

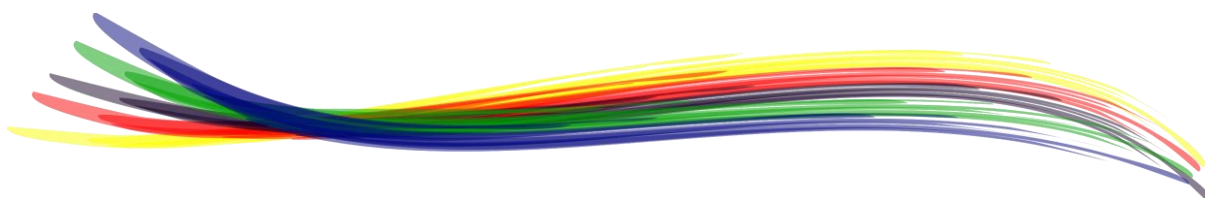
Behaviour for Learning Policy



PHILIP MORANT

SCHOOL & COLLEGE

Author (s):	Scott Holder & Daniel Fox	November 2018
Approved:	LGB	November 2018
Review:	LGB	Annually



Statutory Guidance

This policy refers to statutory guidance from the Department for Education. It also draws on the following legislation and guidelines:

- Education Act 2011
- Education and Inspections Act 2006
- Equality Act 2010
- Exclusion from Maintained schools, academies and pupil referral units in England (2017)
- Behaviour and Discipline in Schools (2016)
- School Standards Framework Act 1998
- Schools (Specification and Disposal of Articles / Regulations) 2012
- Searching, screening and confiscation (DfE 2018)

Key Principles

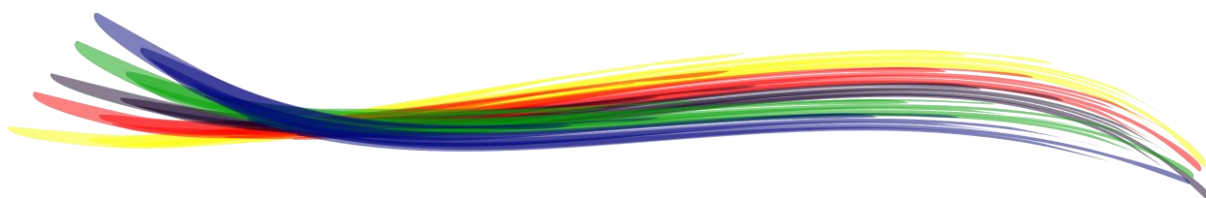
The primary aim of this policy is to ensure that all students are able to work without disruption and all members of the school community are treated with respect. It sets out the principles and procedures associated with the policy and provides guidance on managing behaviour in the classroom and around the school. Our ethos is encapsulated in three words: ‘Aspiration, Success and Kindness’ which underpin our approach to all aspects of school life. We are committed to achieving the highest standards and delivering an holistic education which prepare our students for the next stage in their education, training or work place.

At the heart of this is our priority for ensuring a quality-learning environment within which all children can flourish and be helped to realise their full potential. The most important aspect is therefore our expectation of behaviour for learning within lessons.

It is expected that:

- good behaviour will be recognised and encouraged;
- when necessary unacceptable behaviour will be challenged and school sanctions will be applied;
- violence, verbal abuse, bullying and discriminatory behaviour will not be tolerated.

There will be an ongoing commitment that the Local Governing Body, students, staff and parents will support each other to achieve the highest standards and expectations and to reduce inappropriate and unacceptable behaviour.



This policy provides clear advice and guidance as to how good behaviour and discipline are not only promoted by staff but also outlines their powers to search, to use reasonable force and to discipline students for misbehaviour outside school.

Expectations and standards for all

We want students to feel safe, comfortable and confident enough to take responsibility for their learning. This means that we have certain expectations of them during lessons, outside the classroom and in the community.

