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

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Contents

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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 be ready, respectful and safe
- **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 **recognition and consequences.**

At Neale Wade Academy (NWA), we recognise that fostering positive student attitudes is an essential pre-requisite to achieving our main aims as a school. The Learning and Teaching policy should be read in conjunction with this policy.

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

The aim of our pastoral work is to develop students' skills in 5 distinct areas:

1. **Leadership**
2. **Organisation**
3. **Resilience**
4. **Initiative**
5. **Communication**

Our behaviour for learning principles are based around:

Ready, Respectful and Safe.

Students should be 'Ready' by:

- Wearing the correct uniform with pride
- Arriving on time
- Having the correct equipment to learn
- Listening to the teacher's instruction

Students should be 'Respectful'

- Communicate politely and courteously
- Respect the school environment, keeping safe and tidy
- Respect others' views and beliefs

Students should be 'safe':

- Staff will have the highest regard for safeguarding our students
- Students will conduct themselves safely around school

Bullying and harassment will not be tolerated.

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

   Possession of the following prohibited items:

- Energy / fizzy drinks
- Mobile / Smartphones
- Headphones

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 / vaping
- Racist, sexist, homophobic or discriminatory behaviour
- **Possession of any prohibited items**.

    These are:

    - o Knives or weapons
    - o Alcohol
    - o Illegal drugs
    - o Stolen items
    - o Tobacco and cigarette papers
    - o Fireworks
    - o Pornographic images
    - o 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 wilful 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
Homophobic/Biphobic/Transphobic	Remarks or behaviours that are perceived to be related to a person's gender or preferred sexuality.

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 (Refer to ALT Code of Conduct)

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 policy requires our approaches to discipline to be positive too. It is vital to have a balance between a positive policy, rewards and sanctions. This does not mean that we should be afraid to apply sanctions firmly but fairly when necessary. Discipline is applied most effectively at the point at which the problem has arisen. If possible, inappropriate behaviour is best tackled in the front-line by the class teacher and not passed down the line for someone else to solve. Students are much more likely to respond positively to actions taken by the teacher in whose lesson they have contravened the positive behaviour policy. Teachers should, of course, seek appropriate advice and support from senior colleagues and inform them of repeated indiscipline or incidents of a serious nature. In maintaining the positive behaviour policy in your classroom you should:

- establish your authority firmly and calmly ;
- insist on high standards of behaviour, work and respect ;
- apply the code of conduct uniformly, fairly and consistently ;
- follow the school policy on sanctions ;
- be positive and avoid escalation and confrontation.

We should try to do all we can to avoid the following reactions, all of which have been shown to lead to deterioration in good behaviour:

- **shouting** at students. This is humiliating for them and for the teacher and is evidence that the teacher is losing self-control. Teachers should remain calm and speak in a normal voice.
- use **abusive language** or swear at students.
- **humiliating** students. Cynical and humiliating remarks build resentment and is likely to lead to confrontation.

- **over-reaction**. Positive behaviour needs to be encouraged by actions on a sliding scale. Usually a quiet word is enough. Over-reaction merely provides an audience for the perpetrator.

- **criticising a person rather than his or her behaviour**. "Shut up, you are an idiot" is not a constructive way of dealing with someone who is talking during a discussion. Draw attention to the effects of their actions. Be positive towards the "sinner" but condemn the "sin".

- **blanket punishments** - whole class punishments should be avoided as they breed resentment in the innocent.

- **over punishment**. Sanctions need to be on a sliding scale: always try to use the minimum possible to make the necessary point. All such sanctions need to be followed through by action.

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 (Refer to ATL Code of Conduct)

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 (Refer to ALT Code of Conduct)

Students are expected to be Ready, Respectful and Safe at all times by

- Behaving in an orderly and self-controlled way
- Showing respect to members of staff and each other
- Making it possible for all to learn
- Moving quietly around the school
- Treating the school buildings and school property with respect
- Wearing the correct uniform at all times
- Being responsive to learning about positive behaviour and attitudes
- Accepting sanctions when given
- Refraining from behaving in a way that brings the school into disrepute, including when outside school

6. Recognition and Consequences (Appendix 1)

6.1 List of recognition and consequences

Positive behaviour will be rewarded with:

- Praise
- Positive Points on GO4Schools
- Letters / postcards 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: Refer to Appendix 1

A verbal reprimand

Talking to the student individually, out of the classroom

Sending the student to the Faculty/Department Time Out

Lunchtime and after-school detentions (Refer to DfE Behaviour and Discipline in Schools, 2016)

Expecting work to be completed at home, or at break or lunchtime

Referring the student to a Head of Faculty / Progress Leader

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' for persistent disruption to learning

Working in the seclusion room

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 sent to the seclusion room.

