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KING EDWARD VI
SHELDON HEATH ACADEMY

BEHAVIOUR FOR LEARNING POLICY

Other relevant documents:

Anti-bullying Policy
Equal Opportunities policy
Staff Safeguarding Children Policy
Exclusion Policy
E-safety Policy
BfL Student and Parent Handbook

This policy is supported and enhanced by the following documents and policies:

- DfE: Behaviour and Discipline in Schools
- DfE: Searching, Screening and Confiscation at school
- DfE: Use of Reasonable Force in schools
- DfE: School suspensions and permanent exclusions
- The Equality Act 2010
- Supporting pupils with medical conditions at school
- The SEND code of practice

Friendship
Integrity Benevolence
Honesty **Equality**
Respect Community
Tolerance Aspiration
Our values
Humility Personal responsibility
Justice Dignity Ambition
Co-operation Humanity
Excellence Embracing diversity
Belief Empathy Kindness
Understanding Charity
Compassion

This policy was adopted by the Curriculum and Student Welfare Committee in February 2022.

Next review due Spring Term 2024, or earlier if the need arises.

1. Rationale

King Edward VI Sheldon Heath Academy's Behaviour for Learning Policy is underpinned by the strong belief that an environment where students can feel safe and secure and that promotes high self-esteem and high standards for all is essential for students to learn and achieve.

The Academy endeavours to encourage all its members to accept personal responsibility for their actions and thus to understand how to regulate their own behaviour. Every member of the Academy community shares our core values, develops personal responsibility and a regard for the well-being and safety of others and thus every student achieves their very best and enjoys Academy life.

All members of the Academy will help to maintain an atmosphere conducive to learning, and promote courtesy and mutual respect. High standards of behaviour and punctuality will be secured through continuously developing a climate for learning, which is socially inclusive, where all members of the community feel safe and secure, and which emphasises consideration and respect for others. In the classroom, and beyond it, this emphasis will be supported through teaching that develops each young person's ability to become more resourceful, reciprocal, resilient and reflective. Our reward system will recognise positive achievements and contributions.

The Academy aims to create and sustain a community of which all students, staff and the local community feel proud. We want to ensure our young people fulfil and exceed their potential, be proud of who they are, and leave the Academy well-equipped to make a positive contribution to society.

2. Aims

The Academy's aim is to respond to the needs of each individual child, to allow them to reach their full potential as learners and citizens. To achieve this, an ordered settled environment where students are treated fairly and consistently is required. This policy aims to:

- Ensure that all staff motivate learners and promote the highest standards of behaviour, within the context of learning, by using a variety of rewards to recognise positive behaviour.
- Enable all adults to use the common language for learning, so behaviour and punctuality are consistently addressed, through a focus on developing as an effective learner.
- Ensure a climate which allows effective learning and teaching to take place.
- Encourage all learners to value themselves, their efforts, their class and the Academy and to take responsibility for their own actions.
- Ensure that all staff, learners and parents/carers have a clear understanding of consequences of poor behaviour that affects learning, ensuring consistency.
- Ensure that the Academy is a safe, clean and pleasant environment in which to work and learn.
- Create the appropriate support structures which allow all members of the Academy community to feel valued and confident and able to achieve their potential.

This Behaviour for Learning policy emphasises the need for each individual to take responsibility for their behaviour and to support the learning of others. It also recognises that management systems by themselves do not provide all the answers to establishing high standards of behaviour. Best impact will be achieved when management systems are reinforced by high expectations of learning, which value individuals and celebrate their progress. Similarly, while it is important that boundaries are made clear and sanctions are in

place, the emphasis in establishing a whole academy policy should be on praise, recognising positive behaviour, and the development of self-discipline.

It is the responsibility of all members of staff to adhere to the Academy's Behaviour for Learning policy, being consistent to the principles but flexible to the circumstances, remembering that we are dealing with individuals, all with individual circumstances.

3. Principles

The Governing Body believes that in order to enable effective teaching and learning to take place, good behaviour in all aspects of the Academy life is necessary. It seeks to create a caring, learning environment by:

- promoting good behaviour;
- promoting self-esteem, self-discipline, proper regard for authority and positive relationships based on mutual respect;
- ensuring the fairness of treatment for all;
- encouraging consistency of response to both positive and negative behaviour;
- promoting early intervention;
- providing a safe environment free from disruption, violence, bullying and any form of harassment;
- encouraging a positive relationship with parents and carers to develop a shared approach, involving them in the implementation of this policy and associated procedures;
- acknowledging that good behaviour, linked with high standards of attainment, is of paramount importance to all;
- recognising responsibility for good behaviour is a corporate responsibility and cannot be attributed to any one group of persons. It is the responsibility of Governors, Senior Management, Teaching Staff, Support Staff, Parents and, perhaps most importantly, the students themselves.

