



**THE ARNEWOOD SCHOOL**

**11 – 19 Academy**

**ARN/0019**

**BEHAVIOUR FOR LEARNING  
(Behaviour Policy)**

## POLICIES AND PROCEDURES PROFORMA

<b>Subject and Version of Document:</b>	Behaviour for Learning (Behaviour Policy)
<b>Author:</b>	The Arnewood School Behaviour Working Party
<b>Persons/Committees etc consulted whilst document in draft:</b>	Senior Leadership Team; The Arnewood School Local Governing Body
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### Amendments Summary:

Amend. No.	Issued	Page	Subject
1	Dec 2016		Complete review of existing policy
2	May 2018	7	Point 6.0 – insert into sentence 2 “an extended”.... “or permanent”
3	May 2020	2	2.0 bullet 4
3	May 2020	3	2.0 bullets 5 & 13
3	May 2020	4	Points 4.0 & 5.1
3	May 2020	7	Point 6.0

## 1.0 Behaviour for Learning – Achieving the Best

The purpose of this policy is to set out the school's high expectations of behaviour and provide adequate detail of how student behaviour is to be positively managed in order to establish the best climate for learning.

Our non-negotiable principle is that *no student has the right to prevent others from learning*. This notwithstanding, we recognise that there are some children, who because of their own special educational needs, may require support as for them this ideal is more challenging.

At The Arnewood School we believe the positive and generally excellent relationships between staff and students are key to our success. Through setting high expectations of students' performance and exploring teaching and learning styles that challenge and support individuals, they will be given the best opportunity to achieve their full potential.

The aim of this policy is to ensure that as a school community we: -

- provide a calm, secure, stimulating, orderly and caring learning environment
- expect the highest standards of behaviour and effort from those students in our care
- have a positive approach, aiming to build strong relationships with students and their parents
- value each individual with whom we work
- praise, reward and build up the self-esteem of all students, and
- encourage students to develop self-discipline and a positive self-image.

## 2.0 Behaviour that Promotes a Positive Climate for Learning

### Students

All students are expected to conduct themselves in a manner which promotes the interests of the community of the school. They are expected to adhere to the 'Classroom Agreement' written by the school's student council (see Appendix 1): -

- **Treat everyone in the school community with kindness and respect**  
Speak calmly and politely to all people, whoever they are. Never do, say or write anything which is hurtful or hateful or which constitutes bullying or harassment (this includes via social media or by text message).
- **Listen to members of staff and follow all their instructions**  
Teachers have the right to decide who sits where and to determine the content of a lesson.
- **Use digital technology and the internet safely and positively**  
You must abide by the Acceptable Use Agreement: your use of digital technology should never cause disruption to learning, or be used as a medium for bullying or harassment, or be used to bring the school into disrepute (for example, where the school or members of the school community are mentioned on social media and blogging sites outside of school).
- **Move around the school and classrooms in a safe and responsible manner**  
Use the correct stairs and one-way systems, obeying rules on social distancing, and do not run or push others as you move around the school. Not doing so may put other people's safety at risk. You should avoid holding the door open for other people.
- **Respect the school environment and the property of others**  
It is more pleasant for everyone if the buildings are clean and in good condition. Do not vandalise or graffiti your school. Treat other people's property as you would wish them to treat yours.
- **Be attentive and polite in lessons and contribute positively**

The lesson will be more interesting for you if you are positive and take part. Treat other people as you would wish them to treat you. Everyone in the classroom has the right to learn and you must not prevent them doing that.

- **Attend only when you have permission.** Students are expected to make their way directly to and from school and should disperse quickly and in an orderly manner obeying rules on social distancing. It disrupts the lesson if you are late and it is difficult for you to take part if you do not have the right equipment with you.
- **Take responsibility for, and managing, your own learning**  
Ensure your work and home work is up to date and handed in on time. Have the correct equipment and books with you. Act on the advice, feedback and intervention of your teachers. Go through what you have learned each week and ask for help if you need it.
- **Dress smartly and appropriately at all times**  
Wear the correct uniform as defined including not wearing makeup (below Year 11) or jewellery. Make sure that you are smart, for example have your shirt tucked in, your tie done up properly, and your skirt worn to the correct length. When cycling we strongly advise a helmet should be worn.
- **Motor vehicles**  
Students may not bring cars or motor cycles onto the school site. Parking in local roads must be considerate to our neighbours.