Students' Rights and Responsibilities:

RIGHTS

I have the right to:

1. be treated with respect and fairness;
2. expect other people to treat my property with respect around the school;
3. work in pleasant, well-kept surroundings;
4. concentrate on my school work;
5. feel confident, safe and secure in school;
6. be treated as an individual by teachers who are interested in me, consistent and sympathetic to my needs.

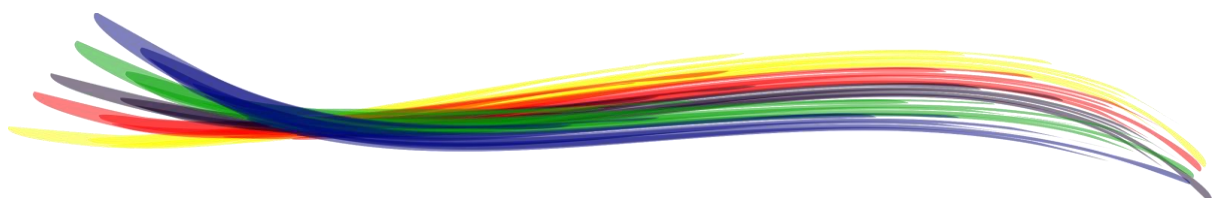
RESPONSIBILITIES

It is my responsibility to see that I:

1. treat all people with respect and fairness;
2. look after school property and property belonging to others with care;
3. help to make my surroundings as pleasant and well-kept as possible;
4. behave well and concentrate on my work, helping other students to concentrate on theirs;
5. contribute positively to a safe and secure atmosphere in school;
6. co-operate with and accept the normal instructions of staff.

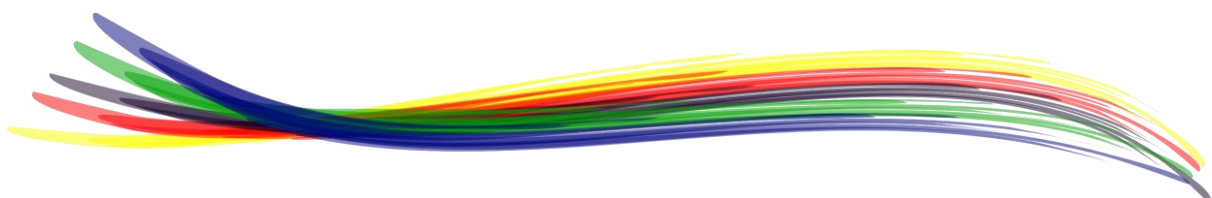
Home School Agreement:

The aim of the Home School Agreement is to encourage shared responsibility and a close partnership between home and school, so that each student achieves their personal best and, in so doing, contributes to the school community. The Agreement outlines the responsibilities of the school, the parent/carers and the student. It must be signed by the school, the student and their parent/carer at the point of admission to the school. (See Appendix A)