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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 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:
  - o Greeting students at the start of lessons
  - o Establishing clear expectations and routines
  - o Communicating expectations of behaviour and positive attitudes through modelling, teaching and appropriate use of rewards and sanctions
  - o Concluding the lesson positively and starting the next lesson afresh
  - o Having a seating plan regularly reviewed
  - o Using positive reinforcement
  - o 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

7.3 Confiscation

Any prohibited items (listed in section 3) found in students' possession will be confiscated.

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.
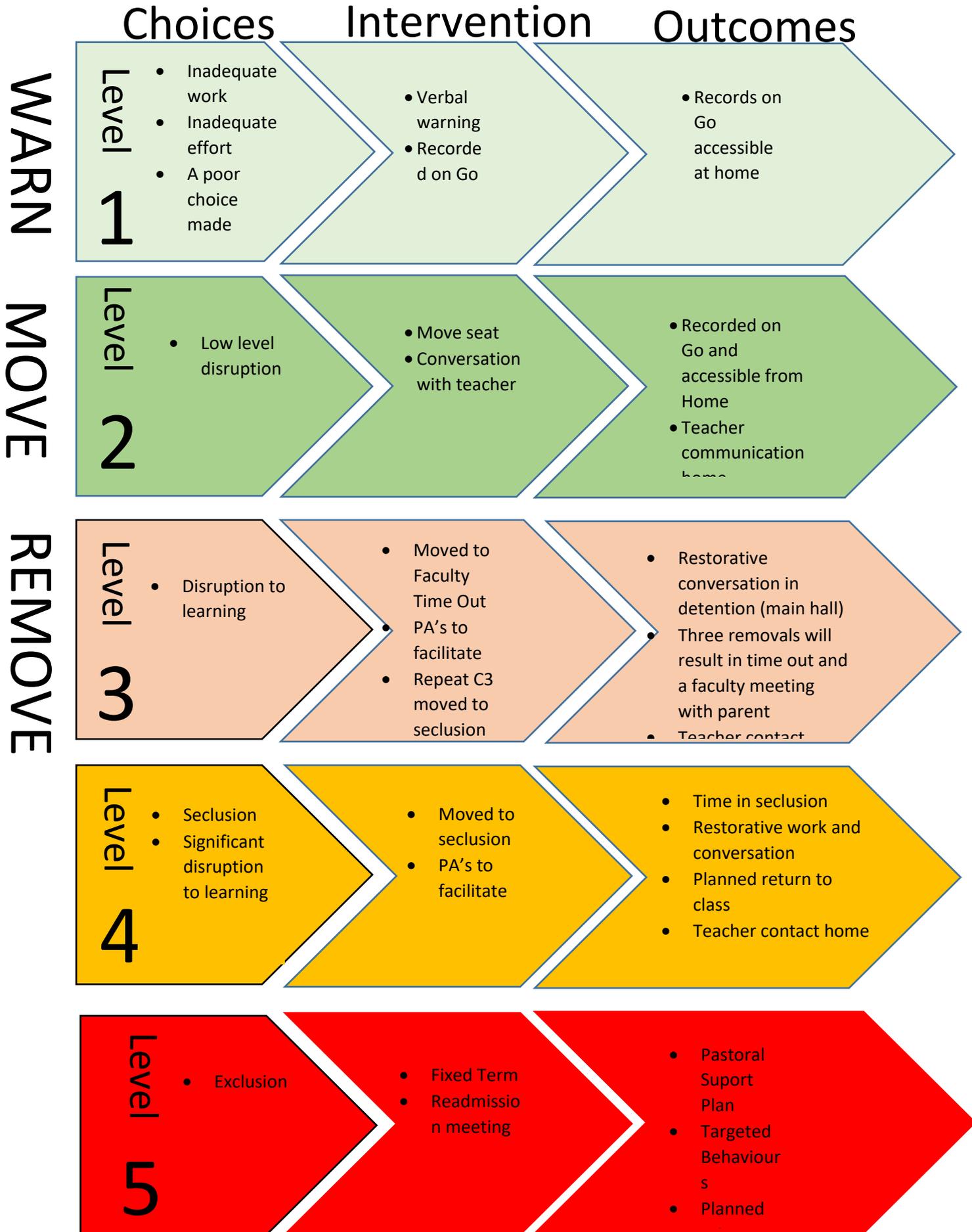
11. Links with other policies