4. Objectives

- To provide a varied, interesting, challenging and relevant curriculum which promotes links between learning and behaviour and fosters positive self-esteem.
- To create a visually stimulating environment and encourage motivation.
- To adopt an Academy-wide approach to behaviour both in and out of the classroom.
- To ensure that all members of the Academy are involved in setting and are aware of agreed, clear parameters for acceptable behaviour.
- To make all staff and students aware of their role in ensuring good behaviour and in setting a good example.
- To encourage adherence to the expectations through proactive means and through reward.
- To determine and manage interventions for those students who disregard the agreed code.

5. Expectations

The Academy expects students to:

- Follow the agreed and published Behaviour for Learning Rules.
- Develop an understanding of the boundaries between acceptable and unacceptable behaviour.
- Offer positive support to each other and co-operate with staff in implementing policies, particularly those relating to equal opportunities and bullying.
- Learn to accept accountability for their own behaviour.

- Identify and work towards the achievement of individual targets, both academic and social.

The Academy expects staff to:

- Be positive role models to students.
- Treat all children and adults with respect.
- Speak politely to all.
- Praise a student's effort and achievements as often as they can.
- Explain using positive language how students are expected to behave and conduct themselves.
- Inform parents/carers about their child's achievement.
- Avoid using critical or sarcastic language.

6. Rights and Responsibilities

All members of the Academy will be positive and creative members of society and will fulfil their potential.

Our Rights:

All member of the Academy's community have:

- The right to learn
- The right to teach
- The right to feel safe and secure
- The right to respect and dignity

Our Responsibilities

All members of the Academy's community have a responsibility:

- To be good role models.
- To speak politely and respectfully to everyone.
- To be punctual, prepared and productive in every lesson.
- To treat everyone as we would like to be treated.

All members of the Academy's community are expected to display positive behaviour at all times both on the premises and wherever they are identifiable as being part of the Academy community. However, our long-term goal is that these behaviours are ingrained to students and accompany them in their life after the Academy.

7. Roles and Responsibilities

The Local Governing Body

The Local Governing Body must ensure that policies designed to promote good behaviour and discipline on the part of its students are pursued at the Academy. Therefore, the Governors will:

- provide clear advice and guidance to the Principal on which he/she can base the Academy's behaviour policy. In providing guidance, the Governing Body will not seek to hinder teachers' powers, nor to restrict their power to discipline students for misbehaviour outside the Academy.
- Review this policy and data relating to behaviour.
- Monitor the implementation of the policy.
- Convene a Discipline Panel as necessary to consider any proposed permanent exclusion by the Principal.

- Under section 175 of the Education Act 2002 ensure that their functions are carried out with a view to safeguarding and promoting the welfare of children and their general duty to eliminate discrimination under section 149 of the Equality Act 2010.

The Principal will:

- Ensure the policy is implemented.
- Report to Governors on its impact.
- Manage the permanent exclusion process as necessary.
- Ensure that the Academy environment encourages positive behaviour and that staff deal effectively with poor behaviour.
- Monitor how staff implement this policy to ensure rewards and sanctions are applied consistently.

The Senior Leaders Responsible for Behaviour will:

- Monitor the effectiveness of the policy.
- Monitor the quality of learning and teaching and behaviour management.
- Keep abreast of new initiatives, disseminate developments and suggest amendments to this policy where appropriate.
- Monitor behaviour management and behaviour, evaluating and suggesting changes where appropriate.
- Liaise on a regular basis with the Governor responsible for Safeguarding.
- Recommend priorities for the Academy, in consultation with the Heads of Year and the Senior Leadership Team.
- Raise the ethos through regular assemblies.
- Implement and monitor systems for monitoring and recording behavioural incidents.
- Ensure that the Academy's system of rewards and sanctions is being used appropriately.
- Collate and disseminate information about students and keep staff informed.
- Ensure that there is prompt contact with parents when the situation demands.

