

Beckfoot Thornton Behaviour for Learning Policy 2017

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Behaviour for Learning Policy and Procedures

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SECTION 1: General Principles

At Beckfoot Thornton, we are committed to providing a remarkable learning environment in which all students **'enjoy, learn and succeed'**. Good behaviour underpins success. This policy sets out our clear expectations and the systems used to reward, record and sanction behaviour. Our approach is to be clear, consistent and immediate. This policy is for all our staff, parents and students.

SECTION 2: Creating a positive learning experience in the classroom

In all classrooms, 'we' the staff at Beckfoot Thornton aim for praise to outweigh consequences. We aim to concentrate on positive aspects of behaviour. We are passionate and excited when we give praise and rewards and cool and calm in our response to behaviour that does not meet our expectations. Skilful classroom management and consistent routines reduce low level disruption. Well-planned exciting, challenging and engaging lessons will go a long way to secure good behaviour.

Beckfoot Thornton Expectations of Staff

Positive role model – meet and greet students with a smile, be enthusiastic about working with the students and about the content/context of the lesson. Control the atmosphere in the corridor and in your room. Check students' uniform, planner and equipment.

Seating plan – use your seating plan in every lesson.

'Do now' – ensure there is a 'do now' activity for students to work on as soon as they enter the classroom. Students should be able to complete this activity independently without instruction.

Register – take the register within the first 10 minutes of the lesson. Students must reply with a polite response such as, "Yes Miss" or "Yes Sir".

Share learning outcomes in lessons – so that students know what they are trying to achieve and what success will look like.

Giving praise and rewards – acknowledge and praise in a timely fashion and with care. Describe the positive behaviour and work you have seen and ensure that this is applied accurately and consistently across your class.

Each day is a fresh start – make sure that you have dealt with any incidents from previous lessons.

Orderly dismissal from every lesson – insist that students stand behind their chairs in silence at the end of each lesson. Dismiss students in an orderly fashion and in small groups. Monitor the corridor where possible.

Consistency - use the approach in this policy and only this approach with all students as they must see there is a predictable, reliable and consistent pattern.

SECTION 3: Rewards

Students will be rewarded and praised for:

- good attendance;
- good attainment;
- making good or better progress;

- extra effort in a particular topic;
- kindness and generosity to their peers;
- being helpful around the building;
- an improved attitude to learning.

Staff use the school VIVO system which is electronically based and allows for students and parents to access their account to check their points and purchase items of their choice.

Other strategies we use to celebrate success at Beckfoot Thornton are:

- Phone calls home
- Text message to parents
- Postcards home
- Certificates
- Rewards trips
- S&C Manager Prizes
- Rewards ceremonies
- Departmental prizes
- Special privileges

Rewards for 100% attendance and 0 behaviour codes will be given each half term with the students identifying set prizes or privileges which appeal to themselves.

SECTION 4: Student expectations

Students are expected to come to school every day on time, looking smart in their uniform with all their equipment (planner, pen, pencil, and ruler) and ready to learn.

Student Uniform and Presentation

The Beckfoot Thornton student uniform consists of:

- plain black leather, or leatherette shoes with no visible logos, pattern or colours - no other footwear is permitted including high heeled shoes or trainers;
- plain black trousers which have either a loose or a tailored fit – they should not be elasticated or have logos, patterns or zips on them;
- a school tie which is tied to a length that is at least 6 stripes long;
- a plain white, collared shirt with a fastening top button;
- a school blazer with school logo on;
- an optional navy blue school jumper which is never to replace the blazer.

Students should wear their uniform with pride and always have their shirts tucked in and their top buttons fastened and an appropriately fastened tie. All staff will challenge any issues to do with uniform.

If students do not have an item of the school uniform, there will be replacements available from the Student Hub at the start of the day. Any borrowed items need to be returned at the end of the day and any lost items must be reported to the Hub as soon as possible.

Students who persistently present themselves in an unfavourable manner towards staff when challenged about uniform, will receive a sanction depending on the severity of the incident.

