Behaviour for Learning

Version 2.5

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Implementation Date:	Autumn 2018
Review Date:	Summer 2029

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 relational 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.
- To provide students with the opportunity to experience phone free education.

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 follow the mobile phone pouch procedures and if we choose to bring a mobile device into school it will be secured in our pouch for the day
- 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 'One Driffield' and our Cornerstone values
- 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 reset codes
- ☑ 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

Cornerstones Awards
Students who achieve 3 stamps in each of the four Cornerstones boxes in a particular week will be entered into a weekly prize draw, with the weekly winner being recognised in Form Time and Assembly. The top 10 students each half term are invited to a celebration breakfast by the Headteacher, receiving a certificate and letter home.

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.

Consequences

For the BfL Policy to be successful, it is crucial that when any student makes a poor choice and demonstrates unwanted behaviour, an identified consequence or range of consequences must follow both in and outside the classroom. The identified consequence 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 reasonable adjustments may be made. The policy is not intended to be draconian and inappropriately rigid. Consistency and flexibility need to operate in balance. However, flexibility should not be confused with negotiation or a lack of challenge.

The following staged resets 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. Reset codes will be given for poor behaviour in, or outside of, lessons (Behaviour) or for poor punctuality, missing equipment, lack of homework, wrong uniform, or for not following our mobile device guidelines (Be Ready).

The codes which accompany a reset are:

Behaviour Code

B: Behaviour
OLB: Out of lesson behaviour

Be Ready Code

L: Late
H: Homework
MP: Pouch
U: Uniform
E: Equipment

All students will start each week with a clean slate.

Behaviours codes in a lesson		**Action**	**Outcome**
Stage 1	Verbal Reminder	Student asked to place planner on the teacher desk	No further action
Stage 2	First Reset code	Member of staff writes in planner	
Stage 3	Second Reset code (in that lesson)	Member of staff writes in planner	Lunchtime detention
Stage 4	Third Reset code (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 the Reset Room 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 reminder, and then reset code (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, MP, U or E) for other infringements (no verbal reminder 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 Reset code in the Student Planner. For more serious behaviours the member of staff will liaise with the Pastoral Team and a more serious consequence will be applied. More serious consequences are outlined in under suspensions and exclusion.

What will lead to a reset code 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)**
- Not in school uniform or wearing it correctly **(U)** (no jumper between lessons, shirt not tucked in, no tie etc.)
- Failure to bring phone pouch to school and requiring a loan pouch on first occasion in half a term **(MP)**
- Failure to bring planner to school on first occasion in half a term **(E)**
- **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 reset codes for behaviour** in one lesson
- **Two reset codes for homework** in one week
- **Five Behaviour reset codes** in one week
- **Five Be Ready reset codes** in one week
- Late on the gate or late twice or more during the same day
- Removing another student's tie
- Failure to bring mobile phone pouch to school and requiring a loan pouch twice in a half **term.**
- Failure to bring planner to school twice in a half term
- Vandalised planner e.g. crossing out a reset code, tearing a page out or trying to run two planners
- Deliberate unwanted physical contact
- Inappropriate behaviour in the toilet areas
- Deliberately leaving planner in previous lesson
- Sharing a toilet cubicle

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

- 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)
- Failure to bring mobile phone pouch to school and requiring a loan pouch for the third time in half a term
- Failure to bring planner to school for a third time in a half term

What behaviours will lead to one day in the Reset room? Examples include:

- Persistent disruption leading to **8 reset codes for behaviour in a week**
- Persistent disruption leading to **3 reset codes in one lesson**
- Serious behaviour in a lesson that requires the attendance of on call staff
- 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)
- First offence of bullying/abuse of other students
- Walking out of a lesson without permission

- Fighting, if equal blame on both sides
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What behaviours will lead to suspension (internal or external) or permanent exclusion? Examples include: •

Deliberate unsafe behaviour which potentially causes risks to others

- Defiance and /or persistent refusal to accept school sanctions.
- Fighting
- Persistent bullying/abuse/intimidation of another student
- 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
- Failure to adhere to agreed pouch procedures
- Damage to property, including mobile phone pouch
- Smoking/vaping on school site
- 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 (including replicas)
- 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).

The above list is not exhaustive and there may be other situations where the Headteacher 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 the Suspensions and Exclusions policy

Prohibited Items

All of the following are prohibited items in school:

Knives and weapons (including toy and/or replica weapons)
Alcohol
Illegal drugs
Stolen items
An article that a member of staff reasonably suspects has been or is likely to be used to commit an offence or to cause personal injury to, or damage to property of, any person
Smoking paraphernalia, including tobacco, cigarette papers, lighters
Vapes
Fireworks
Pornographic or defamatory images
Mobile devices that are not securely locked within a mobile phone pouch
Items associated with graffiti, including aerosol spray paints
Fizzy and/or Energy drinks – these will be immediately disposed of
Energy sweets (or sweets that contain abnormal amounts of sugar)
Any other item that disturbs the smooth running of the school

Searching, Screening and Confiscation

The school has the statutory power to search a pupil or their possessions where they have reasonable grounds to suspect that the pupil may have a prohibited item as listed in Section 4. In line with DfE guidance on Searching, Screening and Confiscation, the school has the power to search a pupil for any item if the pupil agrees. This includes the use of metal detector 'wand' for items unlawfully possessed by the pupil.

Searching and Screening of mobile phones

All pupils who enter the school without a mobile phone will be screened, using a 'wand', should the wand alert staff to a metal object within a pocket or bag, pupils will be asked to show the member of staff inside their pockets/bags. Random screening may be done throughout the school day to aid the compliance of the mobile phone policy.

Behaviour outside of school

Pupil 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, and the risk of it harming the education, welfare and discipline among the pupils as a whole.

Conduct outside the school premises, including online conduct, that schools might sanction pupils for include misbehaviour:

- *when taking part in any school-organised or school-related activity;*
- *when travelling to or from school;*
- *when wearing school uniform;*
- *when in some other way identifiable as a pupil at the school;*
- *that could have repercussions for the orderly running of the school;*
- *that poses a threat to another pupil;*
- *or that could adversely affect the reputation of the school.*

[Behaviour in schools: Advice for headteachers and school staff, September 2022]

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
- TEAL Be Well mental health services
- Education Inclusion Service (EIS)
- Youth and Family Support (YFS)
- Emotional Wellbeing Service
- Child and Adolescent mental Health Service (CAMHS)
- 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 Headteacher, 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 Headteacher 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 Headteacher, staff, students and parents. The outcome of the review will be communicated to all those involved, as appropriate.