The Heads of Year will:

- Lead their team and the students in their care.
- Challenge inappropriate, anti-social, dangerous or disruptive behaviours.
- Monitor the attendance, academic progress, event logs, uniform, attitudes of each Form group, and provide guidance and pastoral support to those in their care.
- Deal promptly with issues as they arise and ensure that their Form Tutors are implementing the Academy's system of rewards and sanctions.
- Intervene as appropriate to ensure good behaviour, this may involve student reports, Personalised Support Plans (PSP), etc.
- Review and reflect on strategies in place to support students in taking responsibility for their behaviour.
- Support colleagues in the effective implementation of this policy.
- Ensure that the giving of rewards outweighs the sanctions.
- Liaise effectively with SLT.
- Collate and disseminate information about students and keep staff informed.
- Promote a positive learning ethos through regular assemblies.

Form Tutors will:

- Challenge inappropriate, anti-social, dangerous or disruptive behaviours.
- Develop a good relationship with all members of the form group.

- Provide academic and pastoral support to individuals in their form who may be experiencing difficulties, which might manifest themselves as behavioural challenges.
- Have high standards of personal organisation and punctuality and serve as a positive role model for their form.
- Communicate effectively with their Heads of Year.
- Deal promptly with issues as they arise and ensure that they are implementing the Academy's system of rewards and sanctions.
- Encourage students to reflect on their actions and provide support at TIER 1 of our intervention model.
- Monitor the progress of each student and follow appropriate monitoring procedures, particularly with students causing concern.

Heads of Department will:

- Challenge inappropriate, anti-social, dangerous or disruptive behaviours.
- Provide support to all colleagues in their department.
- Ensure that the giving of rewards outweighs the sanctions, using the guideline of three positives to one negative.
- Communicate with parents where there are concerns or where praise is due.
- Ensure that Department colleagues are employing a range of behaviour management strategies.
- Monitor the quality of learning and teaching and behaviour management in their department.
- Discuss students' progress at Department meetings and refer any concerns as appropriate.

The Pastoral Managers will:

- Work with colleagues to monitor attendance and behaviour.
- Provide support for colleagues with students causing concern.
- Deals with incidents of poor behaviour when encountered.
- Work with individual students to improve their behaviour.
- Mentor students so that they are supported in self-regulating their behaviour.
- Be the first point of contact for parents.
- Provide support at TIER 2 of our intervention model.

All staff will:

- Challenge inappropriate, anti-social, dangerous or disruptive behaviours.
- Deal with incidents as and when they arise
- Foster positive attitudes, including being positive role models for the students.
- Set clear expectations of appropriate behaviour and apply relevant classroom management strategies.
- Seek the assistance of a Head of Department, Head of Year or member of the SLT when these strategies do not appear to be working.
- Implement appropriate rewards and sanctions in line with this Policy.
- Maintain a stimulating and purposeful learning environment for their students.

All students are expected to:

- Learn effectively, in and out of lessons.
- Be polite, respectful and considerate to others.
- Respect the individuality of others.
- Support and encourage each other.
- Show proper regard for the Academy rules.
- Develop self-belief, responsibility and self-discipline.

- Contribute towards a safe environment that is free from disruption, aggression, bullying and any form of harassment.

Parent/Carers Responsibilities

King Edward VI Sheldon Heath Academy wishes to encourage a positive relationship with parents and carers to develop a shared approach by working in partnership with the Academy to encourage high standards and expectations. It is important that parents/carers share the responsibility for their child's behaviour and they have the right to be kept informed and involved. By sending their son / daughter to the Academy parents/carers undertake a commitment to:

- support the Academy when sanctioning a student.
- agree to and reinforce the Academy's expectations on behavior.
- attend meetings to discuss behaviour or return from an exclusion as requested.
- discuss any behavioural concerns with the Academy promptly.
- monitor the behaviour of their child/children using classcharts.
- alert the Academy of any circumstances that may trigger a decline in behavior.

8. Sanctions

Sanctions for inappropriate behaviour are listed in the Behaviour for Learning Student and Parent Handbook, which is shared with all students, Parents/Carers and Staff annually; a copy is also available on the Academy's website. It is essential to note that all sanctions apply to a student's behaviour and not to the student.

9. Rewards

The Academy expects that all students will display positive behaviour at all times. By praising and monitoring positive behaviour, others will be encouraged to act similarly and positive behaviour is reinforced. All staff are encouraged to plan for positive behaviour and apply rewards regularly and consistently.

