



## Behaviour for Learning Policy

Signed: \_\_\_\_\_

Date of Signature: \_\_\_\_\_

Dated: \_\_\_\_\_

Review Date: \_\_\_\_\_

Responsibility for review:

# Ebor Academy Filey Behaviour for Learning Policy

## School Specific Guidance – Ebor Academy Filey

### **Contents:**

#### Statement of intent

1. Legal framework
2. Definition
3. Roles and responsibilities
4. Classroom behaviour
5. Rewards and praise
6. Disciplines and sanctions
7. Exclusions
8. Monitoring and review
9. Other sanctions and strategies used to address inappropriate behaviour
10. DfE Guidance

#### **STATEMENT OF INTENT**

Ebor Academy has high expectations of all staff and students regarding their behaviour. We are committed to creating a mutually respectful environment where students and staff work together to promote our core values of Kindness, Respect, Integrity and Teamwork.

### **Our Values – KINDNESS, RESPECT, INTEGRITY AND TEAMWORK**

Kindness means we will consider the needs of others above our own.

Kindness means looking after one another and making everyone feel safe.

Kindness means helping everyone to do their best.

Kindness means showing good manners to one another.

Kindness means sharing with each other.

Kindness means sympathising with each other.

Respect means treating others how they would like to be treated.

Respect means looking after our school and keeping it neat and tidy.

Respect means looking after myself and wanting to do my very best.

Respect means accepting that everyone is an individual and that we're all different.

Respect means being polite to one another

Respect means following instructions when given.

Integrity means always trying to do what is right.

Integrity means being truthful and honest.

Integrity means taking responsibility for one's actions.

Integrity means doing what you said you would do.

Integrity means putting things right or making amends when you need to.

Integrity means having the highest expectations of yourself and others.

Teamwork means accepting that we are all different.

Teamwork means valuing everyone's contributions no matter how big or small.

Teamwork means putting the needs of the group above our own.

Teamwork means doing your bit and not expecting others to do it for you.

Teamwork means working together in a positive way.

Everyone is expected to maintain high standards of personal conduct, make the right choices and encourage others to do the same. Here at Ebor Academy we strongly believe that positive behaviour is not just the absence of negative behaviour, but the active promotion of desirable behaviour.

Each member of staff has responsibility for upholding standards of behaviour in school, both within their classroom and around the school site, as well as implementing this policy both fairly and consistently.

This policy will be adhered to by staff members and students at all times, and reviewed at regular intervals.

The Headteacher ensures measures are taken with a view to:

- Promoting, among students, self-discipline and proper regard for authority,
- Encouraging good behaviour and respect for others on the part of students and, in particular, preventing all forms of bullying among students,
- Securing that the standard of behaviour of students is acceptable,
- Securing that students complete any tasks reasonably assigned to them in connection with their education, and
- Otherwise regulating the conduct of students.

## **1. Legal framework**

1.1. This policy has due regard to statutory legislation.

1.2. This policy also has due regard to DfE guidance, including, but not limited to, the following:

- DfE 'Behaviour and discipline in schools' 2016

1.3. This policy should be used in conjunction with the following school policies:

- Exclusion Policy
- Uniform Policy
- Home-School Agreement
- Code of Conduct

## **2. Definition**

2.1. The phrase 'behaviour for learning' encompasses the following three relationships experienced by a student:

Their relationship with themselves e.g. their self-confidence as a learner

Their relationship with others e.g. how they socially interact

Their relationship and engagement with the curriculum e.g. how best they learn

2.2. In order to foster a positive learning environment in Ebor Academy, these relationships must be developed and supported.

2.3. Rather than focussing on unwanted behaviours, the behaviour for learning approach puts value on positive behaviours, which enable and maximise learning.

2.4. This approach helps students understand the behavioural skills they need, what the teacher wants them to do, and why this will help them to learn.

