e.g. arson);
- and any other comparable offences of a serious nature.

Mobile Phone Confiscation



**STAGE 1**

- Phone confiscated and returned by Head of Year/AHT at the end of the school day.

**STAGE 2**

- Phone confiscated and returned by Head of Year/AHT at the end of the school day.

**STAGE 3**

- Phone confiscated and returned by Head of Year/AHT at the end of the school day.
- Phone handed in/collected from reception until the end of the week.
- SLT detention
- Letter and HOY phone call home.

**STAGE 4**

- Phone confiscated and returned by Head of Year/AHT at the end of the school day.
- Phone handed in/collected from reception until the end of the week.
- SLT detention
- Letter and LOJ phone call home.

**STAGE 5**

- Phone confiscated and returned by Head of Year/AHT at the end of the school day.
- Phone handed in/collected from reception until the end of the week.
- SLT detention
- Letter and Half-day isolation