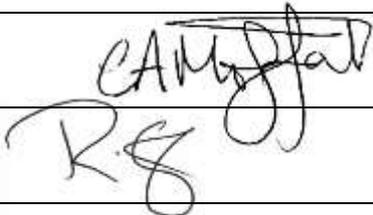




---

# Behaviour for Learning Policy

---

DOCUMENT DETAILS	
Category:	General Policy
Approved By:	Local Governance Committee
Version:	4
Status:	Approved
Issue Date:	01/07/2021
Next Review Date:	01/07/2022
Signed:	Headteacher 
	Chair of Governors 

## Contents

Statutory Guidance.....	2
Key values and principles.....	2
Students' Rights and Responsibilities .....	3
Home School Agreement.....	3
Our expectation - Positive behaviour in the classroom, around the school site and in the community .....	4
What does success look like today? .....	4
Rewards - recognising progress, effort and consistency.....	4
Relational approach.....	5
Productive consequences .....	5
Classroom support plan .....	5
Reflection room.....	6
Detentions (lunch and after school).....	6
Internal seclusion .....	7
Removal of a Student from the School (Fixed Term Exclusion).....	8
Permanent exclusion .....	9
School Uniform .....	9
Mobile Devices.....	9
Behaviour outside the school gates.....	9
The power to use reasonable force or make other physical contact .....	10

## **Statutory Guidance**

This policy refers to statutory guidance from the Department for Education. It also draws on the following legislation and guidelines:

- Education Act 2011
- Education and Inspections Act 2006
- Equality Act 2010
- Exclusion from Maintained schools, academies and pupil referral units in England (2017)
- Behaviour and Discipline in Schools (2016)
- School Standards Framework Act 1998
- Schools (Specification and Disposal of Articles / Regulations) 2012
- Searching, screening and confiscation (DfE 2018)

## **Key values and principles**

Our school is a place where everyone can feel safe, happy and valued. We value every member of the school community and insist upon a constructive partnership between staff and students in which both can expect courtesy and respect through relational practice. We truly value the power of relationships between all members of the community associated with the school, in order to create a culture of inclusiveness and high expectation. Underpinning this are our core ASPIRE values:

- A – Aspiration
- S – Success
- P – Perseverance
- I – Integrity
- R – Respect
- E – Empathy

We educate our students to embody these values and to ask themselves “What does success look like today?”. We are aware that success often looks different for each of our students and keep this at the centre of what we do in order to provide an inclusive learning environment for all. Where students are experiencing difficulties in being successful we utilise a wide range of supportive strategies and interventions to provide inclusivity and opportunities.

We are committed to achieving the highest standards and delivering a holistic education which will prepare our students for the next stage in their education, training or work place. We actively encourage and celebrate success at the school through our ASPIRE rewards system.

Through our high expectations and unrelenting approach to establishing and maintaining excellent relationships with our students and community, we provide an environment in which children can flourish and realise their full potential.

This policy provides clear information and guidance regarding our approach to behaviour for learning. The policy highlights our positive and relational approach to behaviour, but also recognises the need for discipline and the use of sanctions. This framework we work under strives to prepare our students for the rigour and demand of the real world. Staff are committed to upholding and embodying our ASPIRE values as well as providing the appropriate support for our young people.

There will be an ongoing commitment that the Local Governance Committee, students, staff and parents will support each other to achieve the highest standards and expectations and to reduce inappropriate and unacceptable behaviour through the appropriate means.

## Students' Rights and Responsibilities

I have the RIGHT to:

1. be treated with respect and fairness;
2. expect other people to treat my property with respect around the school;
3. work in pleasant, well-kept surroundings;
4. concentrate on my school work;
5. feel confident, safe and secure in school;
6. be treated as an individual by teachers who are interested in me, consistent and sympathetic to my needs.

It is my RESPONSIBILITY to see that I:

1. treat all people with respect and fairness;
2. look after school property and property belonging to others with care;
3. help to make my surroundings as pleasant and well-kept as possible;
4. behave well and concentrate on my work, helping other students to concentrate on theirs;
5. contribute positively to a safe and secure atmosphere in school;
6. co-operate with and accept the normal instructions of staff.