## **3. Roles and Responsibilities**

### 3.1. Staff members will:

- Implement the Academy's Behaviour for Learning Policy at all times.
- Maintain a positive and well-managed learning environment.
- Be positive ambassadors of the school at all times, through their professional behaviour and conduct.
- Use the school's reward system and hierarchy of sanctions to promote good behaviour.
- Use the rules and consequences outlined in this policy clearly and consistently.
- Treat all students fairly and equally, seeking to raise their self-esteem and develop to their full potential.
- Provide challenging, interesting and relevant lessons, which are appropriate to the age, ability and needs of all students.
- Record all behavioural events, both positive and negative, on the school's management information system (Progresso) by following the correct reporting procedure.
- Raise any concerns regarding students' behaviour with the relevant staff member.
- Take the necessary steps to effectively manage student behaviour.
- Support other members of staff with behavioural issues involving individual students or groups of students.
- Liaise with other relevant members of staff in order to implement effective behaviour management.
- Organise and supervise detentions where appropriate.
- Intervene promptly when they encounter poor behaviour or unexplained absence.
- Immediately contact the headteacher and the rest of the SLT when there has been a serious breach of the school's Code of Conduct.
- Contact parents/carers regarding their child's behaviour where necessary.
- Continuously keep parents/carers informed of any behavioural management issues concerning their child.
- Act in accordance with the school's Exclusion Policy when dealing with more serious breaches of school conduct.
- Monitor the attitude, effort and quality of the students' work.
- Through the relevant staff members, support referrals to external agencies where necessary, e.g. Prevention service
- In the case of Middle Leaders, know relevant behaviour data and trends for their subject areas and respond appropriately.
- Ensure that all records are kept up-to-date, such as the pastoral register and racist incident log.
- Consistently develop their understanding of behaviour for learning and relevant techniques as part of their CPD.

### 3.1. Students will:

- Know the Academy's core values: **Kindness, Respect, Integrity** and **Teamwork**.

All students are expected to show **kindness...**

Towards other members of the school community by reporting those who do not show kindness towards others.

All students are expected to be **respectful...**

To all members of the community by being ambassadors and representatives of Ebor Academy through their exemplary behaviour.

Towards the Academy, by wearing our uniform appropriately.

Around the school site, moving calmly and quietly through corridors.

Of personal space, culture, values and beliefs.

All students are expected to use their **integrity...**

With the correct equipment required for lessons.

And be on time for the start of the school day and at the beginning of each lesson.

All students are expected to engage in **teamwork...**

In lessons with a positive attitude to learning

To aim to work above and beyond

To embrace challenge and be resilient

With extra-curricular opportunities.

### 3.1. Parents/Carers will:

- Encourage good behaviour and ensure their child is an ambassador of the Academy at all times, in line with the Behaviour for Learning Policy, by reinforcing our rules.
- Share any concerns they have regarding their child's education, welfare, behaviour and life at Ebor Academy with the students form tutor and Key Stage lead.
- Support their child's independent learning and homework completion through monitoring of the student planner.
- Support the Academy's decisions in relation to behavioural issues.
- Ensure their child correctly presents themselves as a student of Ebor Academy, in accordance with the school's Uniform Policy.

## 4. Classroom behaviour

- 4.1. A set of the school values and expectations will be clearly displayed in each classroom.
- 4.2. Dealing with behavioural problems is first and foremost the responsibility of teaching staff.
- 4.3. Teaching staff will use and review seating plans and a range of de-escalation techniques to encourage good behaviour and create an effective learning environment.
- 4.4. Teaching staff will meet and greet students, ensuring an engaging start to the lesson.
- 4.5. Teaching staff will dismiss students on time and ensure that students leave in an orderly fashion.
- 4.6. Lessons will be structured and have a focused framework, in order to allow students to understand what is being taught and how it links to what they already know.
- 4.7. All staff members will support students' emotional wellbeing and welfare within the learning environment.
- 4.8. When a student acts in a disruptive manner or ignores instructions given by a staff member, the following steps will be taken:
  - Choice – the student is reminded of their expectations.
  - Chance – the staff member informs the student of the consequences of their disruptive behaviour and issues a warning via a stamp in the student planner.
  - Consequence – a restorative detention is issued.
  - Removal – in the event of an incident of a more serious nature, or if the student's poor behaviour persists, the staff member will have the student removed from the lesson, in order to avoid disruption to the learning of the other students.
- 4.9. Staff members will remind students that at each stage of the process they have the opportunity to amend their behaviour, rather than escalate it.
- 4.10. De-escalation techniques will be used at all times.
- 4.11. Where poor behaviour continues and intervention is necessary, a three-stage progressive intervention process will be followed:
  - Stage 1 – the classroom teacher will manage behaviour strategies, sanctions and the three step process outlined above.
  - Stage 2 – if poor behaviour persists, pastoral staff will become involved in managing the behavioural incident.
  - Stage 3 – serious breaches of conduct and persistent offenders will be dealt with by the SLT.

