



**DRIFFIELD
SCHOOL
& SIXTH FORM**

Behaviour for Learning and Suspension and Exclusion Policy

Version 2.2

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Name of Responsible Committee/Individual:	Local Governing Body
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Related Documents:	

Behaviour for Learning Policy

The **aims** of the policy are:

- to promote high levels of student engagement with all aspects of their learning and to minimise incidents of low-level disruption
- to embed clear routines with high expectations for all (explicitly teach learning behaviours)
- to ensure that the efforts of all our students are regularly and consistently recognised through praise and rewards
- to allow students to take responsibility for their behaviour, both in lessons and around the schools site, so that the students, staff and visitors enjoy a purposeful, calm and welcoming environment.

For the Behaviour for Learning (BfL) policy to be successful there needs to be a consistent commitment from all staff to operate within the agreed framework. The organised and widespread use of praise and rewards will dramatically alter the working practices of all students for the better. The emphasis is on making choices and taking personal responsibility. Students accepting that there are consequences of wanted and unwanted behaviour are part of that responsibility. Students know what those consequences are – no surprises, just consistency.

Our Cornerstones

Driffield School's expectations are built upon our four 'Cornerstones' and these are the foundations for our community:

1. Care

- We are always kind, thinking about how our actions and words will affect others and ourselves
- We move carefully and calmly around the school, keeping our hands to ourselves and following our one-way systems, to make sure we all feel safe
- We intervene when something isn't right and make sure we help those who might be vulnerable
- We consider others when learning and help each other to succeed
- We don't bear grudges and accept that we can all make mistakes
- We do not believe rumours, or spread or act upon gossip; we speak well to one another

2. Respect

- We are polite and show respect for all members of the community, celebrating our differences
- We listen carefully when the teacher or another person is talking, making sure we do not disrupt the lesson
- We always do as we are told by all our staff – first time, every time
- We treat our resources and the school environment with care and respect
- We remain in our seats unless we have permission to move
- We put our hand up and wait for permission to speak in lessons

3. Perseverance

- We are ready to learn, stay focused and work to the best of our ability when working in school
- We attempt all tasks, activities and homework to the very best of our abilities, even when it seems difficult
- We keep trying, even when we get it wrong and do not write the day off after one bad lesson
- We respond well to feedback, accepting that we can always get better, learning from our failures

4. Responsibility

- We look after others in our community, ensuring that we play our role in making this a happy place
- We take full responsibility for our actions
- We arrive on time, fully equipped and ready to work for each lesson
- We make sure that we work hard in all our lessons, completing our work to the best of our ability and completing our homework on time, every time
- We wear our uniform correctly, both in our lessons and when moving around the site
- We make sure our mobile devices and headphones are switched off and in our bags at all times on school site, including at the end of the school day (please see mobile device guidance for further information)
- We always eat in the spaces provided and care for our environment by putting litter or recycling in the appropriate bins

Staff Expectations

To build and maintain a positive culture across the school, and a good climate for learning in each lesson, all staff will aim to ensure that:

- We remind you about classroom routines at the start and end of each lesson
- Our lessons are well planned, prepared and resourced
- That, where possible, we meet you as you arrive and a 'get thinking' activity is ready for you to tackle
- We all model the Driffield School & Sixth Form expectations
- We regularly reward and celebrate the behaviours we wish to encourage, and that any failure to meet our four Cornerstones is addressed consistently and fairly as set out in this policy

The use of the Student Planner

Central to the success of the Behaviour for Learning Policy is the student planner. The student planner is key to ensuring effective and swift communication between home and school and will provide immediate feedback on a student's attitude to learning in terms of both reward and sanction.

On entry to the classroom, students will place their planner open on their desk, as instructed by their teacher.

Rewards

All members of staff within the school are expected to recognise, praise and reward all students as a matter of agreed policy. This is the first key area of consistency.

Students' achievement, effort and behaviour will be recognised and celebrated in the following ways:

Praise and Encouragement

Adults will always look to give praise and encouragement where students demonstrate our Cornerstones of care, respect, perseverance and responsibility.

Stamps

Students will regularly receive stamps, which they can save up and spend in the school rewards shop. The basic rule of thumb is a penny a stamp.

The awarding of stamps will be based around the Student Planner. The awarding of stamps by staff gives immediate positive feedback to students and is also intended to be both simple and time efficient. Stamps can of course be awarded both within and outside the classroom and awarded by all staff.

The stamp will, of course, lead to recognition through our system of certificates and praise phone calls.