Student Expectations	
<p>Before the lesson</p> <ul style="list-style-type: none"> ● Be dressed in full school uniform, including correct school shoes with any non-uniform items removed. ● Make sure you have all the equipment and other materials you need for the lesson. ● Complete all homework tasks set to the best of your ability and bring them with you. 	<p>Between lessons</p> <ul style="list-style-type: none"> ● Move directly to your next lesson; don't use it as a time to meet friends; there is no excuse for lateness.
<p>At the start of the lesson</p> <ul style="list-style-type: none"> ● Arrive at the classroom on time. ● Enter the room calmly and sit where the teacher directs you. ● Make sure your mobile phone is switched off and out of sight, including headphones. ● Get out all the equipment that you need for the lesson. 	<p>Around the school</p> <ul style="list-style-type: none"> ● Take responsibility for keeping the school clean, safe and tidy. ● Think carefully about your actions, to avoid accidental damage or injury. ● Be courteous to others. ● Follow instructions given to you by all staff. ● Uniform must be worn at all times. ● Don't swear or use abusive language. ● Remember violent or intimidating behaviour will not be tolerated.
<p>During the lesson</p> <ul style="list-style-type: none"> ● Get involved and make the most of your learning. ● Follow the instructions given by staff. ● Treat the learning environment and everyone in it with respect. ● Complete the tasks to the best of your ability. ● If you are not sure what to do make sure you ask your teacher for help. 	<p>In the Community</p> <ul style="list-style-type: none"> ● Remember that whilst you are in uniform you are representing the school. ● Ensure that your actions do not bring the school into disrepute. ● Be courteous and polite to everyone in the community at all times.
<p>At the end of the lesson</p> <ul style="list-style-type: none"> ● Make sure you know what to do for homework. ● Return any equipment to its correct location. ● Clear away any rubbish and leave your area tidy. ● Reflect on what you have learned during the lesson. ● Leave the lesson when dismissed in an orderly manner. ● Move around the school in a safe and calm manner, following the appropriate directional signage. 	<p>Cycling to and from school</p> <ul style="list-style-type: none"> ● Ensure your bike is maintained and safe ● Cycle in a sensible and safe manner at all times. Be aware of pedestrians and other road users. ● Be mindful of local residents.

Promoting positive behaviour in the classroom and around the school site



All members of staff should implement the systems within this policy to ensure consistency. This approach will give all students a fair opportunity to be successful within a positive environment with no misunderstanding of what is expected of them with respect to their behaviour for learning. This applies inside and outside of the classroom. Staff should model the behaviour expected by the school in all interactions with students.

Ready, Respectful and Safe

At The Philip Morant School & College we have three simple words to promote good behaviour in the classroom and around the school. Are you **ready** to learn? Are you being **respectful** in your interactions? Are you **safe** and keeping others **safe**?

Rewards - recognising progress, effort and consistency:

It is important to recognise students' achievement and effort in lessons and with homework, as well as students' participation in drama, music, sport and community events through the fair and consistent implementation of the rewards system. All staff should look for the positive and encourage students to recognise and embrace their individual successes. By placing emphasis on the use of rewards as a means of raising levels of achievement, appropriate behaviour will manifest across the school as well as increase students' self-esteem and create a positive learning environment.

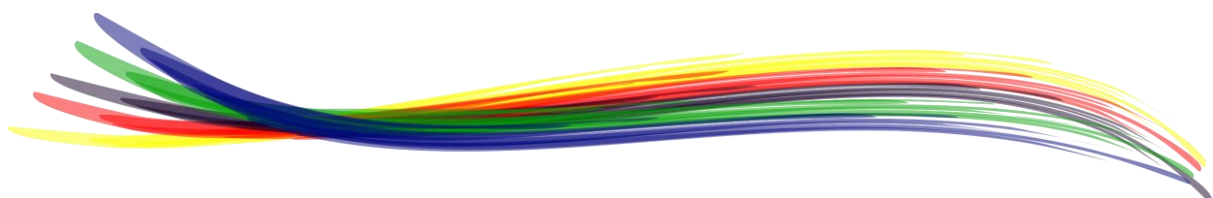
A range of rewards are used to encourage positive behaviour and achievement. These include:

- Attendance prizes for individual students and tutor groups
- Positive Report Card; this process can trigger a range of rewards (extra House Points etc.)
- Positive phone calls home
- Personalised letters or postcards sent to parents / carers
- Subject certificates
- Invitation to celebration assemblies / Prize Evening
- House Points – linked to ASK
- Special privileges e.g. celebration lunches, vouchers
- Rewards trip for those with highest number of house points

Consequences

Teachers have statutory authority to discipline students whose behaviour falls below the expected standards, who break the school rules or who fail to follow a reasonable instruction.