If parents believe that there is a good medical reason for a student not to comply with the uniform code, a medical note from a GP or hospital supporting a parent note in their planner is required.

Earrings – students may wear one small set of studs in their ear lobe only. No other piercings are allowed. Please note, all jewellery should be removed during P.E. lessons and other practical subjects.

Bracelets/Necklaces/Rings –For health and safety reasons, students should not wear any of these items of jewellery.

Watches – students may wear a watch which will not disrupt learning or distract people. Smart watches e.g. the Apple watch, are not allowed in school and will be confiscated if seen or heard.

Hairstyles/Cuts – students are only allowed to have natural hair colours. Extreme haircuts such as under cuts, shaved patterns and Mohican styles are not allowed and the school reserves the right to refuse students entry into lessons where necessary.

Outdoor clothing - all forms of outdoor clothing including hoodies, hats and coats are banned in any of the school buildings including the canteen and hallways.

Make-up – is not allowed. Students will be provided with wipes and be expected to remove it. Acrylic extensions, gel and nail varnish are not to be worn.

Religious considerations – Religious headwear can be worn in either navy blue or black.

Student Planner

Students must carry their planner around with them at all times. Planners are used to record homework, sanctions, detentions, and communication between school and home.

- Form Tutors check that each student has a planner every morning during registration.
- Any students without a planner will be issued with a 3B 'No planner' code and will have a 30 minute detention the following day.
- Form Tutors will send students to the 'Student Hub' for a daily planner. It is the responsibility of the student to return it to the Form Tutor on the next school day for it to be attached to the normal planner.
- Failure to bring the daily planner back will result in further sanctions.
- If a student loses their planner, one must be purchased on ParentPay at a cost of £4 on that day.

Parents/ Carers and Form Tutors will check and sign planners every week. Students should look after their planners and not graffiti or damage them.

Mobile Phones and Headphones - students are not allowed to have a mobile phone anywhere on the school site. If one is seen or heard, it will be confiscated and students may retrieve their phones at 2:45pm on the same day. Repeat offenders will have to get a parent or carer to come in and retrieve their phone at which time, an agreement will be made between parents and school. If parents need to contact their children at any time during the day or vice versa, contact can be made via the Support & Challenge team.

School bag - the school bag should be of a size which can transport a planner, PE kit, school books and folders. The bag should be in the form of a rucksack or holdall – handbags and shoulder bags are not acceptable.

The canteen

Students should treat the school canteen like any other classroom. They must queue up in a calm, orderly fashion. It is essential that students respect the environment and staff in the canteen – they must clear up after themselves and be respectful and polite to canteen staff and fellow students. Students who are unable to adhere to these standards will be banned from using the canteen for a period of time.

Opening times

Students should not enter the main school building before 8:15am. However, the school canteen is open from 8am onwards in case students wish to purchase breakfast. All students will leave the school building at 2:30pm unless they are participating in after-school sessions with a member of staff. Usually, these activities will be finished by 4pm when all students should leave the site.

Any students who are not under the supervision of staff, and/or not attending an organised event, should not be on site and will face possible sanctions or even legal prosecution in extreme circumstances.

SECTION 5: The Role of Parents / Carers

At Beckfoot Thornton, we expect all parents to play an active role in their child's education. The use of online monitoring systems and the Student Planner are excellent ways of ensuring your child's application to their studies. Behaviour codes, detentions, notes and homework all are recorded.

Attendance to all Parents Evenings, Open Evenings, Options Evenings and other opportunities to attend school-based evenings are really important if we are to ensure your child's potential is maximised.

Ensuring your child is ready to learn each day is vital. This includes being correctly dressed and having the correct equipment.

Excellent attendance and punctuality is essential and will allow your child reach their potential.

SECTION 6: Behaviour codes

We aim to apply sanctions in this framework consistently and fairly. We will ensure that we follow through with any sanctions as soon after the situation as possible and we do not make 'empty threats'. All staff should plan their response to poor or unwanted behaviour.

