



HEADLANDS SCHOOL
SINCE 1965

Behaviour for Learning Policy

Creation Date	Autumn 2015
Adopted by Governors	10 September 2015
Reviewed by	AHT Personal Development, Behaviour and Welfare
Reviewed Date	Spring 2018
Next Review Date	Autumn 2020

Headlands School

Behaviour for Learning Policy

Contents:

Introduction

Consistency

Rationale

Aims

Principles

Positive Discipline

- The Student planner
- Rewards
- Sanctions
- Detention
- Internal Isolation
- Fixed Term Exclusion

Permanent Exclusion

Expectations

- Right Attitude
- Right Place
- Right Time
- Right Uniform
- Right Equipment

Support

Reasonable Adjustments

Staff

Internal Behaviour Units

- Student Learning Centre
- Internal Isolation Room

Use of Reasonable Force

Power to search pupils without consent

Behaviour Outside of the School Premises

Introduction

“Behaviour is crucially linked to motivation, achievement and hence to standards”

(Lund 1996)

“Improvement in behaviour will lead to an improvement not only in standards and inclusion but also in the quality of the day to day experiences for pupils and staff within school”

(DFES 2004)

“Effective behaviour policies separate the child from the behaviour. They say ‘we want you – we do not want this behaviour’

Consultation with students, parents, staff and governors has identified a need for a more consistent approach to the management of behaviour. This policy aims to respond to this need.

Consistency

“The key characteristic of the successful policy is the consistency with which staff, having agreed a policy, apply it.”

(OFSTED)

It is essential that management of behaviour is approached in a positive and consistent manner by all members of staff. This will ensure that students gain a clear understanding of the boundaries in which they operate and that they have a sense of justice as any reward or sanction is given evenly. It also supports the whole staff body if a collegiate approach is adopted and followed.

Rationale

All students have the right to be able to feel happy and secure, to make the most of their abilities, to succeed, to achieve and to be part of a healthy and happy school. To foster these aims all students, staff, parents and Governors need to support the principals and systems set out in this booklet.

This policy has been written in accordance with the Public Sector Equality Duty Act.

Aims

- To ensure that students, parents, staff and governors are fully aware of the aims and objectives of this policy and their individual responsibilities.
- To promote a positive learning environment throughout all areas of the school, ensuring learning can be effective and students and staff feel safe, secure and respected.
- To provide a positive learning experience free from disruption, ensuring that disruption to learning is not tolerated by all (staff, students and parents).
- To ensure that students recognise that they are responsible and accountable for their behaviour, and they make clear choices regarding their behaviour.
- To ensure students recognise that there are clear consequences for their behaviour choices.
- To ensure that timely and appropriate communication with parents and carers takes place to celebrate the positive and effectively manage negative aspects of behaviour.

Principles

- Students will be made aware that they are making clear choices when they are deciding how to behave, and they will understand how these choices impact on their own and other students' learning.
- All students will be able to gain rewards that will remain relevant through Years 7 to 11. There should be an emphasis on recognising, celebrating and rewarding positive behaviour, which will lead to a positive ethos.
- Students, parents / carers and staff will have a clear understanding of the consequences of any behaviour that hinders learning.
- There will be a core set of expectations regarding behaviour which will be common throughout the school; these expectations will be displayed in all teaching areas and on the corridors.
- The principles of restorative practice will be applied by staff to promote positive behaviours / outcomes.
- Student behaviour will lead to the consistent application of rewards and sanctions according to the mechanisms agreed within this policy and supporting handbook.

Positive Discipline

At the centre of our Behaviour for Learning policy is Positive Discipline. Positive Discipline is centred on three very simple concepts:

- that all young people enjoy being effectively rewarded for their effort;
- that most young people need clear guidelines in terms of what constitutes acceptable behaviour; and
- that effective communication between teachers, parents/carers and students is essential for effective schools.

The Student Planner

Central to our success is the Student Planner. This forms the centre of communication between school and parents/carers. No personalising of the Student Planner is permitted and lost or damaged planners need to be replaced at a cost of £10.00.

Rewards

Positive recognition of student achievement will be placed in the student's planner in the form of stamps; 5 stamps leading to REDs which can be used to purchase prizes and in turn lead to a system of achievement certificates.

We have high expectations of all students and we expect them to meet particular Certificate targets at certain points in the year:

- Christmas Holiday Head of Year Certificate
- Easter Holiday Deputy Head Special Certificate
- Summer Holiday Headteacher Special Certificate

Where students achieve ahead or beyond these levels then it can be assumed that academic progress will be accelerated. Where these targets are not met, then parents/carers and students can assume that academic potential is not being fulfilled.