## 5. Rewards and praise

- 5.1. At Ebor Academy, we recognise and reinforce positive behaviour choices. We recognise and reward students who go 'over and above' our expected standards. In addition to this, positive progress which has been achieved through effort and resilience is rewarded accordingly.
- 5.2. Our staff understand that a quiet word of personal praise can be as effective as a larger, more public reward.
- 5.3. Ebor Academy recognises that students should be rewarded for displaying consistently good behaviour.
- 5.4. Praise will be used to help raise student achievement and will be given for effort, not simply for high-quality work.
- 5.5. Positive behaviour will be promoted and reinforced by the school's clear reward system.
- 5.6. Praise will:
  - Be earned, ensuring that the recipient is clear about what they are being praised for.
  - Not be awarded for vague accomplishments or be given too easily and spread too widely.
  - Be used to motivate students and help them to feel valued.
- 5.7. Ebor Academy has a reward system in place which rewards students for displaying good behaviour and progressing their learning, through the following methods
  - Certificates
  - Well Done Postcards
  - Student of the Month Postcards
  - Bronze, Silver and Gold Badges
  - Positive Comments on Progresso
  - Positive phone calls and texts home

Ebor Academy ensures that there are regular opportunities for success to be celebrated, these opportunities include;

- Annual prize giving
- Year group briefings
- Tutor time
- End of year rewards trips
- Hot Chocolate Friday – prestigious event with the Headteacher
- Rewards and Celebration days.
- Student Recognition Boards



5.8. Termly briefings are held to praise and reward students' achievements and effort.

## 6. Disciplines and sanctions

6.1. Sanctions and disciplines will be given when a student's behaviour is unacceptable / inappropriate, in order to help them to develop a sense of right and wrong.

6.2. Punishments will be issued sparingly and only where appropriate; however, if a student fails to follow instructions or their behaviour falls below the established Code of Conduct, staff members are able to discipline the students in question.

6.3. In order for the punishment to be lawful, the school will ensure that the decision to issue a discipline to a student is:

- Made by a paid member of school staff, or a member of staff authorised to do so by the Headteacher.
- Made on the school premises or whilst the student is under the charge of a member of staff.
- Reasonable, will not breach any other legislation, and will not discriminate on any grounds, such as disability, race, special educational needs and disabilities – as per the Equality Act 2010, in respect to safeguarding students with special educational needs and disabilities, and any other equality rights.

6.4. The issuing of disciplines and sanctions will be recorded and the consistent use of sanctions will be monitored by Pastoral Team and SLT.

6.5. Sanctions will:

- Relate to a specific task or action and will be applied clearly.
- Be issued consistently and fairly, ensuring that the recipient is clear about what they are being reprimanded for.
- Reinforce our core values.
- Not be given too easily or spread too widely.
- Not focus repeatedly on the same issue without progress.
- Not have a negative effect upon others.

