



Behaviour Policy

This policy is applicable to: Wolds Learning Partnership (WLP)

Version 3

<p>Important: This document can only be considered valid when viewed on the school website. If this document has been printed or saved to another location, you must check that the version number on your copy matches that of the document online.</p>	
<p>Name of Responsible Committee/Individual:</p>	<p>Board of Trustees</p>
<p>Target Audience:</p>	<p>All Staff, Parents, Students and Pupils</p>
<p>Related Documentation</p>	<p>This Behaviour Policy should be read alongside;</p> <ul style="list-style-type: none"> • Individual schools' Behaviour Guidance • DfE Statutory guidance for Exclusion from maintained schools, academies and pupil referral units in England (Sept 2017) • Equality Act 2010



Introduction

The Department for Education states that ‘Schools must apply their behaviour policies in a consistent, rigorous and non-discriminatory way and all areas of their application must be monitored routinely to satisfy legal requirements under race, disability and gender discrimination law’. This policy, along with the associated policies and the school’s monitoring and self-evaluation process, fully takes the aforementioned requirement into account and has adopted the **‘Exclusion from maintained schools, Academies and pupil referral units in England – A guide for those with legal responsibilities in relation to exclusion’**. The aim of this policy is to be inclusive, fair and equitable whilst managing and improving behaviour.

“Good behaviour in school is important to their (students) future success. Pupils have the right to come to school and focus on their studies, free from disruption” (Department of Education White Paper 2010)

“Behaviour is crucially linked to motivation, achievement and hence to standards” (Lund 1996)

“Effective behaviour policies separate the child from the behaviour. They say ‘we want you – we do not want this behaviour” (Lund 1996)

Aims of the Policy

- To promote a positive environment in teaching areas and around school where learning can be effective and staff, pupils/students feel safe and respected.
- To minimise low level disruption so that the maximum amount of time is available for learning.
- To encourage and develop a sense of personal responsibility and accountability by pupils/students and emphasise that they make clear choices regarding their behaviour.
- To ensure that pupils/students, staff, parents & governors are fully aware of:
 - The expected behaviour of pupils/students within lessons and around school.
 - Clearly defined and graduated, rewards for good behaviour and consequences for poor behavior.
- To develop systems of recording that ensure detailed information on pupil/student behaviour (positive & negative) can be easily accessed by staff as required.
- To communicate with parents quickly where significant positive or negative intervention has taken place.

Principles

- Pupils/students are made aware that **they** make a clear **choice** when deciding how to behave and understand how this impacts on their own and other pupils/students learning.
- Rewards will be attained by the majority of pupils/students.
- The balance should be largely in the favour of celebrating and rewarding positive behaviours. It should bring about a positive ethos where the emphasis is on rewards, but where pupils/students, staff and parents/carers are clear of consequences of any behaviour that hinders learning.
- Expectations regarding behaviour will be displayed in all teaching areas. Most expectations will be common across the school. However, flexibility is important and therefore some will be specific to cater for a department’s specialist needs e.g. technology, science, PE etc.
- Confrontation is avoided by staff clearly stating a clear, pre-agreed consequence for failing to meet expectations.
- Sanctions are clear and escalated fairly and consistently by all staff where a pupil/student chooses a behaviour that is inappropriate.



Expectations

Clear expectations are vital in making sure that pupils/students know the boundaries in which they should behave. However, this list is not intended to be exhaustive, or to replace the agreed 'Code of Conduct' of each school.

Expectations in the classroom

- Arrive on time, fully equipped, in full school uniform and ready to start the lesson in silence.
- Listen carefully (without talking) when a member of staff or another pupil/student is talking to the class.
- Do as you are told by a member of staff without discussion.

Expectations around the school

- Do as you are asked by all staff.
- Arrive at lessons on time – you will need a note from a member of staff if you are late.
- Be polite, use inoffensive language and respect the feelings of others.
- Eat and drink in the areas provided. Remember no chewing gum.
- Place litter in the bins provided.
- Wear full school uniform in class, whenever you are in a building and when moving between lessons (if applicable to individual school guidance)
- This is a smoking free site.

Rewards

The WLP community is committed to recognising the achievements of pupils/students and rewarding these achievements appropriately. We believe that praise and positive reinforcement of good attitude, progress, behaviour, academic or sporting achievement or other contribution within or outside of school is an effective motivator. (Please see individual school behaviour guidance).

Sanctions

Where a pupil/student chooses not to follow an agreed expectation, sanctions should be used in a hierarchical way to support learning. (Please see individual school behaviour guidance). A pupil/student will always start a lesson with a 'clean slate'. Restoring the working relationship and placing the emphasis back onto rewarding their positive behaviour is important.

Exclusions

This can be fixed term or permanent and only the Head (or the Deputy in their absence) can exclude a pupil/student.

A decision to exclude a pupil permanently should only be taken:

- In response to a serious breach, or persistent breaches, of the school's behaviour policy
- Where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school (*para 16 DfE Guidance 2017*)

Exclusion will be considered when:

- There is an assault (or attempted assault) on a member of staff or pupil/student.
- A pupil/student is in possession of a weapon/prohibited substance.
- There is extreme rudeness/abuse towards a member of staff.
- A previously agreed contract has been broken.