Praise Phone Calls Home

At key times throughout the year, senior leaders, pastoral staff and tutors will phone the parents and/or carers of the students who have the most stamps.

Super Six Award

Students will be entered into our weekly Super Six prize draw where - in any 1 week - they:

- Are in the correct uniform
- Have the correct equipment
- Have their planner at all times
- Manage 100% attendance
- Received zero written warnings
- Received 40 or more stamps

Postcards Home

Postcards are sent home for sustained hard work over a number of lessons or for a significant contribution to our community.

Certificates

There are four levels of certificates which will be awarded in assemblies or on other appropriate occasions.

- Form Tutor Certificate: 500 stamps

- Head of House or Head of Year Certificate: 1000 stamps
- Senior Leader Certificate: 1500 stamps
- Headteacher Certificate: 2000 stamps

Attendance Draws

Students who achieve 100% attendance for a particular week will be entered into a raffle draw in assembly the following week with the chance of winning a prize. There will also be attendance draws at the end of each term for all students with 100% attendance for that term.

Celebration Assemblies

Subject Leaders will come into assemblies to celebrate the efforts, improvements and achievements of students. All nominees will receive letters home.

Award Ceremonies

Award ceremonies give the school a chance to celebrate the exam results or achievements of students over the year.

End of Year Rewards Activity

Students who show a consistently good attitude to learning throughout the year will be eligible for our end of year rewards events.

Sanctions

For the BfL Policy to be successful, it is crucial that when any student makes a poor choice and demonstrates unwanted behaviour, an identified sanction or range of sanctions must follow both in and outside the classroom. The identified sanction is not open to negotiation or debate. This is another key area of consistency. Where a student has a recognised special educational need or disability that requires reasonable adjustments to be made, this will be taken into account.

The following staged warnings and consequences will be applied if a student fails to meet any of our Cornerstones. Our Cornerstones are clearly displayed around school, in classrooms and in student planners. Written warnings will be given for poor behaviour in, or outside of, lessons (Behaviour codes) or for poor punctuality, missing equipment, lack of homework, wrong uniform, or for not following our mobile device guidelines (Be Ready codes)

The codes which accompany a written warning are:

Behaviour Code

- B:** Behaviour
OLB: Out of lesson behaviour

Be Ready Code

- L:** Late
H: Homework
M: Mobile device
U: Uniform
E: Equipment

All students will start each week with a clean slate.

Behaviours codes in a lesson		Action	Outcome
Stage 1	Verbal Warning	Student asked to place planner on the teacher desk	No further action
Stage 2	First Written Warning	Member of staff writes in planner	
Stage 3	Second Written Warning (in that lesson)	Member of staff writes in planner	Lunchtime detention
Stage 4	Third Written Warning (in that lesson)	On call used and student escorted to Subject Remove (a neighbouring classroom with a different member of staff to supervise the student)	*Full day in School Remove following day

**The vast majority of students never reach stage 4. It is used to ensure that learning is not disturbed by unacceptable disruption.*

What behaviour will lead to a verbal, and then written warning (B) in lessons?

- Talking when the teacher is speaking to the class or when the teacher has asked for silence
- Shouting out during questioning
- Disturbing the learning of others
- Not following instructions

- Moving around the class or being out of seat when not asked
- Chewing gum or eating

In addition, students will receive **Be Ready** codes (L, H, M, U or E) for other infringements (no verbal warning given).

Be Ready codes, incidents that happen outside of lessons, and other sanctions

If a student chooses to behave in an inappropriate way around school, they will, as a minimum, be given a written warning in the Student Planner. For more serious behaviours the member of staff will liaise with the Pastoral Team and a more severe sanction will be applied. More serious consequences are outlined in under suspensions and exclusion.

What will lead to a written warning outside of lessons? Examples include:

- Dropping of litter (**OLB**)
- Lateness and/or time wasting on way to lessons (**L/OLB**)
- Moving inappropriately around the site (**OLB**)
- Mobile device/earphones not in bag and/or switched off (**M**), followed by confiscation until the end of the day
- Not in school uniform or wearing it correctly (**U**) (no jumper between lessons, shirt not tucked in, no tie etc.)
- Being in an out of bounds area (**OLB**)
- Failure to follow instructions (**OLB**)
- Out of lesson without a teacher pass (**OLB**)
- Chewing gum (**OLB**)

What behaviours will lead to a lunchtime detention? Examples include:

- **Two written warnings for behaviour** in one lesson
- **Two written warning for homework** in one week (note, failure to then complete this homework by the next lesson will result in afterschool detentions)
- **Five Behaviour written warnings** in one week
- **Five Be Ready written warnings** in one week
- Late on the gate or late twice or more during the same day
- Two mobile phone codes in one week
- Removing another student's tie
- Forgetting planner twice in a half term
- Vandalised planner e.g. crossing out a written warning, tearing a page out or trying to run two planners
- Deliberate unwanted physical contact
- Inappropriate behaviour in the toilet areas

What behaviours will lead to an after school (3.30pm – 4.30pm) detention? Examples include:

- **Persistent failure to complete homework** for a subject
- Truancy or 15 (or more) minutes cumulative lateness within a week (time owed could be made up over a course of lunchtimes/evenings)
- Failure to attend lunchtime detention (this is in addition to the lunchtime detention which will still be served)

What behaviours will lead to one day in School Remove? Examples include:

- Persistent disruption leading to **8 written warnings for behaviour in a week**
- Persistent disruption leading to **3 written warnings in one lesson**
- Serious behaviour in a lesson that requires the attendance of on call staff
- Forgetting student planner for a third time in a half term
- Failure to comply with a request to hand student planner to a member of staff
- Vandalism of student/school property
- Persistent truancy
- Inappropriate or offensive language in the presence of staff (e.g. swearing in a lesson)
- Smoking/vaping
- First offence of bullying/abuse of other students
- Possession of smoking or vaping materials
- Walking out of a lesson without permission

What behaviours will lead to suspension (internal or external) or permanent exclusion? Examples include:

- Deliberate unsafe behaviour which potentially causes risks to others
- Fighting, if equal blame on both sides
- Persistent bullying/abuse/intimidation of other students
- Unauthorised filming, photographing or recording in school
- Actions which put the student, or others, in danger

- Verbal abuse directed towards students or staff
- Racial, homophobic, sexual or other discriminatory abuse, harassment or aggression
- Physical abuse of/assault against staff or students
- Malicious allegations against staff
- Indecent behaviour
- Damage to property
- Possession and/or misuse of illegal drugs, alcohol and/or other substances (e.g. legal high)
- Theft
- Serious actual or threatened violence against student or staff
- Carrying an offensive weapon
- Arson
- Unacceptable behaviour which has previously been reported and for which school sanctions and other interventions have not been successful in modifying the student's behaviour (see above).
- Defiance and /or persistent refusal to accept school sanctions.

The above list is not exhaustive and there may be other situations where the Executive Principal makes the judgement that suspension is an appropriate sanction.

This could be suspension from lessons (9.30am to 4.30pm), external suspension or pending consideration of permanent exclusion. Suspension from lessons should not be viewed as a 'soft' option and easy alternative to external exclusion. Suspension from lessons ensures that students have to tackle work, do not fall behind and have to meet targets.

In addition, where a student has assaulted or persistently bullied another student, the school will also consider restorative approaches and/or class moves, including moves of year half where appropriate, alongside other sanctions.

For further information on external suspension, please refer to part B

Behaviour outside school

Students' behaviour outside school on school business, for example school trips and journeys travelling to and from school, away school sports fixtures or a Work Experience is subject to the BFL Policy. Inappropriate behaviour in these circumstances will be dealt with as if it had taken place in school

For behaviour outside of school but not on school business, 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. If a student's behaviour in the immediate vicinity of the school or on a journey to and from school is poor and meets the school criteria for suspension then the Executive Principal may decide to suspend. This is also included in the criteria for permanent exclusion. It should be stressed that incidents of cyber bullying or other online behaviours that clearly impact on the welfare and safety of students and staff do come under the remit of 'behaviour outside school'.

Support

It is essential that the school works with parents, Governors and outside agencies to support students who are persistently failing to meet our expectations. In our experience, when parents and the school work together in partnership, we are most effective in being able to improve student behaviour.

Pastoral teams will quickly identify students who need support. Pastoral teams may use Strong Start Plans, Behaviour reports, Individual Behaviour Plans (IBPs), Pastoral Support Plans (PSPs) and intervention from other agencies, such as:

- Specific interventions delivered by our in-school support team
- Education Inclusion Service (EIS)
- Youth and Family Support (YFS)
- Emotional Wellbeing Service
- Child and Adolescent mental Health Service (CAMHS)
- Social Mediation and Self Help (SMASH)
- Mind
- The Hub
- School Nurse
- Safeguarding and Partnership Hub (SaPH)
- Early Help Locality Hub (EHLA)
- Children's Social Care
- Local Policing Team
- Youth Offending Support Service (YOSS)

- For students in imminent danger of permanent exclusion the school may work with parents/carers and students to provide an off-site vocational learning placement or off-site provision to another school. In these circumstances, where a managed move is turned down or unsuccessful, the school may deem that it has tried every strategy possible and that it has no alternative but to impose a permanent exclusion.

