



# Rainford High School

## Behaviour for Learning Policy

**Policy Owner:** Vice Principal (Student Support)

Scope of Policy: This policy applies to all students at Rainford High.

### **Key Requirements/ Legal Duties**

This policy responds to the requirements of the DFE Behaviour and Discipline in Schools Advice to Headteachers and School Staff 2016, the Education Act 2011, the Education and Inspections Act 2006 and Independent Schools Standards Regulations 2010. This includes the requirement that all schools, academies and free schools must have a behaviour policy which must be available to all parents and prospective parents.

The School acknowledges its legal duties under the Equality Act 2010 and in respect of students with SEN.

### **The Trust's statement of behaviour principles**

At Rainford High we aim to provide a broad, challenging and inclusive education for life, in a secure and happy environment where all members of the community feel valued and respected and where effective teaching and learning is able to take place. To achieve the above, good behaviour in all aspects of School life is necessary.

### **Introduction**

Rainford High endeavours to provide a safe learning environment in which students can feel and be safe, enjoy and achieve. The School recognises the inter-relationship between providing high quality teaching and learning opportunities and a stimulating learning environment on promoting positive learning behaviours and good order. The school's behaviour management strategy emphasises positive strategies and a range of interventions in order that the school environment is one of cooperation, respect and shared responsibility. Behaviour is never somebody else's responsibility, it is all of ours.

To achieve these outcome teachers and other School staff will be supported so that they are skilled at managing and improving student's behaviour. The Principal and Senior leadership team will help to create a culture of respect by reinforcing and making explicit the desired standards of behaviour and by supporting their staff's authority to discipline anti-social and disruptive behaviours, and the students who exhibit such behaviours, and ensuring that this happens consistently across the School.

**This policy should be read in conjunction with the School's Anti-Bullying Policy and Exclusion Policy.**

**To achieve our aims staff at Rainford High will:**

- Place the emphasis on learning and teaching
- Recognise, praise and reward appropriate behaviour
- Ensure early intervention
- Ensure students follow the School expectations during lessons, on corridors and in free time.
- Take responsibility for behaviour initially – seeking support/advice when required
- Ensure sanctions are in proportion to the nature of the incident and the circumstances/ needs of the student
- Work in partnership with parents and carers
- Provide a safe, welcoming environment

**Positive reinforcement and rewards.**

The School recognises the power of making explicit the desired standards of behaviour for learning and of positively reinforcing high standards of learning and co-operative behaviours. This has both the impact of teaching and reinforcing expected behaviours and has a motivational role in helping students to realise that good behaviour is valued. Recognising and rewarding positive attitudes and learning behaviours are central to the promotion of good behaviour and good order.

This policy supports the development of the school ethos of Everyone Matters, Everyone Helps and Everyone Succeeds.

The following should underpin all of our interactions with students and each other:

- Respect each other.
- Listen to each other.
- Treat everyone as an individual.
- De-escalate incidents and seek to reconcile.

These follow Rainford High ethos:

**EVERYONE MATTERS**

- We expect our community to be polite and respectful

**EVERYONE HELPS**

- We expect our community to make sensible choices

**EVERYONE SUCCEEDS**

- We expect our community to work hard

Our success is tested not by the absence of challenges but in the way we address them. The School uses a range of rewards and positive reinforcement strategies. Examples of these include:

- Praise
- Written comment on work/in book/in planner
- Stickers
- League of Effort points
- Certificates

- Weekly award
- Mention in Assemblies
- Motivational rewards/prizes
- Special awards at Achievement Assemblies
- Criteria for Reward Trip
- Phone calls / letters / e-postcards home

By these means the School seeks to motivate students, create a positive learning environment, raise student self-esteem, and provide systems which can be used by all staff to contribute to raised levels of achievement

### **Uniform, behaviour around the building and out of lessons**

Students are expected to behave in a manner which respects themselves and others. This applies to use of language, to the way in which they act and behave and to the manner in which they respond, all of which should demonstrate courtesy and consideration. This includes towards fellow students and staff.

Positive behaviours include setting high standards by wearing correct uniform and moving in a manner which is orderly and respects the health and safety of others. Expectations on uniform and orderly conduct are reinforced in assemblies and by focused drives. The School reserves the right to correct inappropriate or incorrect items of uniform by making contact with parents or by sending older secondary students home with notice to change.

### **Behaviour in lessons**

All students are expected to display behaviours which show a respect for their own learning and the learning of others. This includes arriving for lessons on time and equipped for learning. In class they are required to demonstrate positive learning attitudes and to allow others to learn free from disruption. In line with the School's belief in positive reinforcement, students who display positive learning behaviours should receive praise and recognition. Adverse behaviours, and students displaying adverse behaviours, will be corrected in line with the School's range of disciplinary sanctions. Additional to the types of behaviours which place a student at risk of exclusion, poor learning behaviours include a lack of effort, a lack of work, failing to complete homework, off task behaviours which interrupt the learning of others and demonstrating challenge or a lack of co-operation.