*Prohibited items* are forbidden and maybe confiscated including by lawful search if necessary.

### **Parents/Carers**

We operate in the knowledge that parental involvement and support is absolutely crucial in the handling of disciplinary issues, hence it is the school's policy to keep parents fully informed. We ask parents to: -

- **Be active partners in their child's behavioural and emotional development**  
Adolescence can be a difficult time for children and families but we ask that parents discuss rewards with their child, and actively support staff when detentions are set. Inform a member of staff of any issues that may affect their child's behaviour or attitude to learning
- **Listen to and work with the school**  
Sometimes we deal with very complex issues. Please listen to staff and allow us time to resolve problems. Posting comments on social media is never helpful. Expect that your child will be challenged about behaviour that puts student safety, happiness, learning and social/academic development at risk.
- **Be courteous and respectful to staff at all times**  
Abusive or offensive language and threats against any member of staff will not be tolerated. Our staff work hard so being offensive is unnecessary and makes problems worse. We will do all we can to resolve problems and if you remain unsatisfied we have a complaints policy.
- **Accept responsibility for the way their children behave in and outside of school**  
Model behaviour that is expected of their children and staff at The Arnewood School including addressing their children and staff in an appropriate manner.
- **Send their child to school only on permitted days**  
Ensure your child is punctual, suitably clothed, fed, rested, equipped and ready to learn. Discourage truancy as it undermines progress. Make sure they understand rules on social distancing and public/personal hygiene and not to send students into school if displaying even mild symptoms e.g. slightly raised temperature, dry cough.

## Staff

Staff are expected to set appropriate standards of behaviour with the aim of facilitating good learning. To this end they will: -

- **Place students first by not tolerating interruptions to learning**  
Challenge behaviour that puts students' safety, happiness, learning and social/academic development at risk.
- **Recognise good behaviour**  
Good behaviour is recognised, celebrated and rewarded through Presentation Evenings, celebration assemblies, letters to parents, stickers and other commendations. The good behaviour expected of our students is modelled by all staff.
- **Work with parents/carers as partners to ensure best behaviour**  
The school does not need parental agreement to detain students after school nor does it need to give 24 hours' notice. However, we generally consider it good practice for after school detentions and therefore some form of notice will generally be given.
- **Ensure high expectations for good behaviour is promoted within school**  
Consistently and continually re-enforced clearly to all students and staff during assemblies, tutor time, lessons, extra-curricular activities and staff briefings.
- **Be Fair**  
Consequences will be applied fairly, consistently, proportionately and reasonably taking into account any Special Educational Needs, disabilities, barriers to access and vulnerability.

### 3.0 Mobile Telephones

If students bring mobile phones into school and they are seen by staff, they will always be confiscated and placed in the school safe for collection by a parent. In the Sixth Form, students may use their telephones in the Sixth Form common rooms only or as directed by staff.

The school accepts no responsibility for theft, loss or damage to mobile phones howsoever caused.

### 4.0 Canteen

Students may only enter the canteen when permitted. Rubbish must be disposed of in bins for the health of everyone.

### 5.0 Rewards and Sanctions

Rewards and sanctions are graded in order to maintain an appropriate hierarchy that is understood by students, parents and staff. This notwithstanding, the system is not intended to be inflexible or constrain common sense and professional judgement.

School staff maintain the final say as to which rewards and sanctions are issued. Staff may not discuss rewards or sanctions given to an individual child with the parent/carer of another child.

#### 5.1 Rewards

Students will receive praise online and through the awarding of merit badges and other commendations.