## Home School Agreement

The aim of the Home School Agreement is to encourage shared responsibility and a close partnership between home and school, so that each student achieves their personal best and, in so doing, contributes to the school community. The Agreement outlines the responsibilities of the school, the parent/carers and the student. It must be signed by the school, the student and their parent/carer at the point of admission to the school.

Students please sign below to agree to:

- Go to school on time, in the correct uniform, every day
- Be respectful
- Tell someone if there is a problem
- Complete all work set to the best of your ability, including homework
- Allow others to learn and follow the Behaviour for Learning system
- Treat all staff, students and the school building with respect
- Take home all information given to you for your parents
- Make sure your planner is signed every week
- Take an active part in all school life
- Use any computer system appropriately in accordance with the ICT acceptable use agreement.
- Attend all meetings arranged for you
- Take responsibility for catching up any missed work due to absence or addressing gaps in knowledge if a mid-year admission

Parents please sign below to agree to:

- Send you to school on time, every day, in correct uniform
- Inform the school if you are going to be late or absent
- Speak to us if there is any problem inside or outside school
- Support all our policies including attendance and detention policies
- Attend Parents' Evenings to discuss your progress
- Look at and sign your planner every week
- Encourage you to live a healthy lifestyle including a nutritious diet and suitable amount of sleep Support the school by helping you build up good routines
- Avoid any term time holidays
- Provide the school with correct up-to-date contact details
- Support you in using the internet and related technologies, including social media, sensibly and safely

As a school we agree to:

- Set challenging targets and regularly assess your progress
- Monitor your work and behaviour and report home any concerns
- Recognise and reward good behaviour, progress and high achievement
- Be available to discuss your progress at Parents' Evenings
- Set you challenging and appropriate classwork and homework which is regularly marked
- Inform parents about school activities through our newsletter and website
- Respond promptly to any complaints

### **Our expectation - Positive behaviour in the classroom, around the school site and in the community**

It is our expectations that students demonstrate positive behaviour in the classroom and around the school site and into the community.

All members of staff should implement the systems within this policy to ensure consistency. This approach will give all students a fair opportunity to be successful within a positive environment with no misunderstanding of what is expected of them with respect to their behaviour for learning. This applies inside and outside of the classroom. Staff should model the behaviour expected by the school in all interactions with students.

Where students fall short of our expectation we will look to support them in making better choices in order to be successful through restorative practice and the use of consequences as seen appropriate.

### **What does success look like today?**

At Paxman Academy we use the phrase "What does success look like today?". This is not only used in reference to the learning taking place but also to promote good behaviour in the classroom and around the school. Being successful means our students are ready to learn, are being respectful in their interactions and are keeping themselves and others safe.

### **Rewards - recognising progress, effort and consistency**

Staff at the school will relentlessly and consistently look for students who are being successful and modelling our high expectations and ASPIRE ethos.

We feel it is important to recognise students' achievement and effort in lessons and with homework, as well as students' participation in drama, music, sport and community events through the fair and consistent implementation of the ASPIRE rewards system. All staff should look for the positive and encourage students to recognise and embrace their individual successes. By placing emphasis on the use of rewards as a means of raising levels of achievement, appropriate behaviour will manifest across the school as well as increase students' self-esteem and create a positive learning environment.

A range of rewards are used to encourage positive behaviour and achievement. These include:

- Issuing aspire points
- Recognition of aspire point milestones (50, 100, 150, 200)
- Positive communication/postcard home
- Invitation to hot chocolate with the headteacher
- Attendance certificates for individual students
- Subject specific certificates
- Tutor specific certificates
- Celebration assemblies
- Rewards trips/afternoon for high aspire points

## **Relational approach**

The social fabric of the school is formed by expanding everyone's sense of belonging and creating a palpable sense of feeling connected where this connection precedes content. We have the belief that students have the ability to create a safe school along with us.

In order to create and maintain strong relationships with the students we teach we employ the following approaches for all learners:

- A consistent approach to classroom expectations
- Regular and persistent identification and praise towards positive choices and behaviours
- Take up time where warnings and sanctions are issued
- Opportunities for conversation with staff about their needs
- Restorative and reflective conversations
- Support and interventions put in place to meet specific needs
- Time and space for reflection when poor choices have been made
- A focus on establishing social capital with our students

## **Productive consequences**

Through our use of relational practice, we aim to encourage and motivate our students to make good choices and be successful. They also have to reflect on their actions and think about the impact that their actions and choices have. We use productive consequences to model the real-world expectation that we are accountable for our actions.

