



An Active Learning Trust School

Behaviour and attitudes to learning policy: a statement of our key principles

Approved by:	A Pugh	Date: 03.04.19
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Last reviewed on:	03.04.19
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Next review due by:	04.2020
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1. Aims

This policy aims to:

- Provide a **consistent and fair approach** to achieving positive behaviour and attitudes to learning across the school which all staff adopt
- Outline **our key principles** in supporting all students to feel confident, safe and secure to learn
- **Define** what we consider to be unacceptable behaviour both in and out of the classroom
- Summarise the **roles and responsibilities** of the school community with regards to creating a supportive culture for learning, which includes teaching, modelling and rewarding positive behaviour and attitudes – a calm and orderly environment across the school and in the classroom is essential in supporting the learning of all students
- Outline our system of **rewards and sanctions**.

We value our relationships within the school community and this is reflected in our constant ambition to grow and instil a positive and respectful culture, where all our students feel safe, secure and confident to learn and are respectful to each other and adults, alongside staff knowing and caring for students.

We are aware of the importance of having high expectations of students' behaviour and conduct and that these need to be applied consistently and fairly and that all staff need to make sure that students adopt appropriate routines both in and out of the classroom (see staff code of conduct).

At all times, we expect students to be engaged and have positive attitudes to their learning with a strong commitment to studying effectively, accepting challenge and risk-taking, whilst being resilient to setbacks and taking pride in their achievements, with high aspirations to achieve their very best (see student code of conduct).

We know that some of our students have significant barriers to their learning and we respond with a range of tailored interventions, in partnership with our parents, including teaching behaviours for learning, so that all our students are given the best possible chance to succeed (see staff and parent codes of conduct).

Bullying, aggression, discrimination and derogatory language are not accepted and are dealt with swiftly, fairly and effectively (see our anti-bullying policy).

We regard punctual attendance as a learning behaviour and therefore expect students to have high attendance, come to school on time and be punctual to lessons, thus minimising potential for disruption.

Exclusions, whether fixed-term or permanent, will only be used as a last resort, when all other strategies have been exhausted.

2. Legislation and statutory requirements

This policy is based on advice from the Department for Education (DfE) on:

- [Behaviour and discipline in schools](#)
- [Searching, screening and confiscation at school](#)
- [The Equality Act 2010](#)
- [Use of reasonable force in schools](#)
- [Supporting pupils with medical conditions at school](#)

It is also based on the [special educational needs and disability \(SEND\) code of practice](#).

In addition, this policy is based on:

- Schedule 1 of the [Education \(Independent School Standards\) Regulations 2014](#); paragraph 7 outlines a school's duty to safeguard and promote the welfare of children, paragraph 9 requires the school to have a written behaviour policy and paragraph 10 requires the school to have an anti-bullying strategy
- [DfE guidance](#) explaining that academies should publish their behaviour policy and anti-bullying strategy online

This policy complies with our funding agreement and scheme of delegation.

3. Definitions

Our behaviour for learning principles are based around:

The Neale-Wade Academy Respect Charter:

We Respect Everyone In Our Community

We Respect Our Environment

We Respect Everyone's Learning

We Respect Achievement

Misbehaviour is defined as:

- Disruption in lessons, in corridors between lessons, and at break and lunchtimes
- Non-completion of classwork or homework
- Poor attitude
- Incorrect uniform

Serious misbehaviour is defined as:

- Repeated breaches of the school rules
- Any form of bullying
- Sexual assault, which is any unwanted sexual behaviour that causes humiliation, pain, fear or intimidation
- Vandalism
- Theft
- Fighting
- Smoking
- Racist, sexist, homophobic or discriminatory behaviour
- Possession of any prohibited items. These are:

- Knives or weapons
- Alcohol
- Illegal drugs
- Stolen items
- Tobacco and cigarette papers
- Fireworks
- Pornographic images
- Any article a staff member 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)

4. Bullying

Neale-Wade Academy adopts the following definition of bullying:

'a physical, psychological or verbal attack against an individual or group of individuals by a person or group of persons, causing physical or psychological harm to the victim'

Source: Don't Suffer in Silence DfE.

Bullying is the use of aggression with the intention of hurting another person. Bullying results in pain and distress to the victim. It is usually conscious and willful and commonly consists of repeated acts of aggression and/or manipulation. It can take a number of forms – both physical and non-physical, either in combination or in isolation.