Stages 1-5 are escalated and occur on a lesson by lesson basis. We expect all students to be given a fresh start at the beginning of a new lesson.

Staff Instructions

Stage 1: VERBAL WARNING

A "verbal warning" has the following purposes:

- to indicate to students what they have done or that they are doing something unacceptable;
- to form a link to the more serious Stage 2 – second warning if it is required.

Staff must describe the unwanted behaviour and use the words "verbal warning" so that the student clearly understands that they have received a verbal warning and the reasons for it.

Never give a "verbal warning" as a blanket sanction to the whole class. "Andrew you have continued to talk across the classroom" "Andrew you now have a verbal warning". Then redirect behaviour with teaching and learning reminders. Raise expectations and defuse the situation by praising those who are working well.

Keep track of “verbal warnings”, for example, by (i) writing the students’ names on a whiteboard or (ii) using a laminated seating plan and marking a dot next to a pupil’s name each time you give a “verbal warning”. No further action is required if the behaviour improves.

Stage 2: VERBAL WARNING & PLANNER

If a student persists in low-level disruption, staff must now issue a second warning and take their planner from their desk. Explain to the student that the behaviour is still unacceptable and taking their planner is the final warning before an actual sanction is issued. If the student’s behaviour improves, no further action is required and you should return the planner at the end of the lesson. “Andrew you have again continued to talk, I am now taking your planner”. When you have given the verbal comment, try speaking privately to the student. Getting down to the student’s eye level being more personal can help diffuse whole class communication, this will keep the class calm, additional signals or nonverbal refocusing is useful. If the student does not improve their behaviour, move to stage 3.

Stage 3: 10 MINUTE BREAK/LUNCHTIME DETENTION

Very occasionally, a student will persist with behaving in an unsatisfactory manner even after receiving their warnings. If this continues, you must now issue a 2B code.

- you must record the 2B in the student’s planner
- record the 2B on SIMs at the end of the lesson
- Issue the student with a 10 minute detention at Break or Lunch as soon as possible – this must be recorded in the planner.
- you may move their seating in the room if possible

“Andrew you are on the verge of leaving the lesson because you are not behaving reasonably. You now have a 10 minute detention at break/lunchtime.” Remind the student that it is their choice to break the rules and the rule they are breaking. Offer them solutions on how they can alter their behaviour:

- Set time markers for completing work, “You are here now and when I come back you should be here”, mark with the time.
- Moving seats – if this is possible.
- Offer different activities.
- Ask them to take a minute to think about their behaviour.

If a student fails to attend the organised 10-minute 2B detention, staff need to go back into SIMs and replace the original code with a 3B ‘Missed detention’. This will generate a 30-minute detention the following day.

Students who accumulate five or more 2B codes within a two-week period will be put onto a form tutor report for a fortnight and their parents will be informed.

Stage 4: FACULTY REMOVAL

If the student is still persisting after the first three stages and shows no sign of improving, they need to be issued with a 3B ‘Faculty removal’ code:

- Record the 3B code in their planner and on SIMs.
- Write that they will have a detention after school for 30 minutes the next day.

- Send the student to your faculty removal room or call the Behaviour Unit for assistance.
- Send the student with work they can complete independently.

“Andrew you have now moved to a Faculty removal because ... which means you can no longer stay in the room.” “You need to go to the faculty removal room this is ...”

A stage 4 “Faculty removal” can only be given for the fourth occurrence of negative behaviour; you must take the student through the other three stages before reaching this one unless they behave in a manner that is a risk to health and safety.

Each curriculum area will provide a faculty/subject removal timetable to ensure that each timetabled lesson has somewhere for colleagues to send removed students.

Staff who are on this removal timetable will either be:

- (i) teachers who have curriculum responsibilities or have been identified to be particularly skilled at behaviour management, or;
- (ii) teaching a group who are likely to be well-behaved and accommodating.