Therefore, teachers have statutory authority to discipline students whose behaviour falls below the expected standards, who break the school rules or who fail to follow a reasonable instruction or expectation them.

All consequences will be proportionate and reasonable and will take into consideration the student's age, and special educational needs, disability or current circumstance. We may, when appropriate, use any of the following consequences:

- Lunchtime detentions
- After school detention for one hour
- Behaviour reports (For example, form tutor, head of year and senior leader report)
- Inclusion Support Plan (ISP)
- Pastoral Support Plan (PSP)
- Internal seclusion
- Fixed term exclusion (off site and may include an alternative school)
- Managed move and permanent exclusion

Students have the right to fair and consistently applied sanctions for poor and inappropriate behaviour, which make a clear distinction between serious and minor infringements of the schools expectation.

Consequences given by staff take into consideration the principles set out in our Equality Policy. The existing mechanisms for dealing with racism and racial harassment within the aforementioned policy will also be incorporated here. Staff will consider each individual case carefully, particularly the antecedent conditions before imposing a sanction; this may involve consulting the SENDCO if the student has special educational needs or if they are a child who is Looked After by the Local Authority. Consideration will also be made as to whether the misbehaviour is due to the student's level of stress or is the result of the student suffering from adverse childhood experience.

## **Classroom support plan**

At Paxman Academy we follow a classroom support plan that has a consequence system for dealing with students who are making poor choices regarding their behaviour, conduct and

attitude to learning. In order to allow our students the opportunity to improve and modify their behaviour we make use of a calm support process that gives student take-up time and utilises strong relational practice.

**Classroom support plan**

Calm and easy on every step, with plenty of take-up time. Resist the urge to jump steps

**Reminder**  
Take-up time...

**C1 and a minute**  
Take-up time...

**C2 and one minute after the lesson**  
Lots of take up time (conversation outside of the classroom)...

**C3 and on-call - student to go to Reflection room**

**Teachers choice**  
Quick catch-up, restorative conversation, imposition, or appropriate consequence

**Serious breaches - Immediate C3 on-call**



### **Reflection room**

The reflection room is a space where students will go if they are unable to be successful in a particular lesson or around the school. Whilst in the reflection room they will be given time to reflect on their behaviour and be asked the question "what do you need?". We aim to support students compartmentalise the incident and move onto the next stage. Proportionate responses are used and each incident is dealt with in the most appropriate way. Persistent attendance at the reflection room or serious breaches of our behaviour policy will lead to further consequences.

### **Detentions (lunch and after school)**

In some circumstances it may be necessary to issue a detention (including detention outside of school hours) as a consequence. The times outside normal school hours when detention can be given include any school day where the student does not have permission to be absent eg INSET days. Lunch time detentions start at 1:35pm and finish at 2:00pm. This gives students time to get food and visit the toilet before the detention begins. After school detentions run on a Friday 3:00pm-4:00pm.

Parents/Carers will usually be given 24 hours' notice if their child is required to attend an after-school detention. Consent is not required for detentions and we would expect parental support when consequences are issued.

Teachers may hold compulsory 'Subject Interventions' in order to support students with their learning. Compulsory 'Subject Interventions' may be set for insufficient work, lateness to lesson, missed / incomplete homework or to give additional support with coursework / assignments etc.

Key reasons for being given a detention are (but not limited to):

- Failing to meet the expectations of the classroom teacher after warnings and a C1 issued.
- Inappropriate or disrespectful language in lessons or around the school.

- Having a mobile phone out in a lesson or allowing a mobile phone to disrupt the learning taking place in lesson.
- As a consequence of not meeting the expectations of a form tutor/HOY/SLT report.
- Deliberate damage to school property.
- Unacceptable or inappropriate use of the internet.
- Theft.
- Persistent lateness to school or lessons.
- Persistent failure to wear school uniform correctly.
- Engaging in peer on peer abuse or behaviour that is indicative of bullying.

### **Internal seclusion**

In some circumstances, we may deem it appropriate to place students in an area away from other students for a given period of time. This may be used in the event that a serious incident requires investigation and students need to remain outside of the classroom or out of circulation during lesson or break and lunch. This may also be used as a consequence for a high-level breach of our behaviour expectations.

