

# Behaviour for Learning Policy



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## 1. Aims

This policy aims to:

- Provide a **consistent approach** to behaviour management
- **Define** what we consider to be unacceptable behaviour, including bullying
- Outline **how students are expected to behave**
- Summarise the **roles and responsibilities** of different people in the school community with regards to behaviour management
- Outline our system of **rewards and sanctions**

## 2. Legislation and statutory requirements

This policy is based on advice from the Department for Education (DfE) on:

- [Behaviour and discipline in schools](#)
- [Searching, screening and confiscation at school](#)
- [The Equality Act 2010](#)
- [Use of reasonable force in schools](#)
- [Supporting students with medical conditions at school](#)

It is also based on the [special educational needs and disability \(SEND\) code of practice](#).

In addition, this policy is based on:

- Schedule 1 of the [Education \(Independent School Standards\) Regulations 2014](#); paragraph 7 outlines a school's duty to safeguard and promote the welfare of children, paragraph 9 requires the school to have a written behaviour policy and paragraph 10 requires the school to have an anti-bullying strategy
- [DfE guidance](#) explaining that academies should publish their behaviour policy and anti-bullying strategy online

## 3. Definitions

**Misbehaviour** is defined as:

- Disruption in lessons, in corridors between lessons, and at break and lunchtimes
- Non-completion of classwork or homework
- Poor attitude

- Incorrect uniform

**Serious misbehaviour** is defined as:

- Repeated breaches of the school rules
- Any form of bullying
- Sexual assault, which is any unwanted sexual behaviour that causes humiliation, pain, fear or intimidation
- Vandalism
- Theft
- Fighting
- Smoking
- Racist, sexist, homophobic or discriminatory behaviour
- Possession of any prohibited items. These are:
  - Knives or weapons
  - Alcohol
  - Illegal drugs
  - Stolen items
  - Fireworks
  - Pornographic images
  - Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the student)

## 4. Bullying

**Bullying** is defined as the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power.

Bullying is, therefore:

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against

Bullying can include:

Type of bullying	Definition
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Racial	Racial taunts, graffiti, gestures

Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

Details of our school's approach to preventing and addressing bullying are set out in our anti-bullying policy..

[Anti-bullying Policy.docx](#)

## 5. Roles and responsibilities

### 5.1 The governing board

The governing board is responsible for monitoring this behaviour policy's effectiveness and holding the director to account for its implementation.

### 5.2 The Director

The director is responsible for reviewing and approving this behaviour policy.

The director will ensure that the school environment encourages positive behaviour and that staff deal effectively with poor behaviour, and will monitor how staff implement this policy to ensure rewards and sanctions are applied consistently.

### 5.3 Staff

Staff are responsible for:

- Implementing the behaviour policy consistently
- Modelling positive behaviour
- Providing a personalised approach to the specific behavioural needs of particular students
- Recording behaviour incidents (see appendix 3 for a behaviour log)

The senior leadership team will support staff in responding to behaviour incidents.

### 5.4 Parents

Parents are expected to:

- Support their child in adhering to the student code of conduct
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher promptly

## 6. Student code of conduct

Students are expected to:

- Behave in an orderly and self-controlled way
- Show respect to members of staff and each other
- In class, make it possible for all students to learn
- Move quietly around the school
- Treat the school building and school property with respect
- Wear the correct uniform at all times
- Accept sanctions when given
- Refrain from behaving in a way that brings the school into disrepute, including when outside school
- Follow COVID 19 related rules in school

## **7. Rewards and sanctions**

### **7.1 List of rewards and sanctions**

#### **Rewards:**

Positive behaviour will be rewarded with:

- Personal praise and reward
- Celebrating success in school assemblies
- Displaying student's work – classroom, school displays
- Points daily for; attendance, correct uniform, behaviour, progress and for going above and beyond
- Letters or phone calls home to parents
- Half termly reward assembly

The school will also reward students who are striving to improve performance by rewarding:

- Student of the week
- Half termly Headteacher /Senior Leaders Awards

#### **Sanctions:**

The age needs and abilities of the young person should be considered when applying sanctions. Staff must act reasonably, fairly, consistently, and proportionately when administering a sanction. In some cases staff will need to evaluate the risks or special circumstances when administering a sanction. The school may use one or more of the following sanctions for breaches of the schools standards of expected behaviour:

- A verbal reprimand
- Sending the student out of the class
- Expecting work to be completed at break or lunchtime
- Detention at break or lunchtime, or after school
- Referring the student to a senior member of staff
- Letters or phone calls home to parents
- Agreeing a behaviour contract
- Change to the timetable
- Offsite ban

### **7.2 Off-site behaviour**

Sanctions may be applied where a student has misbehaved off-site when representing the school, such as on a school trip or on the way to or from school.

### **7.3 Malicious allegations**

Where a student makes an accusation against a member of staff and that accusation is shown to have been malicious, the director will discipline the student in accordance with this policy.

Please refer to our safeguarding policy/statement of procedures for dealing with allegations of abuse against staff for more information on responding to allegations of abuse.

The director will also consider the pastoral needs of staff accused of misconduct.

## **8. Coronavirus**

When pupils are in school, we expect them to follow all of the rules set out below to keep themselves and the rest of the school community safe.

Staff will be familiar with these rules and make sure they are followed consistently.

### **8.1 Rules**

Parents should also read the rules and ensure that their children follow the new procedures that have been put in place. Parents should contact Melanie Entwistle DSL if they think their child might not be able to comply with some or all of the rules, so we can consider alternative arrangements with them and support them to integrate back into school life.

- Arrive to school on time at the students designated start time
- Wash hands or sanitise hands on entering the building and changing lessons
- Where possible remain two meters away from other students and staff
- If a student is Sneezing or coughing, they are to use tissues and dispose in a lidded bin immediately ('catch it, bin it, kill it') and avoiding touching their mouth, nose and eyes with hands
- Tell an adult if they are experiencing symptoms of coronavirus
- If areas appear busy stop and wait before entering area
- Do Not to cough or spit at or towards any other person
- Expectations for attendance – the [latest government guidance](#) says attendance will be mandatory from September.
- If your child is unwell this is to be reported to school at the earliest opportunity.
- If your child is experiencing Coronavirus symptoms a test should be arranged, Teenage works can assist with this.
- Parents should update school with progress of test results to assist with track and trace - [contact-tracing.phe.gov.uk/](https://www.gov.uk/contact-tracing)

### **8.2 Remote learning rules**

If pupils are not in school, we expect them to follow all of the rules set out below.

Parents should also read the rules and ensure their children follow them. Parents should contact Louise Hodson Head of School if they think their child might not be able to comply with some or all of the rules, so we can consider alternative arrangements with them and support them with their learning.

- Be contactable during required times –
- Complete work to the deadline set by teachers
- Seek help if they need it, from teachers or teaching assistants
- Alert teachers if they're not able to complete work
- Use proper online conduct, such as using appropriate language in messages
- Wear appropriate clothing for virtual lessons

### **8.3 Sanctions for not following rules**

- To help encourage pupils to follow the above rules, we will:
- Remind our students of safe behaviour
- Prompt Students to sanitise and wash hands
- Praise when rules are followed
- All staff are responsible to remind, prompt and encourage students to follow the rules However, if pupils fail to follow these rules, we will:
- Give verbal warnings
- making calls home
- internal exclusions
- Exclusion
- We do recognise this a very difficult time and to change the way we function is extremely difficult

however this is imperative to minimise risk to all our pupils, staff and there wider family's, staff will assess the severity and all information around the breaking of rules to decide what action is taken.

## 9. Behaviour management

### 9.1 Classroom management

Teaching and support staff are responsible for setting the tone and context for positive behaviour within the classroom.