Additionally, students' performance will also be rewarded in other ways:

- Students from each form group will be referred to a member of the Senior Leadership Team for praise;
- The sending of 'departmental postcards' to students who display particularly high levels of commitment;
- The continuation and expansion of major awards ceremonies each half term during assemblies and at the end of the academic year;
- The linking of other rewards such as trips to academic performance, attendance and behaviour.

Sanctions

At times, of course, we have to recognise and accept that young people will not behave or work in a manner which is acceptable. Where misdemeanours are minor a clear 'verbal warning' will be issued.

Where misdemeanours are more serious or are persistent in nature, then comments will be placed in the Student Planner. If a number of negative comments accumulate, a School Detention will follow.

Detention

When applying a sanction, staff will focus on the behaviour and not the individual. If a detention is given to a student the member of staff will make the reason for the detention clear to the student. Detentions will involve the member of staff who has given the sanction to restore a positive working relationship and prevent the inappropriate behaviour being repeated.

It is essential that students are allowed to start each lesson with "a clean slate." This will restore the working relationship between the member of staff and the student and place the emphasis back onto rewarding positive behaviour. Any negative behaviour from the previous lesson should have been dealt with at that time and should not be allowed to affect the next lesson. However this does not mean that any strategy put in place to improve behaviour can be ignored e.g. if a student

has been placed on report due to their behaviour, or has been asked to sit in a particular seat, then that arrangement remains in place for as long as is required.

- When an after school Senior Leadership (SLT) detention is given, the reason for the detention will be written in the Student Planner. SLT detentions will be given due to inappropriate behaviour or as a result of a build-up of negative comments in the Student Planner, and will be held on Monday, Wednesday and Thursday after school and will always be 1 hour long.
- The Student Planner will be stamped with 'SLT Detention Today' on the day the student is to serve an after school detention.
- In line with the Department for Education, the school has no legal obligation to inform parents that their child is being kept back after school. However we do appreciate that parents/carers would prefer to know and the school will therefore send a text message the day before the SLT detention. Parents are asked to ensure that we have correct mobile telephone numbers. We will no longer be sending a letter home.
- There will be no exemptions from the after school SLT detention system, and SLT detentions must be served.
- If a child has a medical appointment, parent/carers must inform the school to re-arrange the SLT detention; it will not be possible for a student to re-arrange the SLT detention themselves.
- If a child is absent from school on the day of a scheduled SLT detention, it will be re-arranged by the school.
- If a student is in school and fails to attend an after school SLT detention when the Student Planner is stamped this will result in the student having to complete a day in Internal Isolation.

Homework Detentions

Please note; a Homework detention will be given by individual departments due to a student not completing their homework. Homework detentions will be at least 30 minutes long and no longer than 1 hour. Parents will not receive a text message giving notification of these detentions; they will be communicated to parents/carers via the Student Planner, providing 24 hours' notice. The Student Planner will be stamped with 'Homework Detention Today'.

Internal Isolation

Where student behaviour is particularly disruptive or when comments in the planner accumulate, a period of Internal Isolation or exclusion will automatically follow.

Internal Isolation is an extremely serious sanction. The Internal Isolation Room has a functional and purposeful environment with a bank of work which covers every curriculum area.

- Students will be 'isolated' in the fullest sense of the word. A shorter lunch break will be taken and at no time will the isolated student be allowed to socialise with other students.
- The room will be fully supervised at all times.
- The duration of the day in the Internal Isolation Room will be from 8.30am to 3.15 pm.
- All students who are placed in Internal Isolation, must bring their equipment for that day.
- All mobile phones must be collected by a member of staff and locked away until the end of the day.
- A student who is late to Internal Isolation, (arriving after 9am), without a good reason will repeat the full day at the earliest opportunity.
- The level of commitment displayed by the student will be recorded on the Internal Isolation Record Sheets at the end of each period with the student's performance being monitored at the end of each school day.
- If a student behaves inappropriately in Internal Isolation, they will be issued with a written warning. If their behaviour does not improve, a second written warning will be issued either by a member of the Senior Leadership team or Head of Year and they will have to repeat the day. If their behaviour warrants a third warning, the student will also be given a fixed term exclusion issued by the Headteacher.

Fixed Term Exclusion

All fixed term exclusions will be sanctioned by the Head teacher.