Positive	Awarded by: -	Reward
R1	Classroom teacher / Tutor / Staff	Verbal praise
R2	Classroom teacher / Tutor / Staff	Verbal praise / Name on board + 10 points
R3	Classroom teacher / Tutor / Staff Head of Centre of Learning / Head of Year	Sticker / Postcard / Text + 20 points
R4	Head of Centre of Learning / Head of Year	Certificates / Letter / Other Commendation + 30 points

R5	Head of Centre / Head of Year Senior Team Deputy or Headteacher	Headteacher's Award, nominated by a member of staff / Head of Centre of Learning / Head of Year + 40 points
R6	Deputy or Headteacher Chair of Governors	Chair of Governors' Award – nominated by the Headteacher + 50 points

Positive	Exemplar Learning Behaviour
R1	A good contribution to learning either effort or outcome. E.g. Giving a well-considered answer to a challenging question; picking up a piece of rubbish.
R2	Extended high engagement with learning or significantly improved effort. E.g. Completing a challenging task to a high standard within a lesson or producing excellent homework.
R3	Sustained effort or improvement over several weeks. E.g. Continually excellent attitudes to learning or improved attendance.
R4	Continuous effort or improvement over a half term or longer. E.g. Improved assessment results.
R5	Consistent high standards of work or a 'one-off' exceptional piece of work, or significant exemplary conduct. E.g. Representing the school at a public event to a high standard.
R6	Conspicuous or meritorious conduct of a more exceptional nature. E.g. Assisting a member of the public who has had an accident in the street.

## 5.2 Consequences

Our system works on the premise that students make a choice about their behaviour and accept the consequences. At every stage of the following procedure, students are given a choice via a series of informal warnings. Dependent on circumstances teachers may use the following procedure:-

Negative		Consequence
C1	Teacher / Tutor / Staff	First formal verbal warning
C2	Teacher / Tutor / Staff	Second formal verbal warning. Brief reflective task; briefly detain students – 10 points
C3	Teacher / Tutor / Staff Head of Centre of Learning / Head of Year	Short academic or pastoral detention up to 30 minute (break, lunch time or after school) with subject member of staff / DHoC / HoC or Tutor / HoY as determined by the line manager - 20 points
C4	Head of Centre of Learning / Head of Year	Long academic or pastoral detention up to 60 minute (lunch time or after school) with DHoC / HoC or HoY - 30 points  If a child is removed from lesson to a subject withdrawal room, this must be followed by a C4 detention, ideally the following day. Appropriate notice should be given to the parent/carer – 30 points
C5	Head of Year Senior Team	Amended timetable (one day) with loss of break time and lunchtime or Senior Leadership detention, ideally the same day or Thursday rota. – 40 points.
C6	Deputy or Headteacher	Isolation with senior team and parental contact – 50 points

C6 Behaviours may also lead to suspension (see section 6 below).

Negative	Exemplar Behaviour
C1	Silly or low level disruptive behaviour affecting personal learning or that of others. E.g. Unnecessary shouting out or not having the correct equipment.
C2	Further or persistent disruptive behaviour affecting personal learning or that of others. E.g. Continued talking when the teacher has asked for silence, or frequent lateness.
C3	Sustained poor behaviour impeding individual or class progress. E.g. Inadequate effort or persistently obstructive demeanour, or frequently not submitting homework.
C4	Disruptive behaviour of a deliberate or sustained nature. E.g. Smoking, truancy, disrupting the smooth operation of the school, behaviour requiring on call.
C5	Aggressive, anti-social or bullying behaviour of a harmful nature. E.g. Serious misuse of mobile technology or bullying.
C6	Violent, obscene or threatening conduct. Vandalism, deliberate racism, stealing, bringing drugs onto the school site or similar extreme misbehaviour. e.g. deliberately using threatening behaviour.

Each lesson starts afresh. It is expected that students will rarely go beyond C2. C1 to C3 will be recorded on ADDS by classroom teachers/tutors. C4 – C6 will be recorded by middle senior leaders. Students are not routinely to be sent out of classrooms to stand in the corridor. They should not be left in the corridor for long periods of time. If unable to modify their behaviour in the classroom via the system outlined above, students have made the choice of accepting the consequences of C4.

Students who are repeatedly late for lesson should make up, twice the time, for example in a C2 detention.

### Detentions

Staff may detain students at break and/or lunchtime at their own discretion. Students given lunchtime detention will be given time to eat, drink and use the toilet. Students placed in an after-school detention should be given a detention notice at least 24 hours before the detention. (A letter does not need to be issued if the teacher has spoken to the parent over the phone and the parent has agreed the student will attend the detention). If in any doubt whether the parent has been informed, the detention should go ahead unless the student: -

- travels home on the school coach
- has a statement of SEN and may not have understood the situation.