Recognition of positive achievement includes:

- Written feedback on students' work.
- The award of House Points for both academic work and personal achievements.
- Letters and cards sent to parents recognising achievement.
- Recognition of team or individual achievement in House and Year assemblies.
- The announcement of particular prominent individual or team success in rewards assemblies: this includes the award of certificates, cups, trophies and prizes.
- Trips, activities, proms.
- Subject awards and prizes.
- Displays of student work and achievements around the Academy.

10. Implications for the Academy Curriculum and Organisation

All involved in the planning, delivery and evaluation of the curriculum should recognise that the quality of teaching and learning has a significant impact on student behaviour. Good behaviour can be taught; we all have a responsibility to model what we expect. Expectations of learning behaviour should permeate the curriculum:

- The pastoral curriculum should provide opportunities to develop students' social, emotional and behaviour skills.
- High expectations in the classroom, consistently applied across the Academy, should establish good behaviour as the norm.

- All involved in the organisation of timetable and classes should avoid creating barriers to success for any individual. Whilst no individual has the right to disrupt the learning of others, decisions about class sets, groupings or opportunities should be made on the basis of ability not behaviour.
- Opportunities should be provided both within the classroom and outside it for students to develop social skills, personal responsibility and leadership skills. These opportunities should also provide ways in which all members of the community can express opinions and listen to one another i.e. academy council.
- Students respond better to praise and encouragement than punishment. Teaching styles and classroom management should reflect this.

11. Interventions and Support

The Academy understands that it is not always possible for students to sustain good behaviour and it is always its intention to support students to modify their behaviour. There are a range of strategies and interventions available in order to achieve this:

- Classroom Strategies
 - Reminder of rights, responsibilities, Academy rules and rewards
 - Consequences
 - Detentions
 - On Call – student removal from lesson
- Whole Academy support: Where a student is unable to sustain good behaviour in a number of subject areas or where there is a serious incident, the following interventions may be considered:
 - Counselling
 - Monitoring behaviour patterns
 - Mentoring
 - Targeted support
 - Accessing external agencies
 - Working closely with parents and families.
 - Regularly rewarding students for both academic and personal achievement.

In its practical strategies for intervention the Academy will make full use of support from the wider community, including multi-agency teams, partner academies, police, children's services, etc.

12. Prejudice Related Incidents

As soon as any member of staff becomes aware of a prejudice-related incident amongst pupils, which may relate to any of the following protected characteristics: disability, gender reassignment, race, religion or belief and sex, they must follow the following procedure:

- The incident should be logged by the member of staff who first becomes aware of it on a peer-on-peer abuse form.
- This form should then be handed to the appropriate Year Team Leader.
- All incidents will then be recorded on the peer-on-peer log and on CPOM's
- It will be decided as to whether restorative justice or another form of education or sanction is best for the perpetrator. The response will be communicated to parents and carers of both perpetrator and target.
- Pupils should be made aware of this procedure through form time and assemblies and encouraged to report all incidents, being reassured that they will be taken seriously.
- Incidents will be ranked and logged on the following scale:

1. No offence was intended or taken.
2. Hurt or distress was caused, but the offending behaviour is unlikely to be repeated.
3. Hurt or distress was caused and the pupil(s) responsible had previously been warned that their behaviour was unacceptable.
4. Substantial hurt or distress was caused, and/or the behaviour was based on substantial hostility and prejudice, and/or the behaviour may be repeated.

Regular meetings are held by the pastoral team to discuss the peer on peer abuse log and the actions that need to take place as a consequence. This will be shared with the equalities lead.

13. Special Educational Needs and Behavioural Difficulties

In managing behavioural difficulties, the Academy will have regard to the Code of Practice for children with Special Educational Needs and Disabilities and will strive to ensure that children's special learning needs are identified and met. The Academy will endeavour to work with parents of those children with additional needs to provide an inclusive and supportive environment.

The Academy recognises its legal duty under the Equality Act 2010 to prevent students with a protected characteristic from being at a disadvantage. Consequently, the Academy's approach to challenging behaviour may be differentiated to cater to the needs of the student. The school's SEND co-ordinator will evaluate a student who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met. Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs. When acute needs are identified in a student, the Academy will liaise with external agencies and plan support programmes for that child. The Academy will work with parents to create the plan and review it on a regular basis.

14. Power to Discipline Beyond the School Gate

The Academy has a statutory power to regulate the behaviour of students when misbehaviour occurs outside of the Academy. Disciplining "beyond the school gate" covers the Academy's response to all non-criminal bad behaviour and bullying which occurs anywhere off the Academy's premises and which is witnessed by a member of staff or reported to the Academy.