All sanctions will be proportionate and reasonable and will take into consideration the student's age, and special educational needs or disability. If a student misbehaves, acts inappropriately or disrupts the learning of others, we will operate the following:



- Lunchtime detentions / supervised lunch
- After school detention for an hour
- Reports (For example, punctuality, uniform, tutor, house manager or senior leader reports)
- Pastoral Support Plan (PSP)
- Internal isolation (IEU) / isolation at another school
- Fixed term exclusion (off site and may include an alternative school)
- Discretionary timetable changes

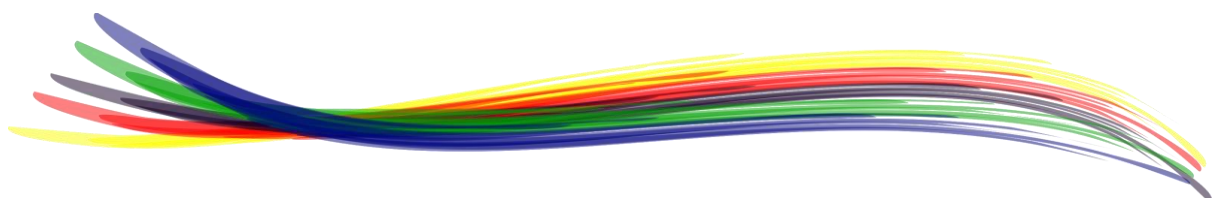
Students will also be supported by, for example: mentoring, working with outside agencies and organisations and alternative provision.

Students have the right to fair and consistently applied sanctions for poor and inappropriate behaviour, which make a clear distinction between serious and minor infringements of the School Rules. Sanctions given by staff take into consideration the principles set out in our Equality Policy. The existing mechanisms for dealing with racism and racial harassment within the aforementioned policy will also be incorporated here. Staff will consider each individual case carefully, particularly the antecedent conditions before imposing a sanction; this may involve consulting the SENCO if the student has special educational needs or if they are a child who is Looked After by the Local Authority. Consideration will also be made as to whether the misbehaviour is due to the student's level of stress or is the result of the student suffering from adverse childhood experience.

At Philip Morant we follow a consequence system for dealing with disruptive and inappropriate behaviour.

Consequences

Teachers are expected, in the first instance, to use appropriate behaviour strategies to modify low level disruption as would be observed in quality first teaching. Should a student not respond to these then the following consequence approach will be followed.



C1

- Verbal warning by the class teacher. There should only be one chance given to modify behaviour.

C2

- Issued as a result of another verbal warning.
- Students who arrive late to lessons will also be issued with a C2, as lateness affects the learning of others. (Late = more than 5 minutes)
- The student will be asked to return for a conversation with the classroom teacher, at the end of the lesson, about their behaviour. If they do so, this will be C2 Resolved. Failure to attend will result in a SLT detention the following day.
- *The teacher has the responsibility to log the C2 (resolved or unresolved) on SIMS via the register or behaviour log.*

C3

- If the student does not modify their behaviour in order to support a learning environment they will be removed to a different room.
- The student will be asked to return for a conversation with the classroom teacher, at the end of the lesson, about their behaviour. If they do so, this will be C3 Resolved. Failure to attend will result in a SLT detention the following day.
- *The teacher must log the C3 (resolved or unresolved) in SIMS. Unresolved will lead to an SLT detention.*
- There is an expectation at this stage that a phone call home is made to inform parents / carers that their child has been removed from the classroom by the teacher.