Training

The Governing Body will ensure that appropriate training is in place to support the implementation of the school's BFL policy.

Monitoring

For the BFL policy to be successful there needs to be a consistent commitment from all staff to operate within the agreed framework. The organised and widespread use of praise and rewards will impact positively on the working practices of all students.

Members of staff who are not consistent in their use of the agreed policy should be prepared to be challenged by a senior member of staff. Senior members of staff must ensure they set the standard by operating within the framework at all times.

To ensure that the implementation of the BFL policy is subject to effective review, systematic monitoring is undertaken.

Review

The Executive Principal, in consultation with staff, will undertake systematic monitoring and conduct a regular review of the BFL policy. The purpose of this action is to ensure that the operation of the policy and associated strategies are effective, fair and consistent. The Executive Principal will keep the Governing Body informed.

The Governing Body will regularly review this policy, to ensure its continuing appropriateness and effectiveness. The review will take place in consultation with the Executive Principal, staff, students and parents. The outcome of the review will be communicated to all those involved, as appropriate.

Part B – Suspension from School

The decision to suspend any student will only be taken in exceptional circumstances and:

- In response to significant breaches of the school's Behaviour for Learning Policy
- If allowing the student to remain in the school would seriously harm the education or welfare of the student or others in the school.

The decision to suspend a student from the school can and will only be taken by the Executive Principal or, in their absence a Deputy Headteacher, or a Senior Member of staff to whom the authority to exclude has been delegated.

The decision to suspend a student is a matter of judgement for the Executive Principal, who will take into account the likely impact of the misconduct on the life of the school. This may include behaviour on the school premises, outside the school e.g. bus, journey home or during school visits and residential activities that is in breach of the standards of behaviour expected by the school.

Suspension, whether suspension from lessons or external or permanent exclusion may be used for any of the following, all of which constitute examples of unacceptable conduct, and are infringements of the School's BfL Policy:

- Deliberate unsafe behaviour which potentially causes risks to others
- Fighting, if equal blame on both sides
- Persistent bullying/abuse/intimidation of other students
- Unauthorised filming, photographing or recording in school
- Actions which put the student, or others, in danger
- Verbal abuse directed towards students or staff
- Racial, homophobic, sexual or other discriminatory abuse, harassment or aggression
- Physical abuse of/assault against staff or students
- Malicious allegations against staff
- Indecent behaviour
- Damage to property
- Possession and/or misuse of illegal drugs, alcohol and/or other substances (e.g. legal high)
- Theft
- Serious actual or threatened violence against student or staff
- Carrying an offensive weapon
- Arson
- Unacceptable behaviour which has previously been reported and for which school sanctions and other interventions have not been successful in modifying the student's behaviour (see above).
- Defiance and /or persistent refusal to accept school sanctions.

This is not an exhaustive list and there may be other situations where the Executive Principal makes the judgement that suspension is an appropriate sanction.

Before reaching a decision to either permanently exclude or suspend, the Executive Principal will:

- Consider all relevant facts and such evidence as may be available to support the allegations made
- Make every effort to ensure that the student makes or dictates a written statement to give his or her version of events
- Check whether the incident may have been provoked, for example by racial or sexual harassment
- (If necessary) consult others, being careful not to involve anyone who may have a role in any statutory review of his or her decision, for example members of the Governing Body's Discipline Committee
- Keep a written record of the actions taken, including any interview with the student. Witness statements must be dated and should be signed, wherever possible.

Student behaviour outside the school will be dealt with in the same way as behaviour inside the school where it is considered that there is a clear link between the inappropriate behaviour outside the school harming the education, welfare and discipline among the students as a whole. Inappropriate student behaviour in the immediate vicinity of the school or on the journey to and from the school may result in suspension or permanent exclusion.

Before permanently excluding a Looked After Child the Executive Principal will discuss with the appropriate LA officer the availability of suitable alternative provision elsewhere.