Our expectations about discipline and student behaviour apply equally beyond the Academy premises. Thus, the Academy will also monitor:

- any behaviour that falls short of expectations when a student is:
 - taking part in any Academy -organised or Academy -related activity or
 - travelling to or from the Academy or
 - wearing school uniform or
 - in some other way identifiable as a student at the Academy.
- or, misbehaviour at any time, whether or not the conditions above apply, that:
 - could have repercussions for the orderly running of the Academy or
 - poses a threat to another student or member of the public or
 - could adversely affect the reputation of the Academy.

Our expectations are clearly set out in assemblies, staff briefings, during lessons and in relevant documentation such as the Behaviour for Learning handbook, Educational Visits and Anti-bullying policy.

15. Accusations against staff

The Academy will not automatically suspend a member of staff who has been accused of

misconduct, pending an investigation. The governing body will instruct the Principal to draw on the advice in the 'Dealing with Allegations of Abuse against Teachers and Other Staff' guidance when such a situation occurs.

In the rare event that an allegation against staff is shown to have been deliberately invented or malicious, the Principal will consider whether any disciplinary action is appropriate against the student who made it. Alternatively, the police could be asked to consider whether any action might be appropriate if the person responsible for the accusation is not a student.

16. Exclusion

Where interventions and support do not result in a modified behaviour, or an incident is of a very serious nature, it may be necessary to consider an exclusion (fixed term or permanent). Permanent exclusion is a last resort. The Principal may decide to permanently exclude a student where persistent and defiant misbehaviour continues despite the application of appropriate sanctions and strategies or for a severe "one off" offence (for example for carrying an offensive weapon). Please refer to the Academy's Exclusion Policy.

17. Right to confiscate

Staff at the Academy have the **right to confiscate**, retain or dispose of a student's property as considered necessary and it is for the Academy to decide how to return or dispose of confiscated items. Confiscation of a student's property is a legitimate part of any Behaviour Policy: this is enshrined in the Education and Inspection Act, 2006. It is a reasonable and proportionate way in which to maintain an environment conducive to learning, one which safeguards the rights of other students to be educated. Academy staff can seize any prohibited item found as a result of a search; they can also seize any item, however found, which they consider harmful or detrimental to the Academy's discipline. For example, if students bring communication devices to the Academy and these devices are used to disrupt learning, they will be confiscated. The Academy cannot be held responsible for personal property that may be lost, stolen or damaged.

Senior staff and Heads of Year have the **power to search without consent (see appendix 2)** for prohibited items which include:

- Knives and weapons (real or replica),
- Alcohol, tobacco and cigarette papers; illegal drugs
- Stolen items
- Fireworks
- Pornographic images
- Any item that has been or is likely to be used to commit an offense, cause personal injury, harms others or damage to property (Section 550ZB(5) of the Education Act 1996).
- any item banned by the school rules or deemed harmful or detrimental to school discipline.

Students must never bring any prohibited items into the Academy. Academy staff can seize any prohibited item found as a result of a search.

18. Physical restraint

Members of staff have the **power to use reasonable force** (see Appendix1) to prevent students from committing an offence, injuring themselves or others, or damaging property. For example, the Academy may use reasonable force to:

- prevent a student leaving the classroom where allowing the student to leave would risk their safety or the safety of others;

- prevent a student from attacking a member of staff or another student, or to stop a fight; and
- restrain a student at risk of harming themselves or others through physical outbursts.

The use of reasonable force acknowledges the legal duty to make reasonable adjustments for disabled children and children with special educational needs (SEND).

Reasonable force cannot be used as a form of punishment.

19. Monitoring and Evaluation

The Heads of Year regularly review the implementation of the policy. The purposes of the review are:

- To ensure that the system of rewards and sanctions is being implemented consistently and by all staff.
- To ensure that the operation systems for recording and monitoring behaviour are being used effectively.
- To ensure that all staff employ a full range of behavioural management strategies.
- To identify strengths and weaknesses amongst staff with regard to behaviour management and to target professional development accordingly.
- To analyse the data available on students in relation to exclusions and behaviour and be able to determine progress in improving behaviour.

The Vice Principal (Pastoral) is responsible for the overall monitoring of behaviour and attendance data and other formal or informal information that define attitudes to learning at the Academy. This data is used to monitor the impact of strategies in place to promote responsible behaviours across the Academy. Findings are reported to the Curriculum and Student Welfare Committee.