



Behaviour for Learning Policy

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V1.0		K Bushby	Policy approved by Board of Trustees. Now Operational/ Live

Royds Academy

Behaviour for Learning Policy

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Royds Academy

Behaviour for Learning Policy 05/05/2021

1. Vision

Our aim is to ensure that every child in our Academy is safe, valued, respected and successful. Schools play an important role in communicating expectations and promoting social norms in terms of behaviours, which are accepted and expected by wider society and employers.

We have the highest expectations of standards of education and behaviour by seeking to provide quality first teaching, targeted support and enrichment opportunities. By setting out clearly our expectations of all students leads to high standards in behaviour alongside the support needed to ensure that these standards of behaviour are consistently met. Where students demonstrate behaviours which have a negative effect on their own learning and that of their peers, it is imperative that professionals address this. The aim of our Behaviour for Learning policy is to ensure that negative conduct and behaviours are dealt with reasonably, proportionately and fairly with the ultimate goal of empowering young people to make positive choices about their behaviours and actions.

We wish to promote and put in practice a safe and calm environment that is conducive to learning and achievement. High standards of behaviour are essential in creating this environment.

Students are required to:

- arrive in the Academy and at lessons punctually. Students who arrive late to the Academy will be required to undertake a one hour after school detention;
- be prepared to learn. This includes bringing appropriate equipment such as: planner, pen, pencil, ruler, calculator, PE kit and any other necessary equipment, a suitable bag to carry books and any equipment needed during the Academy day;
- wear the Academy uniform correctly at all times;
- respect everyone's right to learning and not disrupt the learning of others;
- take responsibility for their own actions;
- be polite, courteous and respectful to everyone in the Academy. They are also expected to comply with reasonable requests or instructions made by staff on the first time of asking. These expectations extend to their journey to and from the Academy;
- have regard for their own safety and that of others whilst in the Academy, the community and online.

Parents/ carers are required to:

- support their children to make positive choices by signing the Academy / Home agreement;
- be patient and polite with any member of staff when contacting the school;
- provide up to date and accurate contact details, including phone numbers;
- support and co-operate with the Academy and its policies, including rules and sanctions in the Behaviour for Learning Policy;
- inform the Academy of problems and concerns and, in partnership, try to solve them;
- provide a suitable environment for the completion of homework and ensure that homework is completed;
- ensure their child achieves full attendance and punctuality;
- ensure a student is appropriately presented, dressed and equipped for the Academy in accordance with Academy policy;

- understand their own legal duty in ensuring their child attends school every day. This includes agreeing not to take holidays in term time as these will not be authorised in line with the law and Government guidance.
- attend parent/carer reviews and meetings as invited by the Academy.

2. Aims

The Academy aims to provide a safe, secure, supportive environment where students can learn, and teachers can teach. The Academy believes that students should be encouraged to adopt behaviour that supports learning and promotes good relations. Poor behaviour and low-level disruption threaten the rights of young people to an effective education and can lead to people feeling unsafe, bullied, intimidated or threatened.

This Behaviour for Learning Policy seeks to encourage young people to make positive choices and re-enforces those choices through praise and positive reinforcement. It is recognised that even when encouraged to make the right choice, some students will occasionally make choices that threaten their own learning or that of others. Many issues with behaviour in classrooms can be addressed through high quality teaching that is well prepared, engaging, challenging and meets the needs of all students.

3. Behaviour for Learning Policy

To support students to make positive choices, we use the following strategies:

- Discussion with student about their behaviour and how to make positive choices;
- Re-doing unsatisfactory work until it meets the required standard;
- Loss of social times;
- Report cards;
- After school detentions;
- Respite in a different classroom;
- Managed moves at alternative academies.
- Restorative conversations and reintegration meetings.

In addition, we operate a Reflections system in the classroom if the expectations of the lesson are not being met:

Warning – Rule Reminder; conduct conducive to learning

C1 Warning – Name on board for negative conduct

C2 Warning – Name on board for negative conduct

C3 Warning – Name on board for negative conduct

C4 Removal from lesson to an allocated Matrix classroom:

- Student to complete an after-school detention on the next available date, and recorded in the student's planner;
- Learning Manager to follow-up by contact with parent;
- Restorative conversation with student;
- Failure to attend a detention, or detention failed due to unacceptable behaviour, will result in the student being issued a C5 ½ the following day.