In these cases, the teacher will need to telephone home to confirm that the student can stay. The school and parent must not be placed in a position where students are unable to get home.

### Incomplete or Poor Homework

Where homework has not been completed, a C2 detention may be given automatically. If a student does not attend; they will be referred to the Head / Deputy Head of Centre of Learning. A C3 detention will be completed with the subject teacher.

### Lateness

Students who are late to school, without good reason, will be placed in a break time (M47) detention the same day and treated as C1. Failure to attend will be treated as C2 and the student escorted by the pastoral team to the detention the next day.

Students who routinely are late to lessons, or late without good reason, will be issued a C2 consequence and briefly detained to catch up missed work.

## Centre of Learning / Pastoral Detentions

Detentions of a length determined by the Head / Deputy Head of Centre of Learning / Head of Year of between 20 – 60 minutes.

### Leadership Detention

Leadership Detention runs from 3.00 p.m. until no later than 4.30 p.m. C5 sanction require the authority of a member of the Senior Leadership Team.

### Pastoral Support

Students who regularly receive C3 detentions and/or C4 referrals will be monitored by Heads of Year and Tutors. The Head of Year or Tutor will communicate with parents regarding this process. A Behaviour Improvement Plan will be created.

### Early Help Assessment (previously known as CAF)

Students requiring further support from outside agencies may need an Early Help Assessment in order to access these services. Heads of Year are responsible for raising an assessment and setting up an initial meeting.

### Behaviour Intervention Plan

In a small number of instances, a behaviour intervention plan may be necessary to address students' behaviour which they themselves will not moderate. At each stage a formal review and plan will be undertaken led by the Head of Year. Stage 3 and 4 will be attended by the parent and a senior teacher.

<b>Dealing with persistent/high level misbehaviour</b>	<b>Action</b>
<b>Stage 1 (BIP-1) – ideally 2 weeks</b> Student causing extreme concern requiring a strategic intervention plan.	Tutor report Daily phone call home Heads of Learning / Year Head Report Card
<b>Stage 2 (BIP-2) – ideally 2 weeks</b> Failed Stage 1 or been on Stage 1 within the last half-term.	First Formal Written Warning - Parental meeting Early Help Hub Referral / Police Liaison
<b>Stage 3 (BIP - 3)</b> Failed Stage 2 or been on an Stage 2 within the last half term.	Second Formal Written Warning Parental meeting Penultimate stage before suspension Deputy Headteacher / Assistant Headteacher
<b>Stage 4 (BIP - 4)</b> Failed stage 3.	Final written warning Headteacher
<b>Stage 5 (BIP – 5)</b> Failed stage 4.	Managed move Referral to Alternate Provision Permanent Exclusion

## **6.0 Suspensions/Exclusion**

In the case of persistent refusal to co-operate, and other more specific incidents e.g. Violent, obscene or threatening conduct, including that which is harmful to the health of others, vandalism, deliberate racism, stealing, bringing drugs onto the school site or similar extreme misbehaviour including behaviour that risks the health of students or staff, students may receive an extended fixed-term suspension or permanent exclusion. Parents are expected to



attend a meeting or video call. The number of days will depend on the incident and the student's record. Fixed term suspensions may only be sanctioned by the Headteacher or Deputy Headteacher (when leading the school). All work will be provided by Heads / Deputy Heads of Centre of Learning, normally on Firefly.

A student who is sent home or told to work from home via Firefly, because of disobeying rules on social distancing or endangering others by not following hygiene rules, will not be considered to have been excluded.

## 7.0 Legal and Advisory Framework

Teachers have statutory authority to discipline students whose behaviour is unacceptable, who break the school rules or who fail to follow a reasonable instruction (Section 90 and 91 of the Education and Inspections Act 2006).