C4 Removal to IR

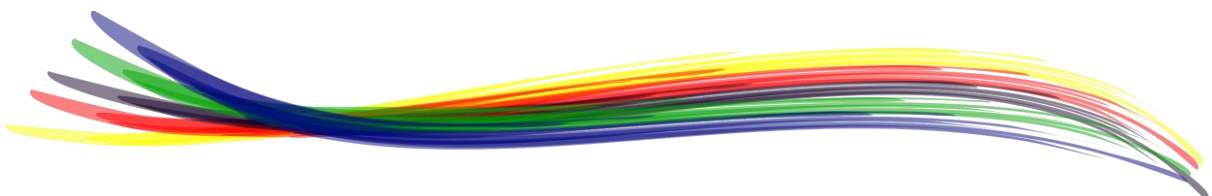
- The student refuses C3*.
- The student fails C3*.
- Serious one off incident.
- *The teacher must log the removal via the traditional call out system so that it can be logged by pastoral staff and the student collected.*

SLT Detention

- The student fails to return at the end of lesson (C2 or C3), or fails to respond appropriately.
- The student refuses to move to another class (C3) or the student continues to misbehave in the new classroom (C4).
- 60 minutes led by SLT the next day. Class teacher will hold a repair/rebuild conversation with the student.
- SLT detentions may be given for inappropriate behaviour around the school or failure to wear the correct uniform.

Internal Exclusion

- Failure to attend SLT Detention.
- The student fails SLT Detention.
- Multiple C3s issued in the same day at the discretion of the Pastoral Team.
- *House Manager to make contact with student and parent/carer re: isolation the following day. Class teacher will hold a repair / rebuild conversation with the student.*



Detentions

In some circumstances it may be necessary to issue a detention (including detention outside of school hours) as a sanction. 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 – usually referred to as INSET days.
- any weekend, other than that which precedes or follows a half-term break.

Parents will usually be notified the day before by either letter, email, telephone or text message, if their child is required to attend an after school detention. Parental consent is not required for detentions.

Students may be placed in detention at lunchtimes or have a supervised lunch. Students will have the opportunity to eat their lunch and use the toilet. The school does not have to inform parents/carers if students are given a detention at lunch or break time.

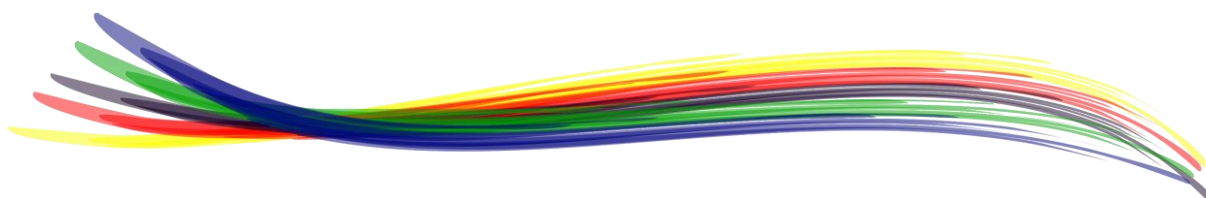
Teachers may hold compulsory 'Subject Interventions' in order to support students with their learning. Compulsory 'Subject Interventions' may be set for insufficient work, lateness to lesson, missed / incomplete homework or to give additional support with coursework / assignments etc.

SLT Detentions

The Philip Morant School will not accept disruptive behaviour in lessons. Any student whose behaviour has a negative impact within the classroom, will be dealt with in accordance with the above flow chart. Failure to respond will result in a 60 minute after school detention supervised by members of the senior leadership team.

Detentions will also be given for:

- Inappropriate/disrespectful/foul language in lessons, around the school, in corridors and/or during social time.
- Having a mobile phone out in a lesson or a mobile phone disrupting learning (the phone is returned after completion of the school detention on the same or following evening). Mobile phones should not be visible on school premises.
- Failing a Pastoral Report.
- Deliberate damage to school property (a contribution towards the repair will also be required).
- Unacceptable use of the Internet.
- Theft
- More than 2 C2s, for lateness to tutorial or assembly, in one week.



- Failure to wear school uniform correctly.

If a student fails to turn up to an SLT detention, the student will sit a C4 isolation the following day.

Internal Exclusion

In some circumstances, disruptive students will be placed in an area away from other students for a limited period in our IEU room. This will be from 8.40 am to 4 pm.