They will:

- Create and maintain a stimulating environment that encourages students to be engaged
- Display the student code of conduct or their own classroom rules
- Develop a positive relationship with students, which may include:
- Greeting students in the morning/at the start of lessons
- Establishing clear routines
- Communicating expectations of behaviour in ways other than verbally
- Highlighting and promoting good behaviour
- Concluding the day positively and starting the next day afresh
- Having a plan for dealing with low-level disruption
- Using positive reinforcement
- Pupils can have time out in the reflection room if they are unable to engage in lessons

### Behaviour for Learning Support (BLS)

At Teenage Works, we have a behaviour for learning team who are available through out the day. We understand that some of our students may need some time out of lessons. Staff offer pastoral intervention when required alongside crisis management with the aim of supporting the student's so that they are able to access learning and make positive behaviour choices.

All staff are expected to follow the escalation route when dealing with behaviour incidents as follows:

- Staff member to address the issue themselves and give an appropriate sanction, record on SIMS the action and whether it has been completed.
- If the issue has not been resolved, escalate to the behaviour leads. Behaviour Leads to intervene and document on SIMS the action and whether the incident has been resolved or not. Behaviour leads review SIMS throughout the day and are available it breaks and dinners to support staff with sanctions if needed.
- If the issue is left unresolved the behaviour lead are to escalate to the Senior Leadership Team.

## Behaviour for Learning Approach

At Teenage Works we staff are to use strategies/interventions that are in pupils support plans to address low level disruption and to encourage pupils to remain on task. Staff are to give choices, and time for the young person to engage. If student is unable to engage a consequence will be given at an appropriate time for the teacher.

### 9.2 Physical restraint

In some circumstances, staff may use reasonable force to restrain a student to prevent them:

- Causing disorder
- Hurting themselves or others
- Damaging property

Incidents of physical restraint must:

- **Always be used as a last resort**
- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Be recorded and reported to parents (see appendix 3 for a behaviour log)

### 9.3 Confiscation

**Any prohibited items (listed in section 3) found in students' possession will be confiscated.** These items will not be returned to students.

We will also confiscate any item which is harmful or detrimental to school discipline. These items will be returned to students after discussion with senior leaders and parents, if appropriate.

Searching and screening students is conducted in line with the DfE's [latest guidance on searching, screening and confiscation](#).

### 9.4 Student support

The school recognises its legal duty under the Equality Act 2010 to prevent students with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour may be differentiated to cater to the needs of the student.

The school will work closely with the special educational needs co-ordinator of the students on role school and will evaluate a student who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.

When acute needs are identified in a student, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis.

## 10. Student transition

To ensure behaviour is continually monitored and the right support is in place, information related to student behaviour issues may be transferred to relevant staff at the start of the term or year. Information on behaviour issues may also be shared with new settings for those students transferring to other schools.

## 11. Training

Our staff are provided with training on managing behaviour as part of their induction process.

Behaviour management will also form part of continuing professional development.

A staff training log can be found in appendix 2.

## **12. Monitoring arrangements**

This behaviour policy will be reviewed by Zena Bruder/Debbie Shaw at each review, the policy will be approved by the Louise Hodson.

## **13. Links with other policies**

This behaviour policy is linked to the following policies:

- Safeguarding policy
- Anti-bullying policy
- Peer on Peer abuse policy

## **Appendix 1: written statement of behaviour principles**

Every student understands they have the right to feel safe, valued and respected, and learn free from the disruption of others

All students, staff and visitors are free from any form of discrimination

Staff and volunteers set an excellent example to students at all times

Rewards, sanctions and reasonable force are used consistently by staff, in line with the behaviour policy

The behaviour policy is understood by students and staff

The exclusions policy explains that exclusions will only be used as a last resort, and follows the procedures of the students on role school

Students are helped to take responsibility for their actions

Families are involved in behaviour incidents to foster good relationships between the school and students' home life

The SLT's also emphasises that violence or threatening behaviour will not be tolerated in any circumstances.

This written statement of behaviour principles is reviewed and approved by Zena Bruder/Debbie Shaw every 12 months.

