



BEHAVIOUR FOR LEARNING POLICY

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All Saints Church of England Academy Plymouth is an inspirational community of learning that puts faith in education. It provides a broad and balanced curriculum that strengthens the body, challenges the mind and nourishes the spirit, encouraging everyone to go beyond their best.

All Saints Academy Plymouth mission is based on four golden threads:

- FAITH – putting Christian faith at the heart of every action and providing a safe environment and caring ethos for all
- FOUNDATIONS – creating strong foundations in learning, behaviour and success for all
- FAMILY – understanding the importance of family, the value of community and ensuring support for all
- FUTURES – preparing for bright futures shaped from excellent progress, achievement and choice for all

As a Church of England school, our work is rooted in fundamental Christian values and the teachings of Christ in the Bible. There are five core values that underpin our vision and day-to-day work:

TRUTH

JUSTICE

FOREGIVENESS

GENEROSITY

RESPECT

This policy and the associated procedures are based on these principles, aims and values.

All Saints Academy encourages good behaviour through a mixture of high expectations, clear policy and an ethos which ensures students are 'Ready to Learn'.

All Saints Academy has in place a range of rewards to reinforce and praise good behaviour, and clear sanctions for those who do not comply with the School's behaviour policy.

This Policy aims to outline the measures by which the school aims to promote good behaviour, self-discipline and respect; prevent bullying; ensure that students complete assigned work; and regulate the conduct of students.

The commitment of staff, students and parents is vital to develop a positive whole school ethos. All Saints Academy reserves the right to apply this policy to all students and any time a student is recognisable as an All Saints Academy student regardless of whether this is before/during/after school hours. The application of this policy is not dependant on whether the student is wearing school uniform.

Rewards

All Saints Academy regularly celebrates the success of all students in a variety of ways as we recognise that focussing on success and positive outcomes is essential to developing a positive culture and ethos across the school. The many ways we celebrate success are listed below and may be reviewed by students, parents and staff during the academic year.

The rewards system runs on a points system, with pupils receiving prizes once reaching milestones. Points will be awarded for pastoral, attendance and academic aspects. There will be no additional rewards system.

Points will be awarded for attendance, effort in lessons, for being a good citizen and achieving good progress.

Staff will award stickers, postcards and certificates.

Accumulating points for prizes (vouchers) / commendations

Pupils will gain prizes (vouchers) and commendation certificates when they reach a certain amount of points in an academic year. These are some of the ideas we are considering for this year:

Weekly rewards:

All Staff	Uniform Golden Ticket 1 x £5 voucher per year group
Attendance 100 %	1 x £5 voucher per year group

1/2 termly rewards:

- £50 credited to 1 tutor group per year that has obtained the most points in that term. To be spent for any means – pizza, donuts, equipment, cinema trip etc
- Star of the term (HOY - £10 reward voucher)

Termly rewards

- Attendance draw (ipod, bike, tablet, headphones etc)
- Celebration Assemblies – are held termly in year groups where students are recognised through a wide range of categories from attendance to academic and extra-curricular.

- Headteacher Awards – staff can nominate students for a Headteacher’s award for exceptional work or achievement.
- Governors Awards – Headteacher/SLT can nominate students for a Governor’s award for exceptional work or achievement.
- Pride of All Saints Award – staff can nominate a student who has overcome a difficult situation or is experiencing ongoing difficulties

Yearly rewards

- Top 25% of each year group to have a prize (year group depending e.g. free prom ticket, Woodlands trip, money off certain activity (if activity week) etc)
- Sports day and inter-tutor group competitions best tutor group in each year cup
- Awards Evenings – an awards evening is held annually for each year group of the school and students and their families are invited to these events.

Ready to Learn Centre (RTLCL)

Aims

- To eliminate disruptive behaviour
- To ensure staff and students are 100% clear on what is acceptable behaviour at All Saints Academy
- To encourage students to take responsibility for their own actions
- To enable teachers to deliver engaging and creative lessons all of the time

Practice

If a student does not adhere to the Ready to Learn expectations, a teacher will tell them that they have a ‘warning’ and their name will be written on the board in the Ready to Learn section. If a student does this for a second time, they will be sent to Isolation for 24 hours, including an hour’s detention from 3.10pm until 4.10pm that same day, unless it is during period 5 when the detention will be served the following day.