Although parents will be informed of the automatic detention centrally, it is the responsibility of the class teacher to discuss the nature of the unacceptable behaviour and seek parental support in resolving any further issues.

Students who continue to accumulate 3B codes may be given additional sanctions and may be eligible for behaviour counselling from the behaviour team and their Assistant Support & Challenge Manager (ASCM). These students will be placed on an ASCM report.

Stage 5: REMOVAL TO ISOLATION

If a student misbehaves in a faculty removal room, staff should call the behaviour team and they will be taken to the isolation room. A 4B code will be issued by the behaviour team.

For serious incidents in the classroom such as: walking away from a member of staff, refusing to hand over items which are not allowed in the academy and bad language, staff should call for immediate assistance from the behaviour team and the student will be removed to isolation and given a 4B code. Students will remain in isolation for that lesson and will also be isolated for the following day. The behaviour team will inform parents.

Simplified Classroom Instructions for the Behaviour System

A copy of the flowchart on the next page for classroom interventions will be available in every classroom for staff and students.

At Beckfoot Thornton, we insist staff are clear, consistent and immediate with how they challenge poor behaviour.



1 st - Low level disruption Issue verbal warning	Provide a clear warning using the student's name and making eye contact. This should be directed at only one student at a time.
2 nd - Low level disruption Take planner	Inform the student that this is their second warning and place their planner on your desk.
3 rd - Low level disruption Issue a 2B - planner & SIMS	Tell the student that they have reached a 2B. Issue a 10 minute break or lunchtime detention in their planner and record it on SIMS at the end of the lesson.
4 th - Low level disruption Faculty removal & 3B	Move student to the removal room, record a 3B in their planner and on SIMS (subject teacher) to trigger a 30 minute detention the following day. 3B MUST BE ENTERED ON SIMS BY 3PM.
5 th - Low level disruption Isolation removal & 4B	Call the Behaviour team on extension 1119, or external landline and request immediate support and removal. The Behaviour team will book the student into isolation the next day.
Any serious incidents deemed high level	All staff can escalate an issue straight to a 3B or 4B if the student's behaviour is deemed completely unacceptable. The teacher's decision is not up for debate or challenge.

Section 7: Isolation & Behaviour Contract

Isolation is:

- A functional and purposeful environment with a bank of work which covers every curriculum area.
- A sanction which means that the student will be isolated in the fullest sense of the word. Breaks and lunchtimes will be taken in the isolation room and at no time will the isolated student be allowed to socialise with other students.
- Staffed by the Behaviour Team and members of SLT.
- A room which functions from 8:20 am to 3:00pm.

Students' commitment will be recorded whilst in isolation and students who do not complete work to a satisfactory standard may be given another day. If they misbehave whilst isolated, students will be issued with a fixed term exclusion. They will be expected to complete a day in isolation on their return.

STAGE 6: ISOLATION AND A BEHAVIOUR CONTRACT

In the event of particularly poor behaviour around the school and in classrooms, a student may be placed in isolation immediately and issued a 5B code by the behaviour team. A student may be isolated in this way for example for:

- Refusing to follow instructions
- Bad language (non-directed)
- Aggressive/violent behaviour (non-directed)
- Persistent disruptive behaviour
- Defiance or displaying a poor attitude towards staff
- Truancy
- Unacceptable haircuts/styles/colour

- Facial piercings
- Use or exposure of offensive material (non-malicious)

If the poor behaviour persists, the student will be placed on a contract. This contract will be drawn up by the Behaviour Team and will agree specific targets for the student. The Assistant S & C Manager (ASCM) and parents will be invited to a meeting to discuss the terms of this contract. Students may be referred for counselling and support from the Behaviour Team, the ASCM or the SEN department (if a specific SEN need is identified). Contracts will be kept centrally and copies will be sent home. Students will remain on contract until they have completed an agreed number of days without breaking their contract.

