



Behaviour for Learning Policy

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Behaviour for Learning Policy

This policy is based on legislation and statutory requirements from the Department for Education (DfE):

- [Keeping Children Safe in Education 2024](#)
- [Behaviour and discipline in schools](#)
- [Searching, screening and confiscation at school](#)
- [The Equality Act 2010](#)
- [Use of reasonable force in schools](#)
- [Supporting pupils with medical conditions at school](#)
- [Suspensions and Permanent Exclusions Guidance 2024](#)
- [SEND Code of Practice](#)

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1. Purpose of the policy

This policy aims to:

- Create a positive culture that promotes excellent behaviour, ensuring that all pupils can learn in a calm, safe and supportive environment
- Establish a whole-school approach to maintaining high standards of behaviour that reflect the values of the school
- Outline the expectations and consequences of behaviour
- Provide a consistent approach to behaviour management that is applied equally to all pupils
- Define what we consider to be unacceptable behaviour, including bullying and discrimination.

2. Review of the policy

The policy will be reviewed by the headteacher and the Behaviour and Attitudes Committee at least annually, or more frequently, if needed, to address findings from regular monitoring and analysis of behaviour data and feedback from staff, students and parents.

3. Behaviour for Learning – Values and Principles

The application of this policy is underpinned by the school values of:

- *Respect* for self, others, school expectations, and the environment
- *Responsibility* for self and the community we serve.

The *Behaviour for Learning Principles* specify how staff should exemplify these values in interactions with students.

Staff should:

- Plan for good behaviour
- Reward positive behaviour regularly
- Separate the behaviour from the student
- Use the language of choice
- Focus on primary behaviours
- Actively build trust and support
- Model the behaviour we wish to see
- Follow up on issues that count
- Reconnect and repair relationships when broken.

4. Expectations of student behaviour

To create a positive culture where students can learn in a calm, safe and supportive environment, students should strive, and be encouraged to, meet the following expectations:

a) General expectations

- Show **respect** for fellow students, staff and other members of the community

- Take **responsibility** for your own actions
- Behave in an orderly and self-controlled way
- Arrive on time, in the correct uniform and with the right equipment
- Follow instructions at the first time of asking
- Stay focused and work to the best of your ability
- Treat resources and the school environment with care
- Accept sanctions when given

b) Classroom routines

- Make sure behaviour allows others to learn
- Enter the classroom when the teacher allows, go directly to desk, and sit down
- Put student handbook and equipment on desk
- Settle to the entry tasks quickly
- Remain seated during the lesson, unless permission is given from the teacher to move around
- Be silent and polite during the register
- Pack equipment away quietly following the teacher's routine at the end of the lesson
- Stand behind chair in silence before being dismissed by row

c) Around school expectations

- Walk on the left-hand side of the corridor
- Talk quietly when in the buildings
- Keep mobile phones switched off and in bag
- Eat and drink in the dining hall (other food should remain in school bags)
- On arrival at school, move directly to timetabled classroom
- Both inside and outside of the school building put all rubbish in bag or a bin
- Unless the weather is inclement (rain, strong wind and cold), go outside at break time and lunch time. If the weather is inclement use the designated inside area only
- When outside at break or lunch use only the designated areas for the year group(s). Do not enter the building unless to use the toilet

5. Rewards and Acknowledgement

We have high expectations of student behaviour and believe it is right to recognise and acknowledge students meeting these expectations. Staff are encouraged to verbally acknowledge and thank students for meeting these expectations both in and out of class.

Reward and acknowledgement	Reason	Involved
Praise	Meeting expectations Demonstrating school values	All staff
Positive point	Meeting expectations Demonstrating school values	Teachers, teaching assistants. Outside class, all staff
Praise phone calls home	Consistently meeting expectations; special recognition	Teachers, Student Support Team
Certificates	Achieving thresholds for positive points	Head of Personal Development
Student of the week	Exceptional personal performance in class across the week	Teachers

Attendance rewards	Achieving thresholds for attendance	Attendance Officer, tutors
Celebration assemblies	Exceptional personal performance in class across the term	Head of Year, Head of Personal Development, Assistant Head (Behaviour and Culture)
<i>Passport to Prom (Year 11)</i>	<i>Achieving thresholds for good behaviour, attendance and school community involvement</i>	Head of Year, Head of Personal Development, Assistant Head (Behaviour and Culture)
<i>Road to Residential (Year 7)</i>	<i>Achieving thresholds for good behaviour, attendance and school community involvement</i>	Head of Year, Head of Personal Development, Assistant Head (Behaviour and Culture)
End of year rewards	Exceptional personal performance across the year	Head of Year, Head of Personal Development, Assistant Head (Behaviour and Culture), Headteacher