Student wellbeing is always considered before isolation; this includes safeguarding, student welfare and H&S considerations. Students will be allowed to have breaks to eat, drink and use the toilet.

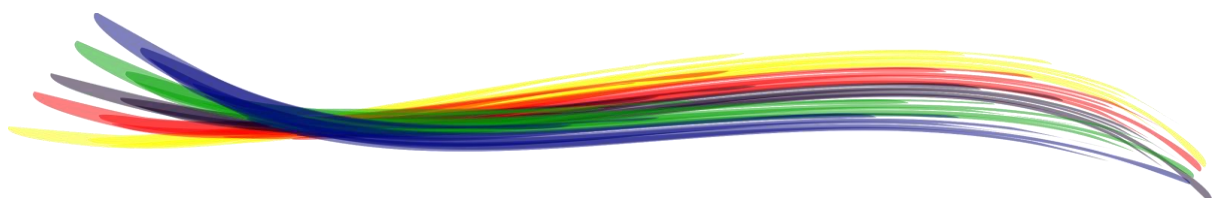
The length of time will be decided by a Vice Principal or the Head teacher. Students are not kept in isolation for more time than is necessary. Students will be supervised and supported with their work and may receive mentoring to help them reflect on their behaviour so that they reintegrate successfully into normal lessons. The IEU may also act as a holding area whilst serious incidents are being investigated. This is arranged in consultation with the senior leadership team. Parent consent is not required at this stage; however, parents may be informed.

Students can be placed in isolation as a precursor or an alternative to a fixed term exclusion. Failure to comply with the Rules of the IEU may lead directly to a fixed term exclusion. In isolation the students are expected to do the work set in silence showing the necessary respect for staff and their environment. A student may be placed in the IEU in another school as an alternative to FT exclusion.

All students are expected to attend in full uniform.

Internal Exclusion or Fixed Term Exclusions (FTE) can be given for:

- Truancy from a lesson/part lesson or organised event
- Persistent failure of Pastoral Report
- Verbal abuse to a member of staff
- Refusal to hand over a mobile phone that is visible, or which has disrupted learning in any way
- Fighting/physical aggression to a peer
- Sexist /racist / homophobic remark / comment
- Bullying
- Smoking on site, outside school gates, or in uniform (including e-cigarettes)
- Failure to attend / misbehaviour in SLT Detention
- Disrupting multiple lessons in a day / week



- Being removed from any exam environment for talking / unacceptable behaviour
- Bringing the school into disrepute
- Physical aggression towards a member of staff
- Possession of banned / prohibited / illegal items or substances*
- Refusal of/misbehaviour in an external isolation
- Indecent exposure
- Physical assault on another student
- Persistent bullying
- Sexist /racist / homophobic incident or aggression
- Theft, including the canteen
- The use of a mobile device / social media, to cause offence or harm to another student, e.g. a mobile phone being used to record an incident or posting items on social media.

* If school staff suspect that a student is in possession of any banned/prohibited/illegal items or substances, they reserve the right to search a student's person or property in accordance with the Searching, Screening & Confiscation 2018.

Banned items include: knives or weapons; alcohol; illegal drugs; stolen items; tobacco and cigarette papers; fireworks; pornographic images and any article that the 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 the property of, any person (including the pupil).

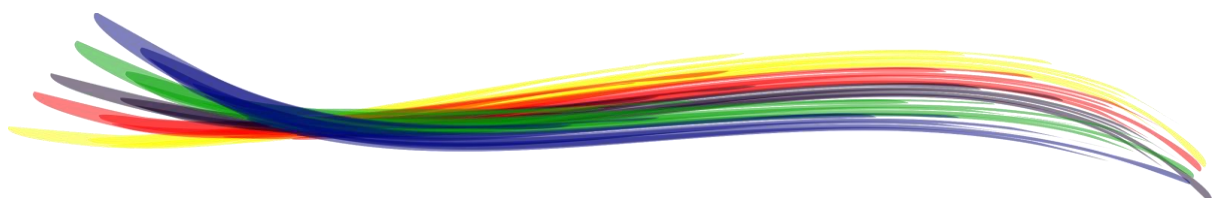
For Fixed Term Exclusions, students can also be sent to an alternative offsite provision for the period of their FTE, or part of the period of FTE, rather than be at home.