Bullying is, therefore:

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against

Bullying can include:

Type of bullying	Definition
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Racial	Racial taunts, graffiti, gestures
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing

Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites
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Details of our school's approach to preventing and addressing bullying are set out in our anti-bullying policy.

5. Roles and responsibilities

5.1 The local governing body

The local governing body is responsible for monitoring the policy's effectiveness and holding the Principal to account for its implementation.

5.2 The Principal

The Principal is responsible for reviewing and approving this policy.

The Principal will ensure that the school environment encourages positive behaviour and attitudes to learning and that staff deal fairly and effectively with unacceptable behaviour. This will include monitoring how staff implement this policy to ensure rewards and sanctions are applied consistently.

5.3 Staff (Staff Code of Conduct: See Appendix 1)

Staff are responsible for:

- Implementing the policy fairly and consistently
- Teaching, modelling and rewarding positive behaviour and attitudes to learning across the whole school
- Providing a personalised approach to the needs of particular students, who struggle with engagement in learning
- Recording behaviour incidents on GO4Schools.

The senior leadership team will support staff in responding to incidents with a focus on restoring positive behaviour and attitudes to learning.

5.4 Parents (Parent Code of Conduct: See Appendix 2)

Parents are expected to:

- Support their child in adhering to the student code of conduct
- Inform the school of any changes in circumstances that may affect their child's behaviour and attitude to learning
- Discuss any concerns with a trusted adult in the school community promptly

5.5 Student (Student Code of Conduct: See Appendix 3)

Students are expected to:

- Behave in an orderly and self-controlled way
- Show respect to members of staff and each other

- In class, make it possible for all to learn
- Move quietly around the school
- Treat the school buildings and school property with respect
- Wear the correct uniform at all times
- Be responsive to learning about positive behaviour and attitudes
- Accept sanctions when given
- Refrain from behaving in a way that brings the school into disrepute, including when outside school

6. Rewards and sanctions

6.1 List of rewards and sanctions

Positive behaviour will be rewarded with:

- Praise
- Positive Points on GO4Schools
- Letters or phone calls home to parents
- Special responsibilities/privileges/invitations to celebration events

The school may use one or more of the following sanctions in response to unacceptable behaviour:

- A verbal reprimand (**C1: See Appendix 4**)
- Sending the student out of the class (**C2C/C2R: See Appendix 4**)
- Expecting work to be completed at home, or at break or lunchtime
- Detention at break or lunchtime, or after school
- Referring the student to a senior member of staff
- Letters or phone calls home to parents
- Agreeing to a Pastoral Support Plan.
- Putting a student 'on report' for daily monitoring purposes.
- Timetabling students to work in Faculty 'Time-out'
- Timetabling students to spend time working in the Pupil Support Area.

We may use the seclusion room in response to serious or persistent breaches of this policy. Students may be sent to the seclusion room, or an alternative classroom, during lessons if they are disruptive and they will be expected to complete the same work as they would in class.

Students who do not attend a given detentions may also be sent to the seclusion room.

The seclusion room and pupil support area is managed by Mrs Wilshire, Mr Page and Mrs Fox.

6.2 Off-site behaviour

Sanctions may be applied where a student has misbehaved off-site when representing the school, such as on a school trip or on the bus on the way to or from school.

6.3 Malicious allegations

Where a student makes an accusation against a member of staff and that accusation is shown to have been malicious, the Principal will discipline the student in accordance with this policy.

Please refer to our safeguarding policy for more information on responding to allegations of abuse.

The Principal will also consider the pastoral needs of staff accused of misconduct.

7. Behaviour and attitudes to learning

7.1 A class environment conducive to learning

Teaching and support staff are responsible for setting the tone and context for positive behaviour and attitudes within the classroom.

