

## BEHAVIOUR FOR LEARNING POLICY (Statutory)

**Person Responsible:** Assistant Headteacher Pastoral

**Date:** April 2021

**People Involved:** Full Trustee Body

**Reviewed:** Annually

**Adopted:** May 2017

**Review due:** September 2022

# WHITSTONE SCHOOL

## Behaviour for Learning Policy

### Rationale

At Whitstone School we expect everybody in the school community to engage positively with all aspects of school life. It is essential that, through a consistent approach, behaviour is of the highest standards both in and out of lessons. Four key expectations underpin all aspects of ensuring these high standards are met – we expect students to:

- Speak and behave respectfully to staff
- Speak and behave respectfully to other students
- Have respect for their own learning and the learning of others.
- Have respect for the learning environment

We believe that young people are safe, happy and successful when expectations and boundaries are clear and consistent. It is important that good behaviour is rewarded and that students take responsibility when they make mistakes and have the opportunity to reflect on the choices they made when things go wrong.

### Guidelines

The emphasis at Whitstone School is on behaviour for learning. A range of strategies may be employed to ensure we all work in a positive, successful learning community.

- During lesson time, it is the responsibility of the classroom teacher to set high expectations and to follow lesson procedures – these include asking students to stand quietly and in full uniform at the beginning and end of every lesson.
- A system of active On Call supports staff during lesson time.
- All staff are expected to encourage high standards of uniform and conduct during lesson change and at breaks and lunch-times.
- Students are regularly reminded of the importance of high standards of conduct and of the need for good manners in lessons, tutor time and assemblies.

Sanctions for students displaying unacceptable behaviour may include discussion with the student, break or after-school detentions, Restorative Justice, isolation and may involve external agencies where appropriate. However, we are sensitive to the individual needs of students and sanctions may vary depending on the circumstances. Whenever possible, any intervention strategies are planned and designed to support, rather than punish, the young person. Communication with parents is essential in all but the most minor behavioural issues.

## The Whitstone School Standards

At Whitstone School, we believe that by setting our students clear, attainable standards, we can provide them with clarity and consistency regarding how they should be conducting themselves in lessons and around the school site. These standards are important if we are to be able to challenge students to achieve their very best, differentiate effectively to support a variety of student needs and ensure that all of our students can attend a safe school.

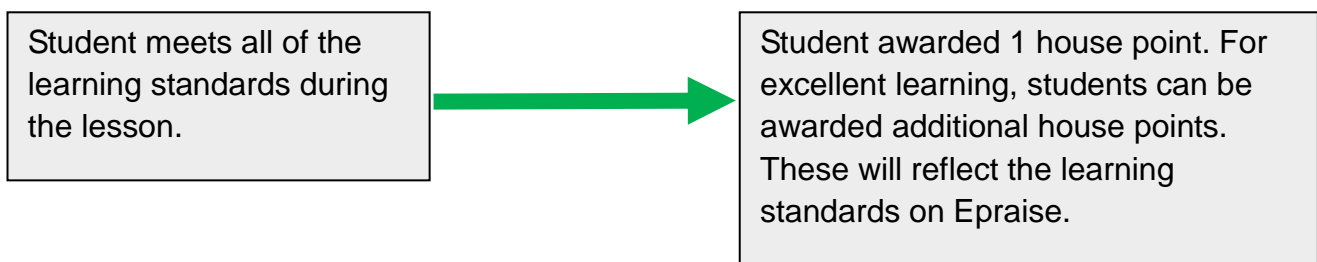
### Learning Standards

The 'Learning Standards' are detailed below, along with the procedures we have in place to celebrate and reward student success along with the sanctions and restorative approaches in place where students fail to meet the standards repeatedly. The learning standards apply to behaviour for learning in lessons and tutor time.