Student wellbeing is always considered before seclusion; this includes safeguarding, student welfare and H&S considerations. Students will be allowed to have breaks to eat, drink and use the toilet.

The length of time will be decided by the Assistant Headteacher or Deputy Headteacher. Students are not kept in seclusion for more time than is necessary. Students will be supervised and supported with their work and will receive a restorative conversation in which they will reflect on their behaviour and choices. Students are expected to wear full school uniform in internal seclusion.

Students can be placed in internal seclusion as a precursor or an alternative to a fixed term exclusion. Failure to comply with the rules of seclusion may lead directly to a fixed term exclusion. In seclusion, the students are expected to do the work set in silence showing the necessary respect for staff and their environment. A student may be placed in seclusion in another school that is part of our trust as an alternative to fixed term exclusion.

Internal seclusion can be given for, but is not limited to:

- Truancy from a lesson or organised event
- Persistent failure to attend after school detention
- Verbal abuse towards a member of staff
- Physical or aggressive behaviour towards another student
- Peer on peer abuse
- Racist, prejudicial or discriminatory comments or acts
- Identified as engaging in behaviour considered to be bullying
- Smoking on school site, outside of the school gates or in uniform (including e-cigarettes)
- Persistently poor or disruptive behaviour in a short space of time
- Being removed from an exam environment for disruptive behaviour
- Bringing the school into disrepute
- Possession of banned or prohibited items or substances. Including those that could be considered a weapon.
- Theft
- Inappropriate use of a mobile device to cause offence or harm to another student.
- Indecent exposure

\* If school staff suspect that a student is in possession of any banned/prohibited/illegal items or substances, they reserve the right to search a student's person or property in accordance with the Searching, Screening & Confiscation act 2018.

Banned items include: knives or weapons; alcohol; illegal drugs; stolen items; tobacco and cigarette papers; fireworks; pornographic images and any article that the member of staff 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 pupil).

In some instances, the school may decide to seclude student externally, which would involve student serving their period of seclusion in another sigma school. This would be at the discretion of the Assistant Headteacher or Deputy Headteacher.

### **Removal of a Student from the School (Fixed Term Exclusion)**

The Headteacher will decide to exclude a student for a fixed term, in line with the legal requirements on the use of exclusion and having regard to statutory guidance. When establishing the facts in relation to an exclusion decision, the Headteacher must apply the civil standards of proof i.e.: 'on the balance of probabilities' it is more likely than not that a fact is true, rather than the criminal standard of 'beyond reasonable doubt.'

For Fixed Term Exclusions, students can also be sent to an alternative offsite provision for the period of their FTE, or part of the period of FTE, rather than be at home.

Fixed Term Exclusion can be given for, but not limited to:

- Truancy from a lesson or organised event
- Verbal abuse towards a member of staff
- Physical or aggressive behaviour towards a member of staff
- Physical or aggressive behaviour towards another student
- Peer on peer abuse
- Racist, prejudicial or discriminatory comments or acts
- Identified as engaging in behaviour considered to be persistent bullying
- Smoking on school site, outside of the school gates or in uniform (including e-cigarettes)
- Being removed from an exam environment for disruptive behaviour
- Bringing the school into disrepute
- Possession of banned or prohibited items or substances. Including those that could be considered a weapon.
- Theft
- Indecent exposure
- Persistent failure of an ISP or PSP.
- Failure to attend a period of internal seclusion
- Inappropriate conduct or behaviour during an internal seclusion

Whilst these examples may result in a Fixed Term Exclusion, they could result in a Permanent Exclusion, Managed Move, or Positive Referral, where circumstances deem it necessary.

If a student is excluded for more than 15 days in any one term it will be necessary for the student and their parents/carers to attend a meeting with representatives of the School Governors.

The school may have identified students at risk of permanent exclusion and it is likely that a package of support will have been offered and in place. The aim is to make the student aware of their behaviour and provide them with the necessary support to help them to modify their behaviour within the school environment.