They are responsible for:

- Creating and maintaining a stimulating environment that encourages students to be engaged
- Developing a positive relationship with students, which includes:
 - Greeting students at the start of lessons
 - Establishing clear expectations and routines
 - Communicating expectations of behaviour and positive attitudes through modelling, teaching and appropriate use of rewards and sanctions
 - Concluding the lesson positively and starting the next lesson afresh
 - Having a seating plan regularly reviewed
 - Using positive reinforcement
 - Applying behaviour principles fairly and consistently including agreed rewards and sanctions

7.2 Physical restraint

In some circumstances, staff may use reasonable force to restrain a student to prevent them:

- Causing disorder
- Hurting themselves or others
- Damaging property

Incidents of physical restraint must:

- **Always be used as a last resort**
- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Be recorded and reported to parents (**See Appendix 5**)

7.3 Confiscation

Any prohibited items (listed in section 3) found in students' possession will be confiscated. These items will not be returned to students.

We will also confiscate any item which is harmful or detrimental to school discipline. These items will be returned to students after discussion with senior leaders and parents, if appropriate.

Searching and screening students is conducted in line with the DfE's [latest guidance on searching, screening and confiscation](#).

7.4 Student support

The school recognises its legal duty under the Equality Act 2010 to prevent students with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour may be differentiated to cater to the needs of the student.

The school's special educational needs 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, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis.

8. Student transition

To ensure behaviour is continually monitored and the right support is in place, information related to student behaviour issues may be transferred to relevant staff at the start of the term or year. Information on behaviour issues may also be shared with new settings for those students transferring to other schools. Some students may be invited to 'Transition Clubs' for further support.

9. Professional development

Our staff are provided with professional development on teaching, modelling and rewarding positive behaviour and attitudes for learning, as well as on acceptable behaviour standards both in and out of the classroom as part of their induction process and on-going training and support.

10. Monitoring arrangements

This policy will be reviewed??? by the Principal and local governing body. At each review, the policy will be approved by the Principal.

11. Links with other policies

This policy is linked to the following policies:

- Anti-bullying policy
- Safeguarding policy

Appendix 1

Code of conduct

Commitment by the staff of Neale Wade Academy

Learning

- We are an inclusive school and believe every student at Neale Wade is capable of achieving high aspirations and success, gaining a place in employment, further/higher education and/or training
- It is through supported hard work that every student will aim high and achieve their very best
- We will deliver a rich, broad and balanced curriculum, setting challenging targets, appropriate for each student, in a safe, calm, orderly and positive environment that is conducive to learning
- We will always be prepared for lessons, making each one an engaging learning experience for all students
- We will deliver intervention and revision sessions for your child to support their learning and progress
- We will provide rewards for student effort and commitment
- We will provide tailored marking and feedback to every student so that they understand how to improve
- As part of the Neale Wade learning community, we will constantly strive to become even better teachers

Personal development and welfare

- We will ensure that each student's Form Tutor follows progress and that individual needs are met
- We will go out of our way to get to know each of our students as individuals and establish systematic ways of gathering student feedback on school policy and practice
- We will establish clear routines and expectations so that students know exactly what is expected and why
- We care about our students' well-being and will protect their safety at all times, ensuring that they feel safe and secure and confident to learn and where bullying and discrimination is not acceptable and will be dealt with promptly.

Parent-Academy Communication

- We will create a culture of trust between school and home, through regular communication
- We will hold parent meetings and provide reports on progress.
- Students and parents will be able to contact their Head of Faculty/Form Tutor by phone and email and responses will be received usually within 24 hours
- We promise to welcome parents into the school community when possible.

Behaviour and attitudes

- We will apply the Neale Wade Behaviour and Attitudes Policy consistently and fairly, supported by staff training and with staff modelling the behaviours and attitudes expected
- We will protect students from those who struggle to engage in learning by insisting on the highest possible behaviour for learning standards, making sure that students are taught the skills and resilience to manage their own behaviour and take responsibility for their own learning
- Whilst adhering to strict behaviour standards, those vulnerable and at risk of exclusion, will be supported to remain in school with appropriate provision, exclusion only considered as a last resort in response to extreme behaviours such as drugs and bladed weapons.

We, as staff at Neale Wade, sign this code of conduct voluntarily because we believe that Neale Wade Academy is a partnership between the parents and the staff that exists to create the best possible education for all our students.