C5 Half Reflection Room

- Half Day in Reflection Room (Starting at 11:15am, including a one hour after school detention).

C5 Full Reflection Room

- Starting at 8:30am, including a one hour after school detention. Issued if the student fails to effectively complete a C5 Half Reflection Room.
- Issued for other breaches of the Behaviour for Learning Policy, as determined by the Academy Senior Leadership Team.

C6 Exclusion

- Failure to complete the C5 full day and after school detention or behave appropriately in the Reflection Room will result in a C6 exclusion.
- Students who receive a C6 exclusion will be booked back into the Reflections room to repeat their C5.

The purpose of spending time in the Reflection Room is for the student to reflect on why they have been placed there and to demonstrate the concentration and resilience to be able to study independently.

A Fixed Term Exclusion may be issued by the Principal for unacceptable behaviour where lesser sanctions may not be appropriate.

‘Good discipline in schools is essential to ensure that all students can benefit from the opportunities provided by education. The Government supports Head teachers in using exclusion as a sanction where it is warranted.’ (DfE ‘Exclusion from Maintained Schools, Academies and student referral units in England 2017.’)

It is expected that if a student is issued with a sanction, they complete it. An inclusion tracker and intervention plans will be put in place that identify further strategies for students who persistently fail to meet behaviour expectations so that they are supported to make the right choices.

The length of exclusions may vary from 0.5 to 45 days. In all but the most extreme cases, it is likely the length will be 0.5 – 5 days.

Where an exclusion is issued to a student, parents have the right to make representations about the exclusion in line with the legal framework relating to exclusions. This information will be detailed in all Fixed Term and Permanent Exclusion letters.

4. Mobile Phones

The use of mobile phones is not permitted anywhere on the Academy premises during the school day. Students who bring their mobile phones to school must ensure that it is turned off and out of sight. If a mobile phone is seen or used anywhere on the premises it will be confiscated. On the first occasion of confiscation, parents will be notified, and the student will be allowed to collect the phone from the school office at the end of the day.

If a mobile phone is repeatedly confiscated, at the discretion of a senior member of staff, parents/carers may be asked to collect the mobile. Royds school does not accept responsibility for mobile phones or mobile technology through either loss or theft. Students should also note that the viewing or sharing of offensive materials or verbally abusing, bullying or inciting alarm or distress towards any student or member of staff via mobile technology or other devices is liable to result in Police intervention. Refusal to hand a mobile device to a senior member of staff is defiance and could result in a fixed term exclusion.

5. Screening, Searching and Confiscation

Please refer to the DfE guidance 'Screening, Searching and Confiscation. Advice for Schools 2018.' In addition to the practice identified in the DfE guidance, Royds Academy also bans any item brought into the academy with the intention of the item being sold or passed on to other pupils which, in the Principal's opinion, will cause disruption to the academy or be detrimental to academy practice. As a result, the academy is able to search pupils for these items.

6. CCTV

Royds Academy reserves the right to use CCTV for the purpose of maintaining discipline and managing behaviour. The use of CCTV is outlined in the Data Protection Policy and related legislation.

7. Use of Reasonable Force

Please refer to the DfE guidance 'Use of reasonable force in Schools 2013'. All members of academy staff have a legal power to use reasonable force. This power applies to any member of staff at the academy. It can also apply to people whom the Principal has temporarily put in charge of pupils, such as unpaid volunteers, cover staff or parents/carers accompanying pupils on any visit organised by the academy.

8. Reintegration meetings

Parents/carers will be expected to attend a reintegration meeting following a Fixed Term Exclusion. The purpose of these meetings is to discuss the issues that led to an exclusion as well as identifying interventions needed to support the student to modify and/or change their behaviour so that they consistently meet the Academy's behaviour expectations.

9. Permanent Exclusions

A Permanent Exclusion may be issued for a one-off serious breach or persistent breaches of the Academy Behaviour for Learning Policy, where allowing the student to remain in school would seriously harm the education/welfare of (an)other student(s) or other members of the school community.