Fixed term exclusions are an extremely serious sanction and will not be used lightly. However if a student persistently fails to respond to the school's systems, and their behaviour remains disruptive, the School will use Fixed Term Exclusions. The School may also use these for isolated serious incidents which will include:

- Aggression and violence.
- Bullying.
- Verbal abuse to staff.
- Alcohol and substance related behaviours.

The School will set a number of days for the exclusion, the number will increase as:

- The incidents become more serious.
- The student persists in displaying the same behaviours despite previous sanctions.

The school will provide work for all students who are given a fixed term exclusion, on completion this work should be returned to the school for marking. Details of re-admission arrangements will be provided in the exclusion letter, parents/carers will be expected to meet with the child's Head of Year, the Director of Student Services and either the Headteacher or Deputy Headteacher to agree strategies on how to prevent the behaviour being repeated.

Should the school need to exclude a student for a period of more than 5 days, the additional days will be spent at Bridlington School in their behaviour support unit. This is in line with DfE regulations regarding exclusions of more than 5 days.

Permanent Exclusion

Permanent Exclusion is the most serious sanction the School has, and will be rarely used. However a student may be permanently excluded for:

- An extremely serious "one off" incident such as serious violence, serious bullying or supplying drugs.
- Persistently displaying the same serious behaviours despite a series of previous support and sanctions.
- Gross defiance where the Headteacher makes the judgement that the student is clearly not in the control of the school.

Students may be withdrawn from lessons for a period of time whilst an incident is fully investigated to ensure that an exclusion does not take place "in the heat of the moment". Parents will be informed of the exclusion by a letter sent home in the post. Heads of Year will also attempt to make contact by phone where possible.

It is essential to point out, that we expect very few students to be doing anything other than enjoying working well at school, receiving their rewards and benefits that follow such an approach.

Parents/carers should support us by regularly reviewing and signing their child's planner, by encouraging positive performance and by challenging under-performance. Parents/carers should ensure that their son/daughter/ward is in correct uniform at the start of the school day. Any student who arrives in school without correct uniform will be given a negative comment and correct uniform will be issued by Student Services Period 1.

Any student who forgets their planner will be issued with a daily planner sheet by Student Services.

If parents/carers are permitting students to have facial or ear piercings, then these should be carried out at the beginning of the next summer holiday so that they can be removed during the school day.

Expectations

Clear expectations of all members of the school community are vital. These expectations will form a clear foundation for behaviour for learning.

It is essential that students know and understand the boundaries in which they should operate. Our expectations are simple and are based on the **5 Rights**; they are applicable in all areas of the school at all times.

Right Attitude

- I come to my lessons ready to learn
- I listen carefully and don't talk when another person is talking to the class
- I walk around the school quietly and sensibly
- I am polite, respectful and use appropriate language following all instructions
- I switch my mobile phone or other device off and keep it out of sight during the school day
- If something goes wrong, I think about what happened, I accept responsibility and I work to put the harm right. I do not argue
- I am resilient, I do not give up and I keep trying even when the work is difficult.
- I keep my planner on the desk throughout each lesson and have it available outside lesson if a member of staff asks for it.

Right Place

- I attend all my lessons, assemblies and tutor time
- I attend school every day
- I only eat in the areas provided (not in lessons)
- I stay within the agreed boundaries in the school grounds
- If I have to go out of my lesson I will ask the teacher to sign my planner

Right Time

- I arrive at school by 8.25 am
- I get to all my lessons, assemblies, tutor periods, exams and appointments on time

Right Uniform

- I wear the correct uniform to school
- I bring the correct clothing for timetabled lesson, including PE kit, Design & Technology aprons etc.

Right Equipment

- I bring a bag containing a pen, pencil, ruler and planner to school every day and to every lesson
- I bring my P.E kit, calculator, ingredients etc. whenever I have a specialist lesson
- I bring my exercise books and homework when these need to be handed in.

Support

It is essential that the School works with parents, governors and outside agencies to support students who are persistently failing to meet expectations. **In our experience, when parents and the school work together in partnership, we are most effective in being able to improve student behaviour.**

Heads of Year working with tutors, classroom teachers and Director of Student Services will identify students who need support. Heads of Year will then work to build a partnership with parents to support the student in improving their behaviour. If the behaviour persists then Heads of Year and Director may use behaviour reports, Individual Behaviour Plans (IBP's) and Pastoral Support Plans (PSP's), and Individual Attendance Action Plans (IAAP's) in order to monitor and support the student, involving other agencies as necessary.

These agencies may include:

- Our Support for Learning Department and Student Learning Centre
- The Educational Psychology Team
- Educational Welfare Service
- The Youth Support Service
- Child and Adolescent Mental Health Service
- Pupil Referral Unit
- School Nurse Service
- Work Related Learning Team
- Family Support Service
- Safeguarding Children Board.