6.6. Ebor Academy implements a graduating scale of sanctions which staff members will apply to corresponding actions using their professional judgement. These include the following:

- Verbal warning / reprimand
- Written warning (stamp) / reprimand
- Removal from the classroom or specific area of classroom
- Repeating work of an unacceptable standard
- Behaviour concern entry on the management information system
- Withdrawal of privileges
- Lunchtime or after-school detention

- Meeting with the Headteacher or other member(s) of the SLT
- Being placed on report or signing a behaviour contract
- Referral to an external agency or inclusion support
- Exclusion, including internal, fixed-term and permanent exclusion
- Meeting with the student disciplinary panel or governors' disciplinary committee

6.7. When a detention has been issued outside of school hours, the school will ensure that the student's parents / carers are informed, including why the sanction has been given, when, where and the timescale.

6.8. When issuing detentions, teachers should consider whether:

- The detention will put the student at risk
- The student has any caring responsibilities
- The parents / carers of the student have been informed
- Suitable travel arrangements can be made; inconvenience for the parents / carers is not a factor

6.9. The school will consider each behavioural incident individually and issue the appropriate discipline according to each individual situation.

6.10. The Headteacher has the ability to delegate the power to issue sanctions to volunteers, such as parents / carers who assist during an educational visit.

6.11. Corporal punishment is not allowed under any circumstances.

6.12. During lunchtime detentions, students are allowed time to eat, drink and use the toilet.

5.8. Termly briefings are held to praise and reward students' achievements and effort.

## **7. Exclusions**

A decision to exclude a student (either for a fixed term or permanently) should be taken only in response to serious breaches of the school's behaviour policy; and if allowing the student to remain in school would seriously harm the education or welfare of the student or others in the school. This is at the discretion of the head teacher (or named teacher in the head teacher's absence).

7.1. In cases of exclusions, whether it is internal, fixed-term or permanent, the school's Exclusion Policy will be followed at all times.

7.2. In the event of any type of exclusion, the Headteacher or the rest of the SLT will inform the student's parents / carers of the exclusion initially by telephone then confirmed via written notification, which outlines the nature of the incident, the exclusion duration and any alternative provision supplied.

- 7.3. The decision to exclude a student is invariably done on the grounds that that the student's behaviour constitutes such a breach of school conduct that other disciplines are not sufficient.
- 7.4. For breaches of school conduct, the stage leader has the ability to place students within their year group on internal exclusion for a maximum of three days.
- 7.5. During internal exclusion, the student involved will undertake all their work whilst in the inclusion room, which is separate to classrooms, whilst under the supervision of the pastoral team.
- 7.6. For extreme breaches of school conduct, the Headteacher can place a student on fixed-term exclusion, which will be completed by the student from their home and can last up to 15 days .
- 7.7. The relevant stage leader and staff members can recommend that a student is excluded; however, it is ultimately the Headteacher's decision.
- 7.8. In the absence of the Headteacher, the Deputy/Assistant Headteacher will make the decisions concerning a student's exclusion.
- 7.9. The Headteacher has the ability to permanently exclude a student who has seriously breached the school's Code of Conduct, or who is a persistent offender.
- 7.10. Permanent exclusions will be considered by the governing body for authorisation.
- 7.11. The exclusion process outlined in the Exclusion Policy, will be followed at all times, ensuring that parents/carers are suitably informed and are made aware of their right to appeal.

## **8. Monitoring and review**

This policy is monitored for effectiveness by the Headteacher and pastoral care team, and will be reviewed every two years.

## **9. Other sanctions and strategies used to address inappropriate behaviour**

### **9.1 Confiscating items**

We follow the legal guidance on confiscating items. There are two sets of legal provisions which enable school staff to confiscate items from students:

- a) The 'general power to discipline' enables a member of staff to confiscate, retain or dispose of a student's property as a punishment, so long as it is reasonable in the circumstances. The law protects them from liability for damage to, or loss of, any confiscated items provided they have acted lawfully.
- b) Power to search without consent for "prohibited items" 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
- Weapons and knives and extreme or child pornography will always be handed over to the police

For other items, school policy is that staff will keep the item safe. They will inform parents and will retain the item until it is collected by the student's parent/guardian. If this is a repeated offence, staff may retain the item until the end of term. All unclaimed items will be disposed of at the end of the academic year.