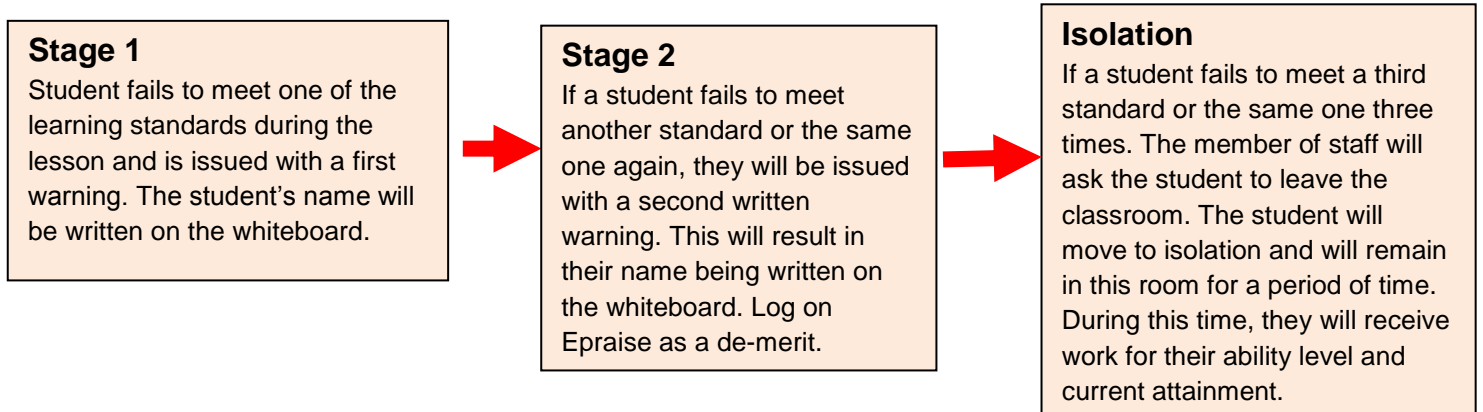
#### Learning Standards

1. I will enter the classroom in silence, will get all of the equipment required and will start work within the first minute.
2. I will actively listen to the teacher in silence when they are talking to the class.
3. I will complete all tasks to the best of my ability.
4. I will follow all instructions from any adults in the classroom without question.
5. I will speak politely to everyone and will show respect at all times.

### Celebrating Success



### Sanctions and Restorative Approaches



## Restorative Approaches

To support our students in making the good decisions, we have included in our behaviour for learning standards a commitment to educating students in how to meet the standards and in enabling them to reflect on their choices. Below are some of the de-escalation strategies we may use in lessons to support student behaviour for learning.

### De-escalation Strategies

- Clear conversation with the student regarding what they need to do next.
- Move student to another seat in the classroom.
- Allow student a minute outside the classroom to reflect on their behaviour for learning.
- Ask the student to explain the task to you to check their understanding.
- Call for another member of staff to speak with the student about their behaviour for learning.
- Place the student with a member of staff in your department area.

## Community Standards

The 'Community Standards' are the consistent expectations of our students around the school site and in the local community when representing the school. These standards are important in ensuring that all of our students and staff feel safe, are able to attend school without fear of bullying, prejudice or harassment and can contribute to the school community.

### Community Standards

1. I will walk quietly on the left in corridors.
2. I will be polite when speaking to other people.
3. I will look after my school environment.
4. I will follow instructions from any adults without question.
5. I will remain in the areas of school I am supposed to during breaktime and lunchtime.

## Behaviour Support Staff

- Mrs Yvonne Evans – Student Receptionist
- Mrs Chris Key (Part-Time) – Student Behaviour Support and DDSL
- Ms Rhiannon Bennett – Student Behaviour Support and DDSL
- Dr Ashley Robertson (Part-Time) – Student Behaviour Support

### Support offered to students includes:

- Exit Card to enable student 5-10 minutes time out of a lesson
- A safe space to go and talk to a member of support staff
- One-to-one support including ELSA and CBT support
- A Nurture room
- Time given to students by their Aspire Lead or House Leader
- Behaviour Improvement Plan

## **Education Act 2011**

### **The school behaviour policy**

What the law says:

The Headteacher must set out measures in the behaviour policy which aim to:

- promote good behaviour, self-discipline and respect;
- prevent bullying;
- ensure that pupils complete assigned work;
- regulate the conduct of pupils.

When deciding what these measures should be, the headteacher must take account of the governing body's statement of behaviour principles. The headteacher must also take account of any guidance or notification provided by the governing body, including in relation to screening and searching pupils, the power to use reasonable force, other physical contact, the power to discipline beyond the school gate and pastoral care for school staff.

The headteacher must decide the standard of behaviour expected of pupils at the school. He or she must also determine the school rules and any disciplinary penalties for breaking the rules. Teachers' powers to discipline include the power to discipline pupils even when they are not at school or in the charge of a member of staff.

The headteacher must publicise the school behaviour policy, in writing, to staff, parents and pupils at least once a year.

The standard of behaviour expected of all pupils must be included in the school's home-school agreement which parents must be asked to sign following their child's admission to a school.

### **Developing the behaviour policy**

It is vital that the behaviour policy is clear, that it is well understood by staff, parents and pupils, and that it is consistently applied. In developing the behaviour policy, the head teacher should reflect on the following ten key aspects of school practice that, when effective, contribute to improving the quality of pupil behaviour.

- 1) A consistent approach to behaviour management.
- 2) Strong school leadership.
- 3) Classroom management.
- 4) Rewards and sanctions.
- 5) Behaviour strategies and the teaching of good behaviour.
- 6) Staff development and support.
- 7) Pupil support systems.
- 8) Liaison with parents and other agencies.
- 9) Managing pupil transition.
- 10) Organisation and facilities.