If the terms of this contract are broken, the student will automatically be placed in isolation. If there are five such incidents whilst on the contract, the student will be given a fixed term exclusion.

Section 8: Exclusions

Stage 7: FIXED TERM EXCLUSION

Students who persistently break their behaviour contract or who are involved in a particularly serious incident may receive a fixed-term exclusion. Fixed term or permanent exclusions are issued at the discretion of the Headteacher. All decisions to exclude are serious and only taken as a last resort or where the breach of the school rules is serious. The following are examples;

- Refusal to follow the instructions of a senior member of staff;
- Failure to wear Academy uniform which has been provided (where possible) for a student who is in incorrect uniform is regarded as failure to comply with a reasonable request;
- Breaches of health and safety rules;
- Verbal abuse of staff, other adults or students;
- Possession of drugs and/or alcohol related offences;
- Failure to comply with the requirements of the behaviour system;
- Wilful damage to property;
- Misconduct targeted towards Lesbian, Gay, Bi-sexual or Transgender (LGBT) staff or students;
- Racist language or conduct;
- Bullying;
- Sexual misconduct;
- Theft;
- Making a false allegation against a member of staff;
- Behaviour which calls into question the good name of the school;
- Persistent defiance or disruption;
- Minor assaults or fighting that is not premeditated or planned;
- Other serious breaches of school rules;

On the rare occasions where these are needed, SLT will make a referral to the Headteacher who will make the final decision. SLT will consider each case individually including the students' needs before making a referral. As an alternative to exclusion the Headteacher may, in limited circumstances, make use of a partial timetable to support a student.

Parents / Carer reserve the right to appeal against a FTE. In the first instance, we advise that this is raised with the Support & Challenge team. On a rare occasion where a parent / carer is still not happy, it should then be escalated to the Headteacher.

STAGE 8: PERMANENT EXCLUSION

'A decision to exclude a pupil permanently should only be taken: in response to serious 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 pupils or others in the school'.

(DfE 'Exclusion from maintained schools, Academies and pupil referral units in England 2012)

The Headteacher will make the judgement, where it is appropriate to permanently exclude a child for a first or 'one-off' offence. These offences might include:

- serious actual or threatened physical assault against another student or a member of staff;
- sexual abuse or assault;
- supplying an illegal drug;
- Homophobic or racist bullying over time;
- possession of an illegal drug with intent to supply;
- carrying an offensive weapon;
- making a malicious serious false allegation against a member of staff;
- potentially placing students, staff and members of the public in significant danger or at risk of significant harm;
- deliberate activation of the fire alarm without good intent;
- repeated or serious misuse of the school computers by hacking or other activities that compromise the integrity of the computer network.

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 community. The Headteacher may also permanently exclude a student for:-

- persistent disruption and defiance including bullying (which would include racist or homophobic bullying); or
- an offence which is not listed but is, in the opinion of the Headteacher, so serious that it will have a detrimental effect on the discipline and well-being of the school community.

If a parent / carer wished to challenge a decision, they may raise this with the Local Schools Committee. They may also wish to contact Education Bradford who can provide people with advice on what options are available. Other sources of free and impartial advice can be found at: Department for Education's statutory guidance on exclusions
www.education.gov.uk/aboutdfe/statutory/q00210521/statutory-guidance-regs2012/guidance

Section 9: Safeguarding & Child Protection

All Beckfoot Thornton staff are safeguarding trained in line with Keeping Children Safe in Education and know that safeguarding is the responsibility of all staff.

Assistant Headteacher Mrs Haworth is our current safeguarding lead and specialist.

All staff members receive appropriate safeguarding and child protection training which is regularly updated. In addition all staff members receive safeguarding and child protection updates to provide them with relevant skills and knowledge to safeguard children effectively.

All staff are aware of the designated safeguarding lead and the safeguarding team. Staff know how to report any cause for concern and are aware of the process for making referrals to children's social care if members of the safeguarding team are not available.