Subject to the behaviour policy, teachers may discipline pupils for:

- misbehaviour when the pupil is: -
  - taking part in any school-organised or school-related activity or
  - travelling to or from school or
  - wearing school uniform or
  - in some other way identifiable as a pupil at the school.
- misbehaviour at any time, whether or not the conditions above apply, that: -
  - could have repercussions for the orderly running of the school or
  - poses a threat to another pupil or member of the public or
  - could adversely affect the reputation of the school.
- Teachers have statutory authority to discipline pupils whose behaviour is unacceptable, who break the school rules or who fail to follow a reasonable instruction (Section 90 and 91 of the Education and Inspections Act 2006).
- The power also applies to all paid staff (unless the headteacher says otherwise) with responsibility for pupils, such as teaching assistants.
- Teachers can discipline pupils at any time the pupil is in school or elsewhere under the charge of a teacher, including on school visits.
- Teachers can also discipline pupils in certain circumstances when a pupil's misbehaviour occurs outside of school.
- Teachers have a power to impose detention outside school hours.
- Teachers can confiscate pupils' property.
- Corporal punishment is illegal in all circumstances.
- Members of staff have the power to use reasonable force to prevent pupils committing an offence, injuring themselves or others, or damaging property, and to maintain good order and discipline in the classroom.
- It is for individual schools to decide how long a pupil should be kept in seclusion or isolation, and for the staff member in charge to determine what pupils may and may not do during the time they are there.
- Parental consent is not required for detentions, however, as with any disciplinary penalty a member of staff must act reasonably given all the circumstances, when imposing a detention.

## 8.0 Confiscating Property

There are two sets of legal provisions which enable school staff to confiscate items from pupils: -

1) The *general power to discipline* enables a member of staff to confiscate, retain or dispose of a pupil's property as a punishment, so long as it is reasonable in the circumstances. The law protects schools from liability for damage to, or loss of, any confiscated items provided they have acted lawfully.

2) *Power to search without consent* for "prohibited items" including: -

- knives and weapons
- alcohol

- illegal drugs
- stolen items
- tobacco and cigarette papers
- fireworks
- pornographic images
- any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property; and
- any item banned by the school rules which has been identified in the rules as an item which may be searched for.<sup>1</sup>

The above notwithstanding, we recognise that praise and reward is more productive than sanctioning students and punishing them. For this reason, staff are required to seek authentic opportunities to *catch children doing the right thing* and to reinforce positive social values and attitudes to good learning.

## 9.0 Use of Reasonable Force or Restraint

*Reasonable force* covers a range of actions which may be used by members of staff involving a degree of physical contact with students. The force used must be reasonable in the circumstances in which it was used.

All members of staff (including volunteers and parents attending school trips) have the power to use reasonable force to prevent students from:

- committing a criminal offence
- injuring themselves
- injuring other people (including students and members of staff);
- damaging property
- causing disruption in the classroom where they have refused an instruction to leave
- causing disruption at a school event or on a school trip
- leaving the classroom where doing so would risk their safety, disrupt the behaviour of others or put others at risk.

The above list contains examples, but is not exhaustive, and there may be other circumstances in which the use of reasonable force is justified. The Headteacher and authorised members of staff may also use such force as is reasonable in the circumstances when conducting a search of a student without their consent for certain items.

In the case of a student with a statement of educational needs or a disability (as defined by the Equality Act 2010), all members of staff will bear in mind their duty to make a reasonable adjustment for those needs or disability before using reasonable force. This does not mean that reasonable force will never be used on a student with a statement of special educational needs or a disability.

It is not illegal for members of staff to touch a student. In addition to being able to use reasonable force, in the course of normal day to day activities and in proper and necessary circumstances, for example when comforting, congratulating or praising a student, or demonstrating techniques in music or physical education, it may be acceptable for staff to appropriately make physical contact with a student.

In practice, the school has determined the use of *reasonable force* will only be used as a final resort when all other reasonable steps have been exhausted. For further information, refer to the school's Physical Restraint Policy.