6. Sanctions

Where a student fails to follow the expectations as outlined in this policy, then an appropriate sanction should be applied.

a) In lessons

Teachers should use their 'toolbox' of strategies before using any formal sanctions. However, should this not prove sufficient, and if a student continues to fail to comply, the teacher should give a **verbal warning**. This should be given with clarity around what behaviour expectation is not being met, and what is expected. The teacher should seek the student's acknowledgement of this and preferably, their acceptance of the change needed.

	Sanction	Behaviour	Outcome
1	Verbal warning	Failure to comply with expectations	No further action
2	First Written Warning	Repeated negative behaviour	Recorded on Class Charts
3	Second Written warning	No improvement following first WW or further negative behaviour	Recorded on Class Charts
4	Third Written Warning	No improvement following second WW or further negative behaviour	Removal from classroom After school detention Phone call home

b) Behaviours which could fast-track to a detention

- Removal from faculty removal room
- Five written warnings (or more) in one week
- Using rude or offensive language
- Three lates to lessons accumulated within a week
- Refusal to hand a mobile phone over to any member of staff
- Two or more students in a toilet cubicle

c) Behaviours which could fast-track to time in Flexible Provision 4 (isolation)

- Failure to attend after school detention
- Persistent disruption: 10 written warnings (or more) in one week
- Bullying, verbal abuse, intimidation, or harassment of a student*
- Refusal to hand a mobile phone over to duty member of staff
- Walking out of class without permission (tariff to be agreed)
- Failure to hand a mobile phone over to duty staff
- Physical aggression

**Includes racist, sexist, homophobic and other derogatory language directed at an individual*

Any incidents involving behaviours listed above deemed *more serious* can be sanctioned with a suspension and the police may be contacted.

d) Behaviours which could fast-track to at least suspension (internal or external)

- Fighting
- Theft
- Vandalism
- Internal truancy^a
- Possession of prohibited items as listed in the confiscation section of this policy
- Dangerous behaviour
- Failure to behave appropriately in Flexible Provision 4 (isolation)
- Persistent refusal to follow expectations
- Swearing at a member of staff
- Repeat offence of bullying, verbal abuse, intimidation, or harassment of a student
- Filming, photographing, or recording in school

^a *Truancy – defined as the action of a student not being in school or a lesson without a good reason. (Truancy is not used to record students leaving the lesson without permission or being late to a lesson).*

e) Police involvement

Anti-social behaviour in school leading to an internal or external suspension may result in the submission of a *Fairways Requisition* form to the East Riding of Yorkshire Council (ERYC) Antisocial Behaviour Team if deemed appropriate (see *Appendix 3*) and the subsequent involvement of the local Police Constable Special Officers (PCSOs).

f) Outside of lessons

All staff should use their 'toolbox' of strategies before using any formal sanctions. However, should this not prove sufficient, and if a student continues to fail to comply with school expectations, the member of staff should give a **verbal warning**. This should be given with clarity around what behaviour expectation is not being met, and what is expected. The member of staff should seek the student's acknowledgement of this and preferably, their acceptance of the change needed. If the negative behaviour is repeated, then a written warning should be given and recorded on Class Charts.

If a student continually fails to follow school expectation outside of lesson time or is involved in a serious incident during social times, sanctions will be applied as appropriate referring to **sections 7b-f** of this policy.

g) Prejudice and discrimination

We recognise bullying as a form of anti-social behaviour which contradicts our values as a school. Our *Anti-Bullying Policy* defines our approach to addressing bullying within the context of safeguarding. However, sanctions are applied appropriately alongside other interventions and are noted in this policy for consistency.

Suggested actions to address bullying (and escalation if it persists):

- Fast track to FP 4 or suspension for all proven instances of bullying
- Apology made to victim
- Mediation with consent from both parties
- Reflective work conducted with support and supervision outside of class
- Removal of social time
- Formal parental meeting and implementation of behaviour contract
- Formal meeting with PCSO (including parent/carer)
- Implementation of Fairways contract

h) Sanctions for mobile phone use

Students are allowed to bring a mobile phone for the purpose of the journey to and from school, but once beyond the green gates, must be switched off and in a schoolbag.

In the case of urgent messages needing to be passed to students, parents should always contact the school office to have the message passed onto the student.