All staff should know what to do if a child tells them he/she is being abused or neglected. Staff know to pass on any disclosures to the designated safeguarding lead or children's social care if not available. Staff will never promise a child that they will not tell anyone about an allegation.

Students follow a comprehensive programme of tutor activities and assemblies designed to help keep them safe and to let them know where to go for help when needed.

Students know to speak to their form tutor, heads of year or the behaviour team if they have any concerns or problems about themselves or others. Further information about support from external agencies, such as Childline, is printed in planners.

Section 10: Further Information

Complaints procedures

On rare occasions, parents / carers will disagree with the action taken against their child. If this occurs, we encourage parents to contact the school and allow us to resolve the matter amicably. However, there may be occasions where an agreement cannot be made. If this occurs, please refer to the 'Trust complaints procedure' section on the school website.

Reintegration meetings

Reintegration meetings will be held with the student and parents / carers when a student returns from an exclusion. At this meeting the student's behaviour will be discussed and the reintegration form will be completed.

Provision of Education for Students Excluded for a Period Exceeding 5 days

The school recognises the need to keep fixed term exclusions short wherever possible. It is therefore anticipated that in most cases exclusions would not exceed 5 days fixed term. Where it is necessary to exclude a student for a longer period, the school will ensure that provision is offered to the student from the 6th day onwards.

Screening, Searching and Confiscation

Please refer to the DfE guidance 'Screening, Searching and Confiscation. Advice for Headteachers, staff and governing bodies'.

In addition to the practice identified in the DfE guidance, the school also bans the following items and as a result is able to search students for them:

- Any item brought into the school with the intention of the item being sold or passed on to other students which, in the Headteacher's opinion will cause disruption to the school or be detrimental to school practice.

The Academy's general power to discipline, as set out in Section 91 of the Education and Inspections Act 2006, enables a member of staff to confiscate, retain or dispose of a student's property as a disciplinary penalty, where reasonable to do so.

Police

The school will involve the police in all matters where criminal activity has taken place or is suspected of having taken place. In addition, the school will inform the police of any intelligence which may support them in preventing or tackling criminal activity.

A student and his or her family have the right to contact the police if they feel that a criminal offence has been committed.

CCTV

The school may use CCTV for the purpose of maintaining discipline and managing behaviour and safety. A separate policy exists which covers the use of CCTV.

Use of Reasonable Force

Please refer to the DfE guidance 'Use of reasonable force. Advice for Headteachers, staff and governing bodies'.

All members of staff have a legal power to use reasonable force. This power applies to any member of staff at the school. It can also apply to people whom the Headteacher has temporarily put in charge of students such as unpaid volunteers, cover staff or parents/carers accompanying students on a school organised visit.

Safer Schools Partnership Officer

A Safer Schools Partnership (Police) Officer (SSPO) is employed to work at the school. A Safer Schools Partnership is a formal agreement between the school and police to work together in order to keep young people safe, reduce crime and fear of crime and improve behaviour in the academies and their communities.

This involves a police officer working regularly at school to ensure:

- the safety of pupils, staff and the school site and surrounding area;
- help for young people to deal with situations that may put them at risk of becoming victims of crime, bullying or intimidation, and to provide support to those who do;
- focused enforcement to demonstrate that those who do offend cannot do so without facing consequences;
- early identification, support and where necessary challenge of pupils involved in or at risk of offending;
- improved standards of pupil behaviour and attendance, and less need for exclusions;
- more positive relations between young people and the police and between young people and the wider community; and
- effective approaches to issues beyond the school site that negatively impact on pupil safety and behaviour.

Students will:

- feel safer, knowing that a police officer is on hand to help resolve conflicts and respond to harmful behaviour;
- learn more effectively as they grow more confident that they can attend school in safety;
- find out how to avoid being drawn into crime and anti-social or extremist behaviour and learn more about what the police do in the community;
- receive support if they have been victims of crime and learn new skills to avoid being victims and be safer on journeys to and from school; and
- benefit from a positive role model through contact with the SSP officer.