Signed: _____ Date: _____

Position at the school: _____

Appendix 2

Code of conduct

Commitment by the parents/carers at Neale Wade Academy

Learning

- We believe every child at Neale Wade is capable of achieving high aspirations and success, gaining a place in employment, further/higher education and/or training
- We will support the Academy's efforts by encouraging the best possible standards in our child's studies
- We will respect the vision and ethos of the Academy's Respect Charter.
- It is through hard work on the part of our child, with your support, that our child will achieve their very best
- Our child will attend, on time, all intervention and revision classes identified for them (this includes after school, at weekends and/or during school holidays)
- We will allow our child to go on field trips and residential trips to support their learning experience. We understand this may mean staying away overnight
- We will support our child's home learning.

Healthy living

- We understand Neale Wade will provide healthy hot and cold food on site. We will not give our child unhealthy food or drinks to take to school
- We will ensure our child has a healthy breakfast each morning before coming to school
- We understand the importance of our child taking part in sports and physical activities and will make every effort to support their active participation

Attendance

- We will ensure our child arrives in school by 8.50am at the latest.
- We will not plan for family holidays or other absences during term time. We accept that the Academy will refer any unauthorised absence of this nature to Cambridgeshire LA, which will result in the issuing of a fixed penalty notice.
- We will make certain that our child attends school every day, except in cases of illness or another legitimate reason, where evidence will be submitted
- We will schedule routine doctor and dentist appointments during times when the school is not in session
- If our child is absent, we will telephone the school before XXX on the day of the absence to report the reason.

Uniform

- We will make sure our child wears the full academy uniform to school each day
- We understand that uniform violations will be challenges and sanctions applied.

Parent-Academy communication

- We will always provide an up-to-date phone number and email address and make ourselves available for consultation
- We will read all reports carefully, attend all parent meetings.
- We will treat all adults in the Neale Wade school community with respect and courtesy at all times.

Behaviour and attitudes

- We will support the Academy's consequences and sanctions for behaviour that fails to engage in learning
- We understand that if our child commits a serious breach of the Behaviour and Attitudes Policy, that there will be serious consequences which may include fixed term or permanent exclusion after all other strategies have been explored.

We, as parents/carers of Neale Wade, sign this commitment voluntarily because we believe that Neale Wade Academy is a partnership between the parents and the school that exists to create the best possible education for our child.

Signed: _____ Date: _____

Appendix 3

Code of conduct

Commitment by students of Neale Wade Academy

To learn and make progress:

- I will always work, think, and behave in the best way I know how, and I will do whatever it takes for my Neale Wade peers and me to learn and progress
- I will aim for the best possible standards in my studies, both at home and in school
- I will punctually attend all intervention or revision classes identified for me
- I will arrive at Neale Wade Academy by 8.50am every day at the latest
- I will raise my hand politely and ask questions in class if I do not understand something
- I will discuss any problems I am having at school with my parents and a trusted member of staff
- I will behave with courtesy and good manners at all times, managing my own behaviour and taking responsibility for my own learning
- I will take responsibility for my home learning.

I will build a safe and respectful community:

- I will wear my Neale Wade Academy uniform smartly every day.
- I agree to abide by the Academy Behaviour and Attitudes Policy and understand there will be consequences if I fail to do so.
- I will always treat everyone in the school community at Neale Wade Academy with respect. I will always listen to and care for my Neale Wade peers.
- I am responsible for my own actions and will model positive behaviour to others at all times – in the classroom, at break time, lunch time and outside of school.

I believe I am capable of success. I am ready to do whatever it takes to gain future employment, education and/or training

Signed: _____ Date: _____

Student name: _____

Appendix 4

Stage	Process	Action
C1	Teacher Logs, PL Monitors	Parents informed through GO
C2C	Teacher Logs , PL Monitors and Form Tutors	Parents informed through GO. Text message sent. Form Tutor Conversation.PL (Progress Leader) detention for multiple C2Cs.
C2R	Teacher Logs Incident	Teacher decides on Phone Call Home - discussion with HOF. Form Tutor Informed by PL. HOF/PL Monitoring,
C2R	2/3 c2Rs in a Half Term	Faculty Meetig (HOF, Teacher, Parent, PA to arrange when instructed). Faculty Time-out used.
C2R	Further C2R, or across multiple faculties	PL Meeting/ Faculty Time-out used / 1 hour detention.
C2R	Further Incidents/C2R/Lack of improvement.	SLT/Parents Meeting. Removal from circulation (full/part time/subject specific)

Appendix 5 (need to add Physical Restraint Record sheet/log)