### **Disciplinary sanctions**

Dependent on student age, the nature of the offence and the severity of the behaviour, the School will use a range of strategies to correct student behaviour. The range of sanctions will include:

- Telling off and correction
- Restorative justice
- Short length detention
- Longer length detention
- Making good the missed work
- Loss of break times
- Removal from the lesson to work under supervision elsewhere
- Use of off-site intervention provision
- Being placed on report

- Setting improvement targets
- Behavioural contract
- Internal Exclusion
- In line with the School's Exclusion Policy, use of external exclusion
- Placement in the behaviour hub

This list is not intended to be exhaustive but serves as illustration of sanctions used.

### **Detentions**

Detentions operate on a 'next day' after school detention system. If a student receives an after school detention, they will be required to stay until 4pm on the next school day.

Parents/Carers will receive a text message that evening informing them of the detention.

If a student fails to turn up for the after school detention, it will be escalated to an extended Senior Leadership Team detention on the following day until 4:30pm.

If a student is persistently missing detentions then parents will be contacted and the student will be internally excluded in the behaviour hub, which finishes at 4:30pm each evening. The student support team will contact you regarding how they can support your child in improving their behaviour for learning.

The times outside normal school hours when detention can be given include:

- Any school day where the student does not have permission to be absent;
- Non-teaching days such as training/inset days or non-contact days

### **Behaviour Hub**

Your child may be placed in the behaviour hub following an incident or concern. The behaviour hub is used to support a student in reflecting on an incident, resolving an incident and carrying out appropriate restorative work. During a placement in the behaviour hub a student will complete a reflect-resolve-restore document and complete a reflective meeting with the behaviour hub manager to review what has led to the placement and how they can move forward. They will then complete school work. The student may, if appropriate, complete appropriate education work around an incident to enable to a greater understanding of the consequences of their actions.

Students are placed in the behaviour hub if:

1) they have behaved in a way that school deems that a placement in the behaviour is suitable to try and prevent further incidents

2) they have missed an extended after-school detention

3) it is part of their reintegration, following a fixed-term exclusion

4) it is part of a phased admission to Rainford following a managed transfer to us

Parents will be informed of a student being placed in the behaviour hub, ideally before the placement begins, but when incidents occur during the school day it may not be possible to inform a parent first. If a student is placed in the behaviour hub they will be placed on a detention in the hub until 4:30p.m. unless otherwise agreed and parents will be called by the behaviour hub manager.

Students who are referred to the behaviour hub repeatedly will be reviewed for further support. If improvements are not seen, then other intervention or sanctions are considered.

### **Monitoring, support and intervention**

Through the pastoral and guidance systems the School has staff whose role is to support student welfare and well-being. This includes helping to make explicit the School's expectations, to reinforce positive learning attitudes, to apply disciplinary sanctions and to monitor behaviours which give rise to concern.

The School accepts that for a wide variety of reasons some students require additional support in order to learn and display positive learning behaviours. For these students the School will draw on a range of support interventions in order to support and re-track behaviours. Strategies include consideration of curriculum need, additional learning support, identification of Special Educational Need, additional internal provision, placement on a behaviour or pastoral support programme and use of external expertise and short term placements. Identification of need and progress will be monitored via Year based Inclusion Panels, and the involvement of parents.

### **Exclusion**

While the School will take all reasonable steps to meet individual need and help individuals to improve, the School will not tolerate behaviours which do not show due regard for the well-being or learning of others, or where in spite of support and intervention there is minimal or no improvement.

In line with the School's exclusion policy, exclusions whether fixed-term or permanent may be used in response to any of the following, all of which are examples of unacceptable conduct and breach the Behaviour for Learning Policy:

- Physical assault against a student
- Physical assault against an adult
- Verbal abuse/threatening behaviour against student
- Verbal abuse/threatening behaviour against an adult
- Bullying
- Racist abuse
- Sexual misconduct
- Drug and alcohol related
- Damage
- Theft
- Persistent disruptive behaviour
- Weapons related
- Posing a health and safety threat

Also in line with the exclusion policy, the School will not tolerate persistent and defiant behaviours over time where sanctions and interventions have failed to bring about positive improvement. In these circumstances a student's behaviour would be deemed to be seriously harming the education and welfare of the student or others in the School, thus placing the student at high risk of permanent exclusion.