The school's behaviour policy should set out the disciplinary action that will be taken against pupils who are found to have made malicious accusations against school staff.

The behaviour policy should acknowledge the school's legal duties under the Equality Act 2010, in respect of safeguarding and in respect of pupils with additional support needs (ASN).

## Discipline in schools – teachers’ powers

### Key Points

- Teachers have statutory authority to discipline pupils whose behaviour is unacceptable, who break the school rules or who fail to follow a reasonable instruction (Section 91 of the Education and Inspections Act 2006).
- The power also applies to all paid staff (unless the headteacher says otherwise) with responsibility for pupils, such as teaching assistants and lunchtime supervisors.
- Teachers can discipline pupils at any time the pupil is in school or elsewhere under the charge of a teacher, including on school visits.
- Teachers can also discipline pupils for misbehaviour outside school.
- Teachers have a specific legal power to impose detention outside school hours.
- Teachers can confiscate pupils’ property.

The Government’s expert adviser on behaviour, Charlie Taylor, has produced a checklist on the basics of classroom management. Teachers can use it to develop between five and ten essential actions to encourage good behaviour in pupils.

### **Sanctioning poor behaviour**

What the law allows:

Teachers can discipline pupils whose conduct falls below the standard which could reasonably be expected of them. This means that if a pupil misbehaves, breaks a school rule or fails to follow a reasonable instruction the teacher can impose a sanction on that pupil.

To be lawful, the sanction (including detentions) must satisfy the following three conditions:

1. The decision to sanction a pupil must be made by a paid member of school staff or a member of staff authorised by the headteacher.
2. The decision to sanction the pupil and the sanction itself must be made on the school premises or while the pupil is under the charge of the member of staff.
3. It must not breach any other legislation (for example in respect of disability, special educational needs, race and other equalities and human rights) and it must be reasonable in all the following circumstances:
  - A sanction must be proportionate. In determining whether a sanction is reasonable, section 91 of the Education and Inspections Act 2006 says the penalty must be reasonable in all the circumstances and that account must be taken of the pupil’s age, any special educational needs or disability they may have and any religious requirements affecting them.
  - The headteacher may limit the power to apply particular sanctions to certain staff and/or extend the power to discipline to adult volunteers, for example to parents who have volunteered to help on a school trip.
  - Corporal punishment is illegal in all circumstances.
  - Schools should consider whether the behaviour under review gives cause to suspect that a child is suffering, or is likely to suffer, significant harm. Where this may be the case, school staff should follow the schools’ safeguarding policy. They should also consider whether continuing disruptive behaviour might be the result of unmet educational or other needs. At this point, the school should consider whether a multiagency assessment is necessary.

## Students' conduct outside the school gates – teachers' powers

What the law allows:

Teachers have a statutory power to discipline pupils for misbehaving outside of the school premises. Teachers have a statutory power to discipline pupils for misbehaving outside of the school premises. Section 89(5) of the Education and Inspections Act 2006 gives head teachers a specific statutory power to regulate pupils' behaviour in these circumstances "to such extent as is reasonable." The school's behaviour policy should set out what the school will do in response to all non-criminal bad behaviour and bullying which occurs anywhere off the school premises and which is witnessed by a staff member or reported to the school, including the punishments that will be imposed on pupils.

Subject to the school's behaviour policy, the teacher may discipline a pupil for:

- any misbehaviour when the child is:
  - taking part in any school-organised or school-related activity;
  - travelling to or from school;
  - wearing the school uniform;
  - in some other way identifiable as a pupil at the school.
- misbehaviour at any time, whether or not the conditions above apply, that:
  - could have repercussions for the orderly running of the school;
  - poses a threat to another pupil or member of the public;
  - could adversely affect the reputation of the school.

## Detention

What the law allows:

Teachers have a legal power to put pupils (aged under 18) in detention. Schools must make clear to pupils and parents that they use detention (including detention outside of school hours) as a sanction.

The times outside normal school hours when detention can be given (the 'permitted day of detention') include:

- a. any school day where the pupil does not have permission to be absent;
- b. weekends – except the weekend preceding or following the half term break;
- c. non-teaching days – usually referred to as 'training days', 'INSET days' or 'non-contact days'.

The head teacher can decide which members of staff can put pupils in detention. For example, they can limit the power to heads of year or heads of department only or they can decide that all members of staff, including support staff, can impose detentions. Parents/carers do not need to be provided with notice of the detention or a reason for the detention under current government legislation.

### Matters schools should consider when imposing detentions

Parental consent is not required for detentions.

As with any disciplinary penalty a member of staff must act reasonably, as described above, when imposing a detention.

With lunchtime detentions, staff should allow reasonable time for the pupil to eat, drink and use the toilet.