## 10.0 Further Reading

This policy should be read in conjunction with: -

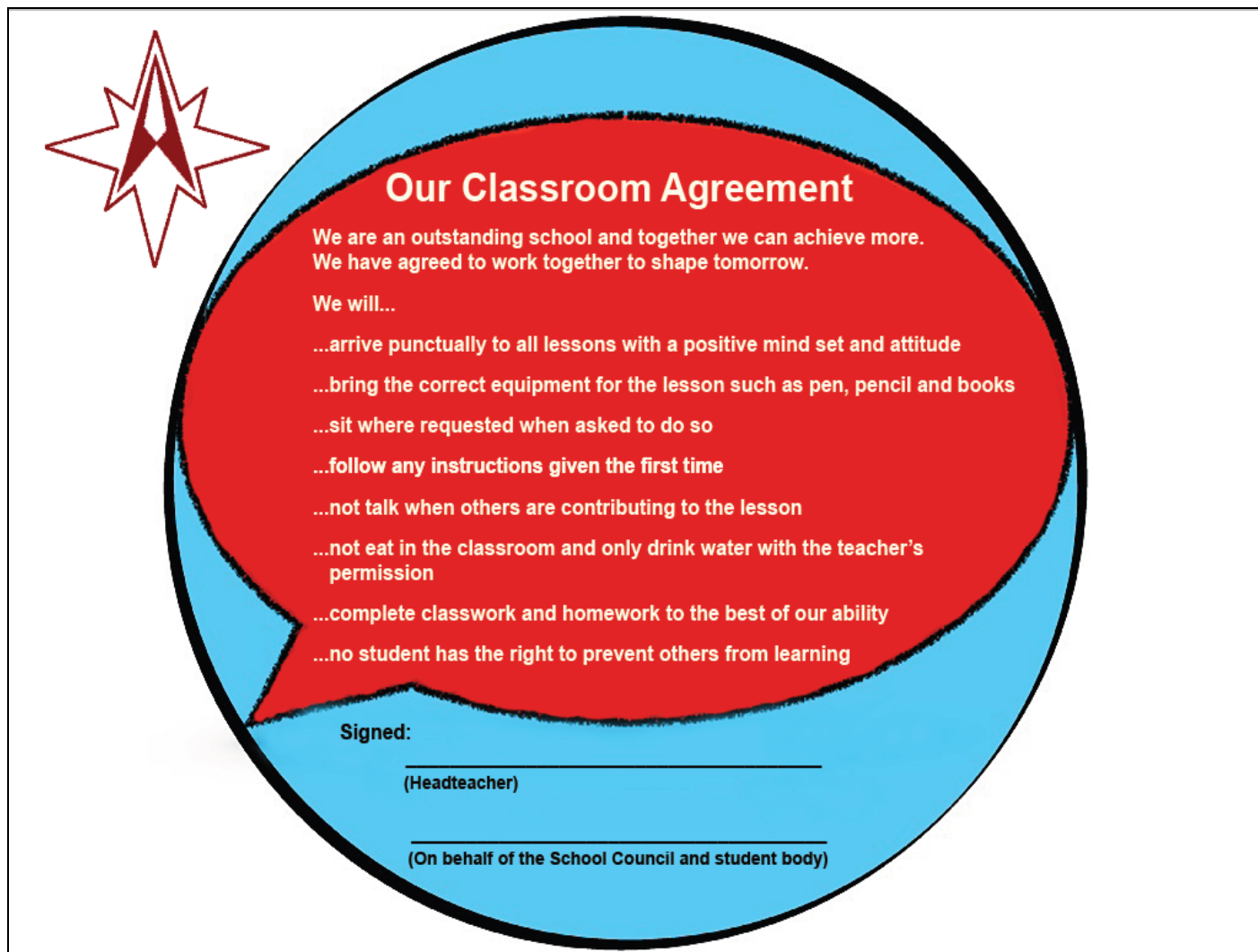
- Behaviour and discipline in schools Advice for headteachers and school staff, DfE, January 2016

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<sup>1</sup> Behaviour and discipline in schools - Advice for headteachers and school staff, January 2016

- Physical Restraint Policy
- Anti-Bullying Policy

## APPENDIX 1



**Our Classroom Agreement**

We are an outstanding school and together we can achieve more.  
We have agreed to work together to shape tomorrow.

We will...

- ...arrive punctually to all lessons with a positive mind set and attitude
- ...bring the correct equipment for the lesson such as pen, pencil and books
- ...sit where requested when asked to do so
- ...follow any instructions given the first time
- ...not talk when others are contributing to the lesson
- ...not eat in the classroom and only drink water with the teacher's permission
- ...complete classwork and homework to the best of our ability
- ...no student has the right to prevent others from learning

Signed: \_\_\_\_\_  
(Headteacher)

\_\_\_\_\_  
(On behalf of the School Council and student body)