- Mobile phones and other digital items as defined in the (e-Safety Policy) will be confiscated if seen by a member of staff and will be taken to the Student Reception in the HLC for collection at the end of the school day
- Refusal to hand a phone over to a member of staff results in ASD
- Failure to hand phone to duty member of staff results in fast-track to FP4
- A second confiscation additionally results in a letter home
Further confiscation will result in the school retaining the confiscated item until collected by a parent, and the signing of a mobile device contract between home and school.

i) Responsibility for contacting home following sanctions

For more serious sanctions specified staff take responsibility for contacting parents/carers.

- Faculty Leaders for removal from lessons (three written warnings)
- Heads of Year for after school detentions (ASDs) and behaviours that fast track to FP4
- Headteacher (or delegated member of SLG) with input from Student Support Team for suspensions

7. Off-site behaviour

Pupils' behaviour outside of the school, for example school trips and journeys travelling to and from school (see Appendix , away school sports fixtures, residentials or during work experience is subject to this policy. Inappropriate behaviour in these circumstances will be dealt with as if the incident had taken place in school.

For behaviour outside of school, that is not school business related, the policy will still have an effect if there is a clear link between that behaviour and maintaining good behaviour and discipline among the student body as a whole or where the behaviour may bring the school into disrepute.

If the student's behaviour is in the immediate vicinity of the school or on a journey to or from school and breaches this policy then sanctions will be issued in line with the policy. This is also included in the criteria for suspension and permanent exclusion. It should be stressed that incidents of cyber bullying or other online behaviours that clearly impact on the welfare and safety of pupils and staff do come under the remit of 'behaviour outside school'.

8. Behaviour expectations on school bus journeys

- Sit down immediately and remain in your seat during the whole journey
- Use socially acceptable language and behaviour
- Respect the property of others
- Listen to and follow the instructions of the driver
- Only travel on the bus that you are provided a pass with from the council
- Put any rubbish in the bins provided or take your rubbish with you

Students should not be using any item on the bus that would not be allowed in school. The use of mobile phones and other electronic devices are at the discretion of the bus/coach company and the driver. Vapes, cigarettes and electronic cigarettes are banned on all public transport.

If students are deemed to not have followed these expectations, the school will consider this a breach of the behaviour policy and will be applied. Sanctions include a ban from the use of transport for a fixed period, or an indefinite ban.

An invoice will be issued for the cost of any damage caused by a student.

All our school buses and coaches use CCTV to monitor student safety on the coaches.

9. Use of reasonable force in schools

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

- Causing disorder (disruption to education and good order at the school)
- Hurting themselves or others (a student causing personal injury to any person including the pupil themselves)
- Damaging property (damage to property)
- Committing an offence

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/carers

10. Searching and confiscation

Any prohibited items listed below found in a student's possession will be confiscated. These items will not be returned to students or parents/carers.

These are:

- Knives or weapons
- Alcohol
- Illegal drugs
- Stolen property
- Tobacco and cigarette papers, lighters, e-cigarettes, vaping materials
- Fireworks
- Pornographic images
- Energy drinks
- 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) will be confiscated

Depending on the nature of these items there may be a follow up with the local PCSO team.

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

Possession of some of these items is a criminal offence. A child over 10 years old maybe prosecuted.

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

11. Adjusting sanctions for pupils with SEND

When considering a behavioural sanction for a pupil with SEND, the school will consider whether the student:

- was able to fully understand the behaviour expectation at the time
- acted as they did at the time as a result of their SEND

The decision may be taken to make a reasonable adjustment to, but not to remove, a sanction.

12. Monitoring of the policy

The impact of the policy will be monitored by collecting and analysing the following data:

a) Weekly monitoring

This data will be monitored through the Senior Leadership Group (SLG), Student Support Team and Head of Year meetings:

- Minutes late to lessons
- Removal from classroom
- Detentions (issued and completion)
- Suspensions

b) Termly monitoring

This data will be monitored through the Senior Leadership Group (SLG), Governors' Behaviour and Attitudes Committee and Safeguarding meetings:

- Suspension and exclusions
- Off-site direction and managed moves
- Incidents of searching, screening and confiscation
- Use of positive handling

- Anonymous surveys for staff, students, governors and other stakeholders on their perceptions and experiences of the school behaviour culture.

The school will use the results of this analysis to make sure it is meeting its duties under the Equality Act 2010. If any trends or disparities between groups of pupils are identified by this analysis, the school will review its policies to tackle it.