Permanent Exclusions

Permanent exclusions will normally be used only as a last resort when a range of other strategies have been exhausted. In exceptional circumstances, the Executive Principal might consider it appropriate to permanently exclude a child for a first or one-off offence. Such circumstances might include:

- Where there has been serious actual, attempted or threatened violence against another student or member of staff
- Sexual abuse or misconduct
- Supplying an illegal drug
- Carrying an offensive weapon
- Any severe form of bullying including racist, sexist or homophobic bullying
- Any action resulting in a serious health and safety issue.

In cases where a criminal offence has taken place, the police may be informed and where appropriate, the Youth Offending Team, Social Services or any other outside agency involved with the student. Should the Executive Principal decide to permanently exclude a student she/he will inform the Local Authorities Exclusions Officer at the earliest possible opportunity.

Drug Related Suspension or Exclusion

When dealing with an incident involving the potential use or dealing in drugs it should be stressed that if sanctions are applied the school will base its judgement not only on physical evidence but also where the balance of evidence indicates a student or students have taken illegal substances or supplied illegal substances to other members of the school community. This is not restricted to school premises but also includes outside the school e.g. bus, journey home or during school visits and residential activities that is in breach of the standards of behaviour expected by the school and/or where the health and safety of other members of the school community are compromised.

Suspension from School

The Executive Principal may suspend a student for up to 45 days in any one school year. No suspension will be given for an unspecified period of time.

Procedures following a suspension from school

The Executive Principal will inform the parent/carer of the period of the suspension from school and the reasons for it. During this process the school will ensure that the parent or carer is informed of their duties in the first five days.

Where the suspension from school is for a period of between one and five days the school will set work and arrange for it to be marked where practically possible. Where a student is given a suspension from school of six school days or longer the school will arrange suitable full-time education from and including the sixth day provided there are no health and safety risks in relation to the physical and emotional wellbeing of supervising staff. If a parent or student refuses the offer of suitable full time education, the school will not offer an alternative unless there are exceptional circumstances.

During the period of suspension from school the school will consider strategies to address the student's problems and identify any support that may be necessary to promote a successful reintegration.

The parent/carer has the right to make representations about the exclusion to the Discipline Committee of the Governing Body.

Should any parent/carer refuse to comply with the terms of a suspension from school, the school may notify the Social Services Department and the police if, in the Executive Principal's view, the student or any other person may be at risk as a result of a failure to meet the terms of the exclusion. If the issues cannot be resolved, the Education Welfare Service will be contacted and the advice of the LA Exclusions Officer will be sought.

Lunchtime Suspension

Students whose behaviour at lunchtime is disruptive may be suspended from the school premises for the duration of the lunchtime period. Any lunchtime exclusion will be treated in the same way as any other fixed-term exclusion and parents will be informed in the same way. Any student entitled to a free school meal will be offered a packed lunch.

Reintegration following a suspension from school

A reintegration meeting with parents or carers will be held during or following the expiry of all suspensions from school. The students should normally attend all or part of the meeting.

A suspension from school will not be extended because a meeting with parents/carers cannot be arranged. In the event that a meeting with parents cannot be arranged, the meeting will still be held with the student and an appropriate adult. The school will keep a record if parents or carers fail to attend and any reason given.

Other considerations

The school will implement its Suspension and Exclusion policy with due regard to the implications arising from the Special Educational Needs and Disability Act 2001, the Race Relations (Amendment) Act 2000, the Human Rights Act 1998 and any other relevant legislation. Driffield School and Sixth Form will be sensitive to the needs of children in public care when excludable incidents occur. Professional advice will always be sought and social services will be kept informed at the earliest opportunity.

Alternatives to suspension and exclusion.

Driffield School and Sixth Form is committed to using suspension and exclusion as a last resort. Alternatives will always be considered and may include:

- Restorative practice processes
- Isolation in units such as the suspension from lessons area
- A managed move to another secondary school, in line with the locally agreed protocol.
- Alternative provision.

No student will be suspended solely for:

- Minor incidents e.g. failure to do homework
- Poor academic performance
- Lateness or truancy
- Pregnancy
- Breaches of the school uniform rules except where these are persistent and/or in open defiance of the rules
- The behaviour of their parents e.g. parents refusal or inability to attend meetings to discuss the behaviour of the student.

Procedures for review and appeal of suspension from school

The Governors of Driffield School and Sixth Form will make provision for arrangements to review promptly all permanent exclusions and suspensions from school totalling over 15 days in a school term. Where suspension from school is more than 5, but not more than 15 school days in one term, the Governors will review the exclusion, within the statutory time frame, but only if the parent or carer requests such a meeting.