The school may also choose to remove students from lessons for a fixed period, and for students in imminent danger of permanent exclusion the School may work with the parents and students to provide an Alternative Learning Package, a Managed Move to another school, or in certain circumstances a planned transfer to another school.

Reasonable adjustments

Where a student has a recognised disability that will make the implementation of parts of this policy discriminatory, reasonable adjustments may be made. For example, an Individual Behaviour Plan may be drawn up that states agreed strategies for classroom teachers to use to help support the individual's learning. Reasonable adjustments may also be made where there is no recognisable disability, but where it would be beneficial due to the circumstances at the time.

This policy does not attempt to go into detail on the various strategies employed throughout the school for rewarding positive behaviour and avoiding negative behaviour. However, more details are available in the Behaviour for Learning handbook, and there is on-going training.

Staff

Where a member of staff feels that they require support with a particular student or group of students, they should initially speak to their subject leader, who should support all members of their team in issues of classroom management. This may involve peer observations within the department to share good practice, meeting with the parents/carers of challenging students, or temporarily removing a student who is not responding. Further support may be provided through the Teaching and Learning Team. There will be opportunities for all staff to receive training and INSET on an individual basis as part of CPD.

In cases of accusations being made against members of staff, the school will adhere to the guidance given by the DFE which can be found within the Allegations Against Staff guidance document within the Human Resources area of Moodle (Staff Area / Human Resources / School Policies).

Staff will be provided with support throughout the process, which will be investigated within a reasonable timescale and without undue delay. Should staff wish it they may also be referred to the Occupational Health Team and will also be advised to contact their Trade Union for support.

Internal Behaviour Units

The school has the Headlands HUB and an Internal Isolation room.

Students may be placed in the Headlands HUB:

- As part of this will be supported by the PSP which the student has escalated their behaviour to.

Students may be placed in the Internal Isolation room:

- For the reasons stated in the Positive Discipline section.
- Whilst an incident is being investigated.
- To write a statement to support the investigation of an incident.
- To 'cool down' or to have some 'time out'.

If a student is removed from lessons for a full day then this will usually include morning break and the lunch time. Any student, who does not cooperate with the rules in the Internal Isolation Room will receive sanctions in line with the Positive Discipline guidelines detailed above.

Use of Reasonable Force

Section 93 of the Education and Inspections Act 2006 enables school staff to use such force as is reasonable in the circumstances to prevent a pupil from doing, or continuing to do, any of the following:

- Committing any offence (or, for a pupil under the age of criminal responsibility, what would be an offence for an older pupil)
- Causing personal injury to, or damage to the property of, any person (including himself)
- Prejudicing the maintenance of good order and discipline at the school or among pupils at the school, during a teaching session or otherwise.

Please note: there is no legal definition of when it is reasonable to use force; it depends upon the precise circumstances of each case, to this end:

- Force used needs to be in proportion to the consequences it is intended to prevent; the degree of force used should be the minimum needed to achieve the desired result.
- Physical intervention could not be justified to prevent trivial misbehaviour.

The school adheres to the revised guidance released by the DFE in March 2012 – in effect force is most likely to be used by teachers to physically separate pupils found fighting or to physically remove a pupil from a room if they refuse to leave when instructed to do so.

Please see the Physical Intervention Policy for more details.

Power to search pupils without consent

In addition to the general power to use reasonable force described above, the Headteacher and authorised staff can use such force as is reasonable given the circumstances to conduct a search for the following "prohibited items"

- 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.

Force cannot be used to search for items banned under the school rules not included in the above list.

Behaviour Outside of the School Premises

Since the Education and Inspections Act 2006, Headteachers also have the statutory power to regulate students' behaviour at times when they are not on the premises of the school to such extent as is reasonable. For example, we have the same expectations of behaviour for our students if they are on a school trip, are educated off site (e.g. at East Riding College), at lunchtime and on the way to or from school and whenever they are wearing their uniform in a public place. This also extends to other activities that are directly linked to the school, for example abuse to a member of staff during a weekend, and other behaviour that brings the school into disrepute (e.g. derogatory comments on a social networking site). Where this happens they will be

subject to the same sanctions outlined in this policy once the students are back on the school premises.

Police

The Police have the right to visit the school in order to have conversations with students in the course of their investigations with no legal responsibility to communicate with (or gain permission from) parents/carers. There is also no requirement to have a member of staff present unless this is a formal interview between the Police and student/s.