- There is cumulative misbehaviour.
- There is significant or persistent defiance/disruption.
- There is repeated refusal to accept sanctions (detentions, displacement or unit referral).
- Serious and unacceptable behaviour causing distress to pupils/students (for example, cyberbullying/racism/homophobic bullying).
- Serious and unacceptable behaviour causing distress to staff.

A pupil/student dealing in prohibited substances or brandishing an offensive weapon can expect to be permanently excluded.

Pupils/students may be withdrawn from lessons whilst an incident is fully investigated and to ensure that exclusion does not take place in the 'heat of the moment'. Pupils/students will be given an opportunity to provide statement(s) and *'when establishing the facts in relation to an exclusion decision the head teacher must apply the civil standard 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'. (para 8 DfE guidance 2017)*

Parents will be informed of any exclusion by a telephone and a letter will also be sent home.

Fixed Term Exclusion & Sixth Day Provision

A pupil/student can be excluded for one or more fixed periods which, when aggregated, do not exceed a total of 45 school days in any one school year. The decision to exclude a pupil/student will be taken on a balance of probabilities and will take into account the seriousness of breaches of the school's behaviour policy, including persistent disruptive behaviour.

In the majority of situations fixed term exclusions will be between 1 to 5 days - work will be set by the school during this period. Pupils/students who are excluded for a period of 6 days or longer will be provided with alternative educational provision, which will normally be off-site.

Reintegration Interview

A reintegration interview will be arranged with the parent/carer during or following the expiry of any exclusion. The aim of the reintegration interview is to assist the reintegration of the pupil and promote the improvement of his or her behaviour. The reintegration interview will also provide an opportunity to emphasise the importance of parents working with the school to take joint responsibility for their child's behaviour.

Exclusions and The Equality Act 2010

The Equality Act 2010: Part 6, defines a disabled person as 'someone who has a physical or mental impairment which has a substantial and long term effect on his or her ability to carry out normal day to day activities'. Pupils/students to whom this definition applies will receive support and intervention as outlined below but will also benefit from the two key duties summarised as:

- A less favourable treatment duty.
- A reasonable adjustment duty.

To prevent discrimination **the WLP will not:** treat pupils/students less favourably for a reason related to their disability than to someone to whom that reason does not apply, without justification. To prevent



discrimination **the WLP will not fail** to take reasonable steps to ensure that disabled pupils/students are not placed at substantial disadvantage, in comparison with pupils who are not disabled, without justification.

Reasonable Adjustment and Justification

Each school will make 'reasonable adjustments' to the application of the behaviour policy. Reasonable adjustments are aimed at preventing discrimination and reducing the risk of exclusion. Reasonable adjustment can be taken in the form of:

- Use of individual behaviour plans (IBPs).
- Friendship circles, buddy, mentor.
- Internal exclusion.
- Inclusion in intervention programme.
- Support from Educational Behavioural Psychology Support Team (EBPST), Special Educational Needs Support Services (SENS), Child Adolescent Mental Health Service (CAMHS).

'The exclusion rates for certain groups of pupils are consistently higher than average. This includes: pupils with SEN; pupils eligible for Free School Meals; looked after children; and pupils from certain ethnic groups. The ethnic groups with the highest rates of exclusion are: Gypsy / Roma; Travellers of Irish Heritage; and Black Caribbean communities.

In addition to the approaches on early intervention set out above, Head teachers should consider what extra support might be needed to identify and address the needs of pupils from these groups in order to reduce their risk of exclusion. For example, schools might draw on the support of Traveller Education Services, or other professionals, to help build trust when engaging with families from Traveller communities'. (para. 21/22 DfE Guidance 2017)

Exclusion Appeals and Reviews

Fixed term and permanent exclusion letters include details of all appeal procedures. Where the Head has permanently excluded a student, the Governing Body will consider reinstatement of the pupil/student within 15 school days of receiving notification.

The Governing Body's duty to review the Head's exclusion decisions are summarised in Annex 1. This process is in line with statutory guidance from the DfE. Should a Governing Body decide not to reinstate a permanently excluded pupil/student, parents may appeal that decision within 15 school days. The appeal will be heard by an independent review panel. An independent review panel cannot make the Governing Body reinstate a student but may direct the Governing Body to reconsider its decision.

Staff

Where a member of staff feels that they require support with a group they should initially speak to their line manager. Leaders should support all members of their team in issues of classroom management. This may involve peer observations within the department to share good practice, meeting with the parents of demanding pupils/students and/or temporarily removing a pupil/student who is not responding. There will be an opportunity for staff to receive whole school training and in-service training (INSET) on an individual basis as part of the Continuing Professional Development (CPD).



Consistency

“The key characteristic of the successful policy is the consistency with which staff, having agreed a policy, apply it” (OFSTED)

It is vital that matters of behaviour management are approached in a positive and consistent way so that pupils/students can gain a clear idea of the boundaries, and so that they have a sense of ‘justice’ as any reward or sanction is given evenly. It also helps support the entire staff body if a collegiate approach is adopted and followed.

Annex A – A summary of the governing body’s duties to review the head teacher’s exclusion decision