This policy is linked to the following policies:

- Anti-bullying policy
- Safeguarding policy
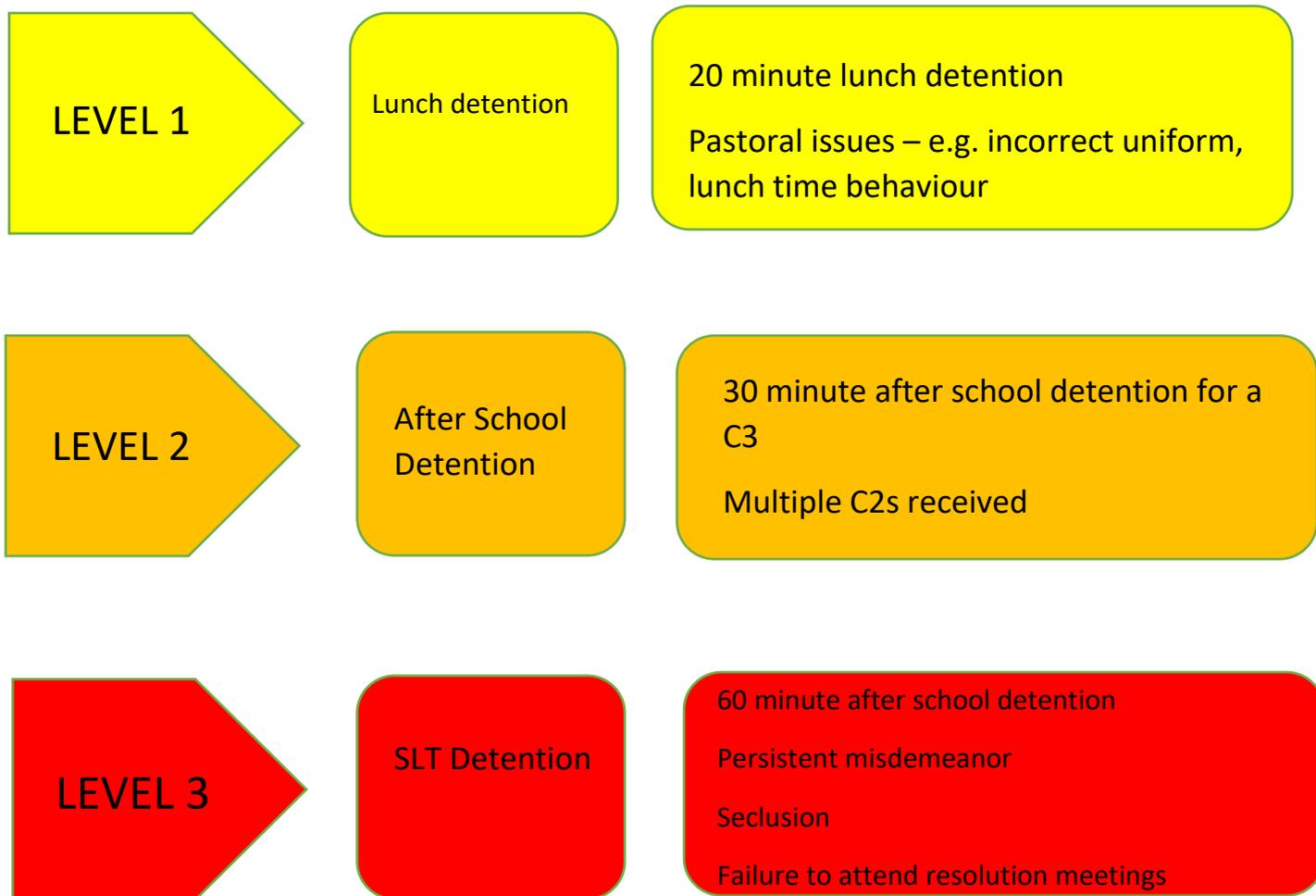- Teaching and learning policy

Appendix 1

The levels of Recognition/Praise:

- P1: teacher –
    - Good pieces of work during the lesson.
    - Contribution to the lesson that is beyond the expected standard such as helping others with their learning, LORIC within learning, perceptive contribution to discussion.
    - Recognised through GO4Schools

- P2: teacher –
    - Exceptional pieces of work produced/ good attitude and standard of work produced over a period of time/ excellent effort given at an assessment point.
    - Regular circumstances where the student has contributed to the lesson that is beyond the expected standard such as helping others with their learning, LORIC within learning, perceptive contribution to discussion.
    - Recognised through GO4Schools and email home from the teacher

- P3: HoF through monthly recognition/ PLs/ SLT drop ins
    - To represent the 'Historians of the month' or 'Scientists of the month'
    - Nominations provided for each year in the faculty, through nomination of students from the teachers and submitted to recognition coordinator
    - Recognised through GO4Schools and text message home

- P4: SLT monthly recognition
    - Provided through line management, with the ML providing information as to why they in particular have been selected this month. Information to be used in letter/ postcard to be sent home
    - Could refer to the intent curriculum where the students have demonstrated clear evidence of what is needed to succeed in this area of study – in terms of knowledge, skills and attitude.
    - Recognised through GO4Schools and phone call home by SLT and letter

- P5: Heads of School/ Executive Principal
    - Few and far between/ no set quota
    - For exceptional performances and contributions that are beyond the Academy such as county colours, higher grades in music and contribution to particular external performances, extraordinary contribution to the community through charitable works; or contribution that has affected whole school policy and academy life.
    - Recognised through GO4Schools and an invitation of student and parents/ carers to tea and biscuits

Consequence/ Choice Levels

	Choices	Intervention	Outcomes
WARN Level 1	• Inadequate work • Inadequate effort • A poor choice made	• Verbal warning • Recorded on Go	• Records on Go accessible at home
MOVE Level 2	• Low level disruption	• Move seat • Conversation with teacher	• Recorded on Go and accessible from Home • Teacher communication home
REMOVE Level 3	• Disruption to learning	• Moved to Faculty Time Out • PA's to facilitate • Repeat C3 moved to seclusion	• Restorative conversation in detention (main hall) • Three removals will result in time out and a faculty meeting with parent • Teacher contact
Level 4	• Seclusion • Significant disruption to learning	• Moved to seclusion • PA's to facilitate	• Time in seclusion • Restorative work and conversation • Planned return to class • Teacher contact home
Level 5	• Exclusion	• Fixed Term • Readmission meeting	• Pastoral Suport Plan • Targeted Behaviours • Planned

Detention Process

LEVEL 1	Lunch detention	20 minute lunch detention Pastoral issues – e.g. incorrect uniform, lunch time behaviour
LEVEL 2	After School Detention	30 minute after school detention for a C3 Multiple C2s received
LEVEL 3	SLT Detention	60 minute after school detention Persistent misdemeanor Seclusion Failure to attend resolution meetings

Addendum Covid -19 Update

From March 2020, the global Covid-19 pandemic has led to a change in how we define some of our children's behaviours in school and our assessment as to whether these are difficult or dangerous, particularly where a child or young person's behaviours could cause an increased risk to their own health or the health of others. Examples of this might include (but are not limited to):

•   spitting/coughing at other members of school community
•   repeated disregard of social distancing rules
•   not staying in their assigned class groups therefore increasing the risk of spreading the virus

We will work together with the student if they are struggling to meet these expectations along with their parents/carers to carry out a risk assessment which will explore whether a child can manage in the school environment, under current circumstances.

In exceptional circumstances, the outcomes of the risk assessment may mean we are unable to offer a place in school, at this time. If a child is unable to manage within the safety rules to minimize Covid-19 risk, then an offer of a school place may be removed until a new plan and phased return can be implemented that ensures the current guidance can be adhered to. In all cases, the child's Risk Assessment and plan will be regularly reviewed and the school will work with the family to ensure support to the child is provided in other ways, through reasonable endeavours**.**

We also need to be mindful that staff and students have had very different experiences of Covid-19 and the resulting lockdown. Some will have been very isolated from other members of society and may find being out of their own home difficult. Others may have taken on other responsibilities, such as caring for family and as such will have had a significant break from the day to day experiences of school. It is vital that all members of the school community treat each other with courtesy, respect and kindness to ensure that we are able to make rapid progress together.