A senior member of staff with regular contact with parents/carers will closely monitor their progress. Whilst this supports the principles of 'inclusion', persistent disruptive behaviour or a serious breach of discipline will be considered against the wider interests of the school community and may result in a permanent exclusion, Managed Move or Positive Referral to the North East Essex Cooperative Academy (NEECA). Clearly, such steps will only be taken as a last

resort and when all other solutions and approaches have been tried. Where a student has a long history of poor behaviour, it is hoped that this can be addressed through a positive referral.

### **Permanent exclusion**

In extremely rare circumstances it might be necessary to permanently exclude a student from the school. This can occur for

- In response to a serious breach or persistent breaches of the school's behaviour policy; and
- Where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school.

This may include a serious act or violence; theft from the school; possession of an illegal weapon; trafficking drugs, gross misconduct and deliberately damaging the good reputation of the school.

The lists above are not exhaustive and the sanction applied will take into account the severity and frequency of the incident(s). The decision will be at the discretion of the Headteacher.

### **School Uniform**

Our students should take pride in their appearance and we expect all our students to wear full uniform throughout the school day and when coming to school and leaving. Our uniform policy can be found on our school website and this outlines the expectations regarding our dress code.

We aim to support any students who may need financial support when accessing uniform. Failure to wear appropriate uniform is always monitored by the school.

Persistent failure to comply with our dress code will result in a consequence. This may also include the confiscation of prohibited items such as a hoodie.

The school holds a small stock of certain uniform items, including shoes, which will be loaned to students who are not wearing appropriate dress. Where a student is not following our dress code due to medical reasons, official medical evidence should be provided and this will be considered by the school.

### **Mobile Devices**

Students are allowed to bring mobile phones into school, but they must not be seen around the school and should be switched off and out of sight. If mobile phones and other mobile devices are seen they will be confiscated by the class teacher and handed into the pastoral office to be collected at the end of the day. We will not allow mobile devices to interfere with teaching and learning. (The only exception to this rule applies when students might be directed by the class teacher to use their phone to support learning in the classroom).

If a student refuses to hand over their mobile phone or other device then the school's disciplinary procedures will be implemented for failing to follow a reasonable request by a member of staff.

### **Behaviour outside the school gates**

The school believes passionately in the importance of developing strong links with the community; therefore, disciplining beyond the school gate covers the school's response to non-criminal bad behaviour and bullying.

Students may also receive consequences for misbehaviour when they are:

- taking part in any school-organised or school-related activity
- travelling to or from school wearing school uniform
- in some other way identifiable as a student at the school.

Additionally, they may be disciplined by the school, whether or not the conditions above apply, if the behaviour:

- could have repercussions for the orderly running of the school
- poses a threat to another student or member of the public
- could adversely affect the reputation of the school.

The lists above are not exhaustive and the sanction applied will take into account the severity and frequency of the incident(s). The ultimate decision will be at the discretion of the relevant staff.

### **The power to use reasonable force or make other physical contact**

There may be occasions when members of staff have to use 'reasonable force' in order to prevent students from hurting themselves or others, from damaging property, or from causing disorder.

Examples include to:

- Prevent a student behaving in a way that disrupts a school event or a school trip or visit;
- Prevent a student leaving the classroom or school site, where allowing the student to leave would risk their safety or lead to behaviour that disrupts the safety of others;
- Prevent a student from attacking a member of staff or another student, or to stop a fight in the playground; and
- Restrain a student at risk of harming themselves through physical outbursts.
- Search a student if they are suspected of being in possession of a banned item and a search 'without consent' is required.

In the above examples staff will make reasonable adjustments for children with a disability and children with special educational needs.

The school will inform parents about serious incidents involving the use of force based on the student's behaviour and level of risk presented at the time of the incident, degree of force used, effect on the student or member of staff, and the child's age.

The term 'reasonable force' covers the broad range of actions used by most teachers at some point in their career that involve a degree of physical contact with students.

- Force is usually used to control or restrain. This can range from guiding a student to safety by the arm through to more extreme circumstances such as breaking up a fight or where a student needs to be restrained to prevent violence or injury. 'Reasonable' in these circumstances means using no more force than is necessary.
- Control means either passive physical contact, such as standing between students or blocking a student's path.
- Restraint means to hold back physically or to bring a student under control. It is typically used in more extreme circumstances, for example when two students are fighting and refuse to separate without physical intervention.

All complaints about the use of force will be thoroughly, speedily and appropriately investigated.