For further detail on the circumstances in which the School will either use a fixed term or permanently exclude a student, refer to the Exclusions Policy

### **Freedom from bullying: (See the School Anti Bullying Policy)**

The School recognises that for students to feel and be safe, they need to be supported and protected from the impact of bullying. The School also acknowledges its duties and responsibilities under the DFE Preventing and Tackling Bullying 2013, the 2006 Education and Inspections Act, The Equality Act 2010 and the Children Act 1989. These place a duty on all schools and academies to have measures to encourage good behaviour and prevent all forms of bullying amongst pupils.

The School participates in the annual Anti-Bullying Week, incorporating strategies and materials into the PHSE programme. In respect of anti-bullying the School seeks to:

- Actively involve & inform parents
- Take any concerns seriously and resolve the issue in a way that protects the child
- Respond in line with a range of strategies including restorative justice while taking appropriate disciplinary sanctions
- Enable students to understand the part they can play to prevent bullying, including when they find themselves as bystanders.
- Make it easy for students to report bullying with the confidence of being listened to and incidents acted on. This includes in and out of school concerns school including cyber bullying.
- Update policy & practice including new technologies, for instance updating 'acceptable use' policies for computers
- Appropriate to student age, promote tolerance, understanding and challenge prejudice through the PSHCE programmes

- Work with the wider community such as the police and children's services where bullying is particularly serious or persistent and where a criminal offence may have been committed.

The broader element of ensuring that students are able to understand and respond to risk are covered by the School's safeguarding practices and through the PSHCE programmes.

### **Behaviour outside the School**

Students who breach the School's Behaviour for Learning Policy whilst on School business such as trips and journeys, sports fixtures or a work-experience placement will be dealt with in the same manner as if the incident had taken place at the School.

For incidents that take place outside the School and not on School business, this policy will still have effect if there is a clear link between that behaviour and maintaining good behaviour and discipline among the student body as a whole. This includes behaviour in the immediate vicinity of the School or on a journey to and from the School. Other relevant factors include whether the student is wearing school uniform or is in some other way identifiable as a student at the school and whether the behaviours could adversely affect the reputation of the school.

For acts of aggression or which threaten the health and safety of others, the School reserves the right to involve the police. Equally, if the School considers that the behaviour might be linked to a young person suffering, or being likely to suffer, significant harm safeguarding procedures may be applied as required

### **Screening and searching students**

The School acknowledges its duties and responsibilities under the Education Acts of 1996 and 2011, Education and Inspections Act 2006 and Health and Safety at Work 1974 in respect of screening and searching students.

As a result School staff may search students' clothing, bags or lockers without consent for any banned item we believe could cause harm. This process will be governed by internal procedures and will only be undertaken by designated staff.

As above, the school may give due regard to police involvement or initiating safeguarding processes.

### **Confiscation Procedure**

Items confiscated by staff will be kept safe until their return to students. Staff must take reasonable steps to keep items safe. High value items such as mobile phones should be taken to the school office placed in an envelope and placed in the school safe until collected by student or parent dependent on the situation. This is in line with Section 94 of the Education Act 2006.

### **The use of reasonable force**

The School acknowledges its duties and responsibilities under the 2006 Education and

Inspections Act in which all school staff members have a legal power to use reasonable force to prevent students committing a criminal offence, injuring themselves or others, or damaging property and to maintain good order and discipline amongst students.

It should be noted that staff cannot be directed or required to intervene but will be supported where reasonable force is deemed appropriate. This process is one which requires appropriate training.

### **Malicious accusations against school staff**

The School recognises that there may be occasions which are justified when a student needs to raise issues about the actions of a member of staff and has procedures for dealing with concerns. However, where the allegation is clearly one of malicious intent or fabrication, the School will give due regard to the most appropriate disciplinary sanction to be taken which may include temporary or permanent exclusion, as well as referral to the police if there are grounds for believing a criminal offence may have been committed.

The School will also take seriously inappropriate use of technologies including mobile and social networking sites which are targeted at members of staff.

### **Active Involvement of Parents**

The School believes strongly in the power of working in close co-operation with parents and of the rights and desirability of parents being actively involved in the education of their child. The School will therefore seek to involve parents/carers actively on behaviour for learning issues. Approaches will include:

- Phone calls
- Meetings
- Early involvement
- Letters
- Supporting students on reports
- Home school agreement
- Request to attend re-integration meetings
- Student Planners which allow for two way communication
- Invitations to agency meetings
- Follow up & routine communication

Parents/carers are welcome to approach the School for informal or formal discussions about their child's education.

### **Monitoring, Evaluation and Review**

The Vice Principal (Student Support) will monitor the implementation and effectiveness of this policy, review it annually through the use of data on exclusions and other consequences such as detentions and report to the Trustees. The policy will be promoted and implemented throughout the School.

This policy was adopted by the Governing Body July 2016  
The next review will be July 2018

Related Policies

Anti-bullying Policy  
Drugs and substance Misuse Policy  
Exclusion Policy  
Restraint Policy  
Search Policy