If it is a mobile phone and the phone is used or is taken out in class, the phone should be confiscated until the end of the day and parents contacted. As with jewellery, repeat occurrences will result in the phone being confiscated until the end of a half-term and/or until a parent/carer collects it.

Personal property of students should be confiscated if they are causing a disruption to the learning of others and/or they infringe a school rule.

Usually, a warning will be given and students will be asked to put the item away. If the disruption continues, items are usually confiscated until the end of the day and parents informed. If there is a repeated occurrence, items can be held until the end of a half-term and/or until a parent collects the item.

If it is a piece of jewellery, ask students to remove the item and to put it somewhere safe (this may be the office). If students continue to wear the jewellery, confiscate the item until the end of the day and write a note in the student's planner. If the student defiantly wears the item, it should be confiscated until the end of term and/or until a parent/carer collects it. Confiscated items should be kept safe, labelled and dated ... and if needed can be securely stored in the office safe.

Members of staff are permitted to use reasonable force in the following circumstances:

- To prevent a student committing an offence
- To prevent a student injuring themselves, or another person
- To prevent damage to a property
- To maintain good order and discipline in the classroom

## 9.2. Isolation

Disruptive students can be placed in an area away from other students if they are being disruptive

Student wellbeing is always considered before isolation, this includes safeguarding, student welfare,

and any health and safety considerations. Students are not kept in isolation for more time than is necessary. Students in isolation are allowed to eat, drink or use the toilet at designated times. The types of bad behaviour which may lead to isolation:

- Disruption in faculty removal room
- Aggressive behaviour endangering self or others
- Abusive behaviour towards another student or member of staff
- To Deliberate destruction of school property
- Truancy

## 9.2. Reports

Reports to monitor a student's behaviour/success in lessons. Reports will be initiated by BAMs. Parents MUST be contacted when students are placed on report via phone call by form tutors. Reports are to be completed over a 2 week period. Failure to complete reports will result in the first instance a warning, continual failure will result in 30 minute after school detention with BAMs.

Reports are either diagnostic to identify issues/patterns of behaviour or they are to monitor progress against targets set. Reports will last no longer than 2 weeks before being reviewed. Students will hopefully meet their targets and be removed from being 'on report'. Where this is not successful, after 2 weeks, a further review with parents and form tutor will take place.

In the event of failure to improve, a meeting will be held with parents/guardian, form tutor and BAM.

At 6 weekly intervals, if there has not been significant change in behaviour students along with parents, form tutor, BAM and AHT for KS will meet and instruct the following PSP's.

PSP 1 – Targets set with form tutor weekly reviews. Phone call home to parents to inform.

PSP 2 – Referral to Prevention Team. Removal of social time. Alternative timetable. Parental meeting.

PSP3 - Alternative timetable. SLT monitoring. Collaborative referral. Fortnightly meetings with parents.

PSP4 – Managed move. Part time education. Governors meeting, Headteacher lead.

10. DfE Guidance (January 2016) makes the following summary:

**What the law allows:**

Teachers have the power to discipline students for misbehaving outside of the school premises “to such an extent as is reasonable”. Subject to the behaviour policy, teachers may discipline students for misbehaviour when the student is:

- travelling to or from school or
- wearing school uniform or in some other way identifiable as a student at the school.
- misbehaving at any time, when that behaviour:
- could have repercussions for the orderly running of the school or
- poses a threat to another student or member of the public or
- could adversely affect the reputation of the school.

In all cases of misbehaviour the teacher can only discipline the student on school premises or elsewhere when the student is under the lawful control of the staff member.

**Power to use reasonable force**

Members of staff have the power to use reasonable force to prevent students committing an offence, injuring themselves or others, or damaging property, and to maintain good order and discipline in the classroom.

Head teachers and 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.

Schools can also identify additional items in their school rules which may be searched for without consent – eg. . Force cannot be used to search for these items.