### Detentions outside school hours

School staff should not issue a detention where they know that doing so would compromise a child's safety. When ensuring that a detention outside school hours is reasonable, staff issuing the detention should consider the following points:

- Whether the detention is likely to put the pupil at risk.
- Whether the pupil has known caring responsibilities which mean that the detention is unreasonable.
- Whether the parents ought to be informed of the detention. In many cases it will be necessary to do so, but this will depend on the circumstances. For instance, notice may not be necessary for a short after school detention where the pupil can get home safely.
- Whether suitable travel arrangements can be made by the parent for the pupil. It does not matter if making these arrangements is inconvenient for the parent.

### **Confiscation of inappropriate items**

What the law allows:

There are two sets of legal provisions which enable school staff to confiscate items from pupils:

1) The general power to discipline (as described in the bullets under the heading “Discipline in Schools – Teachers’ Powers”) enables a member of staff to confiscate, retain or dispose of a pupil’s property as a sanction and protects them from liability for damage to, or loss of, any confiscated items. The legislation does not describe what must be done with the confiscated item and the school behaviour policy may set this out.

2) 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;
- any item banned by the school rules which has been identified in the rules as an item which
- may be searched for.

The legislation sets out what must be done with prohibited items found as a result of a search.

Weapons and knives and extreme or child pornography must always be handed over to the police otherwise it is for the teacher to decide if or when to return a confiscated item.

More detailed advice on confiscation and what must be done with prohibited items found as a result of a search is provided in ‘Screening, Searching and Confiscation – advice for headteachers, staff and governing bodies’.

Searching of students should be with the following conditions in mind:

- The member of staff should be of the same sex as the person being searched.
- A second member of staff should be present to witness the search as this assists in preventing allegations of misconduct and protects the young person themselves.
- Carry out the search away from other students.
- The person conducting the search may not require the student to remove any clothing other than outer clothing.
- Anything found must be recorded and the signature of the young person should be obtained if possible.



- Parents/carers to be informed of the search – whether or not anything is found.
- The incident should be recorded whether or not anything is found.
- Care should be taken when searching – ask the person to empty their pockets and bags slowly. This will prevent staff from the possibility of being injured by putting their hands into bags and pockets that may contain sharp instruments or offensive weapons.
- A student's possessions can only be searched in the presence of the student and another member of staff, except where there is a risk that serious harm will be caused to a person if the search is not conducted immediately and where it is not reasonably practicable to summon another member of staff.
- Schools are able to search lockers and desks for any item provided the student agrees. If the student does not consent, it is possible to search a desk or locker but only for the prohibited items listed above.
- Members of staff can use reasonable force when conducting a search for prohibited items.

### **Power to use reasonable force**

The legal provisions on school discipline also provides members of staff with the power to use reasonable force to prevent pupils 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. Force cannot be used to search for items banned under the school rules.

N.B Please note that the Education Act 2006 was updated in 2011 with a number of amendments.

Many of these are not relevant to the Robert Blake Science College context, however some are.

Please enter the link below into a search engine to see all amendments and changes to the Education Act 2006. Please see in particular the changes to school requirements for setting detentions. This can be found in Part 2, Section 5.

[http://www.legislation.gov.uk/ukpga/2011/21/pdfs/ukpga\\_20110021\\_en.pdf](http://www.legislation.gov.uk/ukpga/2011/21/pdfs/ukpga_20110021_en.pdf)

### **Permanent Exclusion**

The decision to exclude a student is never taken lightly and should be taken only:

A] in response to serious breaches of the school's behaviour policy.

B] if allowing the student to remain in school would seriously harm the education or welfare of the student or others in the school. Only the Headteacher (or in the absence of the Headteacher, a Deputy Headteacher), can exclude a student. A decision to exclude a child permanently is a serious one. It will usually be the final step in a process for dealing with disciplinary offences following a wide range of other strategies. It is an acknowledgement by the school that it has exhausted all strategies reasonably expected of a mainstream school for dealing with the child. There will, however, be exceptional circumstances where, in the Headteacher's judgement, it may be appropriate to permanently exclude a child for a first or 'one-off' offence.

These might include:

A] Serious actual or threatened violence against another student or member of staff.

B] Sexual misconduct, abuse or assault.

C] Supplying/possessing an illegal drug (See the school's Drug Policy).

D] Being found in possession of any weapon or instrument which could cause harm on the school premises; this includes knives. The Head teacher will consider whether or not to inform the police where such a criminal offence has taken place. The Headteacher will also consider whether or not to inform other agencies, e.g. Youth Offending Teams, Social Workers, Local Authority.

These instances are not exhaustive, but indicate the severity of such offences and the fact that such behaviour can affect the discipline and well-being of the school and local community.