A permanent exclusion can only be issued by the Principal or acting Principal in the Principal's absence. Whilst this list is not exhaustive, the following are examples of behaviour which may result in permanent exclusion:

- serious actual or threatened physical assault against another student or a member of staff;
- sexual abuse or assault;
- supplying an illegal drug;
- possession of an illegal drug with intent to supply;
- carrying an offensive weapon (items judged by the Principal to be carried with the potential to inflict injury on another individual)*;
- 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;
- persistent disruption and defiance including bullying (which could include racist, homophobic, biphobic and transphobic bullying);
- repeated possession and/or use of an illegal drug or drug paraphernalia on school premises;
- repeated or serious misuse of the Academy computers by hacking or other activities that compromise the integrity of the computer network;
- repeated verbal abuse of staff;
- any other offence not listed but is, in the opinion of the principal, so serious that it warrants a permanent exclusion.

*The Academy has determined that any knife, irrespective of length, constitutes an offensive weapon and should not be brought into school. In addition to knives, the Academy will also deem the following to be offensive weapons: axes, BB guns, air guns, GATT guns, catapults, slings, lengths of pipe, bats, other blunt instruments. Any item judged by the Principal to be carried with the intention to inflict injury on another individual will be deemed an offensive weapon. This may include blades removed from pencil sharpeners, etc.

These examples are not exhaustive but indicate the severity of such offences and the fact that such behaviour can affect the discipline and well-being of our academy community.

The Principal reserves the right to use their discretion, in line with this policy, to help students make positive choices so that they consistently meet the Academy's behaviour expectations.

10. Reasonable Adjustments

Where appropriate, we will make reasonable adjustments for students, including those with Special Educational Needs and/or Disabilities, whose specific needs mean that they find our high expectations difficult to meet. A reasonable adjustment does not mean that expectations are lowered, it refers to additional support and intervention to ensure that they meet the high expectations that we have for all of our students.

11. Bespoke Timetables

The Principal, in limited circumstances, may make use of a bespoke timetable to support a student where necessary. This will be for a limited time and will be agreed with parents/carers. All bespoke timetables will be time-bound with regularly reviews with the Academy.

12. Discipline Beyond the Academy Gates

Academy staff have a statutory power to discipline students for misbehaving outside of the Academy premises. Students at Royds Academy may be disciplined for any misbehaviour when the student is:

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

This also includes misbehaviour at any time, whether or not the conditions above apply, that:

- could have repercussions for the orderly running of the Academy;
- poses a threat to another student or member of the public;
- could adversely affect the reputation of the Academy;
- impacts upon others and creates problems within the Academy between students, families, police and local communities.

13. Alternative Provision

Alternative Provision (AP) offers opportunities for students with more challenging behaviours to be supported to modify and/or change their behaviours and by removing the barriers that are preventing them from meeting the Academy's high expectations.

Bespoke provision will also be utilised to ensure that identified students receive the support and intervention needed to modify and/or change their behaviours without falling behind academically. This could include, but is not limited to, small group work, additional adult support, support of external agencies and programs.

Alternative Provision (external providers) - Where an assessment is made which determines that a student may require more specialist provision beyond what the Academy itself can provide; a referral will be made to appropriate non-Academy providers.

14. Complaints

Complaints regarding any issue relating to this policy should be made in accordance with our Complaints Procedure. Copies are available on the Academy's website or from the Academy reception.

15. Department for Education Statutory Guidance

This Behaviour for Learning Policy complies with all relevant DfE statutory guidance. The policy should be read in conjunction with the following documents:

- Keeping Children Safe in Education (September 2020: Updated January 2021)
- Exclusion from maintained schools, Academies and Pupil Referral Units In England (2017)
- The School Discipline (Pupil Exclusions and Reviews) (England) Regulations (2012)
- Preventing and Tackling Bullying: Advice for Headteachers, staff and governing bodies (2017)
- DfE and ACPO Drug Advice for Schools (2012)
- Use of Reasonable Force in schools (2012)
- Behaviour and Discipline in Schools: Guidance for Headteachers and staff (2016)
- Screening, Searching and Confiscation: Advice for schools (2018)
- Ensuring Good Behaviour in Schools (2012)
- School Uniform – Guidance for governing bodies, school leaders, school staff and local authorities (2013)
- Sexual Violence and Sexual Harassment between Children in Schools and Colleges (2018)

Public Sector Equality Duty and the Equality Act 2010

The Academy will always operate in accordance with the Public Sector Equality Duty and the Equality Act 2010