Whilst these examples may result in a Fixed Term Exclusion, they could result in a Permanent Exclusion, Managed Move, or Positive Referral, where circumstances deem it necessary.

Removal of a Student from the School

The Headteacher will decide to exclude a student for a fixed term, in line with the legal requirements on the use of exclusion and having regard to statutory guidance. When establishing the facts in relation to an exclusion decision, the headteacher must apply the civil standards 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.'

If a student is excluded for more than 15 days in any one term it will be necessary for the student and their parents/carers to attend a meeting with representatives of the School Governors.



The school may have identified students at risk of permanent exclusion and it is likely that a package of support will have been offered and in place. The aim is to make the student aware of their behaviour and provide them with the necessary support to help them to modify their behaviour within the school environment.

A senior member of staff with regular contact with parents/carers will closely monitor their progress. Whilst this supports the principles of 'inclusion', persistent disruptive behaviour or a serious breach of discipline will be considered against the wider interests of the school community and may result in a permanent exclusion, Managed Move or Positive Referral to the North East Essex Cooperative Academy (NEECA). Clearly, such steps will only be taken as a last resort and when all other solutions have been tried. Where a student has a long history of poor behaviour, it is hoped that this can be addressed through a positive referral.

Permanent exclusions can be given:

- in response to a serious breach or persistent breaches of the school's behaviour policy; and
- where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school.

This may include a serious act of violence; theft from the school; possession of an illegal weapon; trafficking drugs, gross misconduct and deliberately damaging the good reputation of the school.

The lists above are not exhaustive and the sanction applied will take into account the severity and frequency of the incident(s). The decision will be at the discretion of the Head teacher.

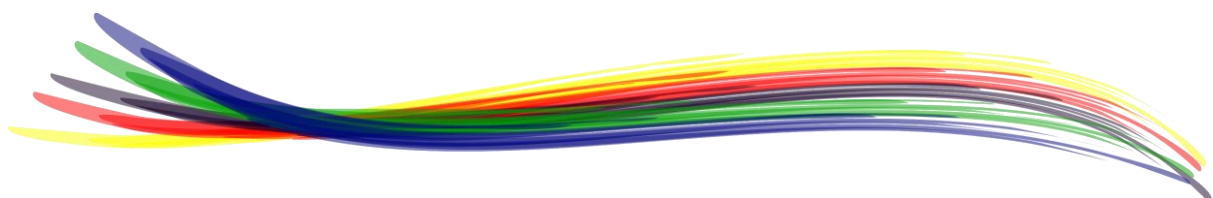
School Uniform

Our students should take pride in their appearance and we expect all our students to wear full uniform throughout the school day, including on the way to and from school. (Please see Appendix B for the Uniform Code.)

- Failure to comply with our Uniform code will result in a consequence, including the item e.g hoddie, being confiscated uniform report, SLT detention and isolation.

Mobile Devices

Students are allowed to bring mobile phones into school, but they must not be seen around the school and should be switched off and out of sight. If mobile phones and other mobile devices are seen they may be confiscated by the class teacher and handed into the agreed person e.g. student services / pastoral office. We will not allow mobile devices to interfere



with teaching and learning. (The only exception to this rule applies when students might be directed by the class teacher to use their phone to support learning in the classroom).

- If a student refuses to hand over their mobile phone or other device then the school's disciplinary procedures will be implemented for failing to follow a reasonable request by a member of staff.

Behaviour outside the school gates

The school believes passionately about the importance of developing strong links with the community; therefore, disciplining beyond the school gate covers the school's response to non-criminal bad behaviour and bullying.

Students may be disciplined for misbehaviour when they are:

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

Additionally, they may be disciplined by the school, whether or not the conditions above apply, if the behaviour:

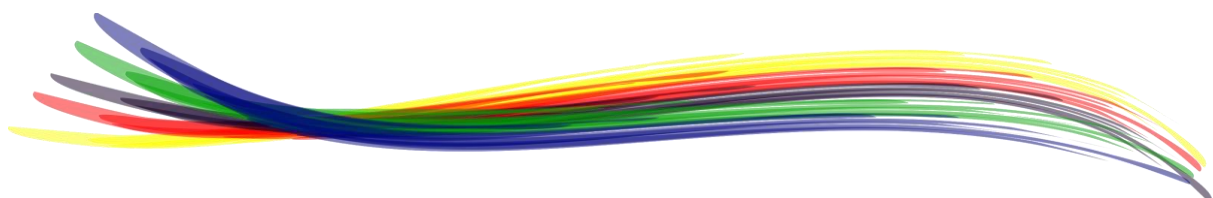
- could have repercussions for the orderly running of the school
- poses a threat to another student or member of the public
- could adversely affect the reputation of the school.

The lists above are not exhaustive and the sanction applied will take into account the severity and frequency of the incident(s). The ultimate decision will be at the discretion of the relevant staff.

The power to use reasonable force or make other physical contact

There may be occasions when members of staff have to use 'reasonable force' in order to prevent students from hurting themselves or others, from damaging property, or from causing disorder. Examples include to:

- Prevent a student behaving in a way that disrupts a school event or a school trip or visit;
- Prevent a student leaving the classroom or school site, where allowing the student to leave would risk their safety or lead to behaviour that disrupts the safety of others;
- Prevent a student from attacking a member of staff or another student, or to stop a fight in the playground; and
- Restrain a student at risk of harming themselves through physical outbursts.



- Search a student if they are suspected of being in possession of a banned item and a search 'without consent' is required.

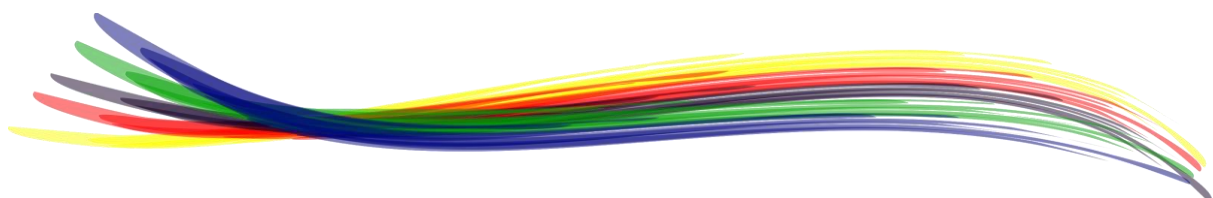
In the above examples staff will make reasonable adjustments for children with a disability and children with special educational needs.

The school will inform parents about serious incidents involving the use of force based on the student's behaviour and level of risk presented at the time of the incident, degree of force used, effect on the student or member of staff, and the child's age.

The term 'reasonable force' covers the broad range of actions used by most teachers at some point in their career that involve a degree of physical contact with students.

- Force is usually used to control or restrain. This can range from guiding a student to safety by the arm through to more extreme circumstances such as breaking up a fight or where a student needs to be restrained to prevent violence or injury. 'Reasonable' in these circumstances means using no more force than is necessary.
- Control means either passive physical contact, such as standing between students or blocking a student's path.
- Restraint means to hold back physically or to bring a student under control. It is typically used in more extreme circumstances, for example when two students are fighting and refuse to separate without physical intervention.

All complaints about the use of force will be thoroughly, speedily and appropriately investigated. (Please refer to the School's Complaints Policy.)



Appendix A:

Home School Agreement



Appendix B:

Uniform Code