Expectations

- Arrive on time, within 3 minutes of the bell, or before the second bell after morning registration/break/lunch
- Sit where you are asked
- Show you are ready to learn
- Listen respectfully when others are talking
- Keep off-task conversations for social times
- Work in silence when an adult asks you to
- Allow others to learn
- Stay in your seat
- Don't eat or drink (only water is allowed in lessons)
- Treat others with respect, including when speaking with them

Appeal and Restoration

If students feel they have been unfairly or incorrectly placed in isolation they have the right to appeal. All students will complete a reflection sheet upon entry to the isolation room and may use this to indicate if they feel the isolation is unfair. Any staff member who sends a student to isolation will visit the student (within the 24-hour period) and complete a restorative conversation.

Red card

The 'Red Card' detention is a 20-minute detention for anti-social behaviour in and around All Saints Academy. At All Saints Academy, we expect everyone to behave and treat each other with respect at all times. That means walking around the school calmly and quietly, respecting each other's space and looking out for each other. Our red card detentions enable us to address any behaviour that does not meet our high expectations.

The following are typical reasons for a red card detention:

- Late to school
- Missing key school equipment with no note from their tutor
- Failure to complete homework (RC issued by teacher and DT served in the subject area)
- Running indoors
- Taking hot food/hot drinks out of the canteen and into the building or eating/drinking in the corridors
- Shouting indoors/inappropriate language
- Leaving/dropping litter anywhere other than in the bins
- Pushing/shoving in corridors or the lunch queue
- Being in another year group's area at break/lunch
- Incorrect uniform with no pass from the Head of Year

There are no warnings for these behaviours. If a student does one of the things above, an adult will tell them that they have a "Red card", and that they must serve a 20-minute break-time detention at the end of that day.

Punctuality and lateness

Students who arrive late to school will be issued with a same day 20-minute detention after school and parents/carers notified by text message. Failure to attend this detention will result in referral to RTL. C.

Sanctions

As stated previously sanctions are only to be used when more positive methods of promoting outstanding learning through good behaviour are not working with a particular individual or group of students. When a member of staff feels the need to resort to sanctions these are always to be applied impersonally (i.e. it is the negative behaviour that is resulting in the sanction not the student's personality), calmly, fairly, consistently and professionally.

The **only** sanctions/systems to be used **within** a lesson are warnings and RTL. C.

The aim should be to keep all students accessing their learning within the lesson for the full duration of the lesson. We are committed to not allowing the negative behaviour of the minority to continually disrupt the outstanding learning of the majority. For this reason, we use a system where students who fail to respond to a verbal warning by correcting their behaviour can be sent to the RTL. C. in order to allow the learning of the rest of the group to continue. We also employ the on-call system so that a student can be collected (if deemed a serious incident) and removed from the classroom to the RTL. C.

When issuing a verbal warning to a student it is important that this is done calmly and professionally throughout. The aim is to show students that they have 'chosen' their behaviour. There is a mandatory opportunity for restoration explicitly written into the system, whereby any student sent to the RTL. C. will be met by the member of staff responsible.

Uniform expectations are detailed in the policy on the website. Uniform is checked regularly by tutors, Heads of Year and senior staff. Students who are not in correct uniform (unless carrying signed permission slip from the HOY) and refuse or are unable to correct it, will be dealt with on an individual basis with a referral to RTL. C.

Fixed Term Exclusion (FTE) – We will endeavour to avoid exclusion wherever possible. A decision to exclude a student for a fixed period is taken only in response to very serious breaches of the school's behaviour policy, including persistent disruptive behaviour, malicious setting of the fire alarm or where such breaches are neither serious enough to merit permanent exclusion nor minor enough for detention or an RTL. C. referral to be appropriate.

Permanent Exclusion (PEX) – A decision to exclude a student permanently should be taken only:

- in response to serious breaches of the school's behaviour policy; and
- if allowing the student to remain in school would seriously harm the education or welfare of the students or others in the school.

The act of setting off the fire alarm without good cause may lead to Permanent Exclusion. The school follows the latest DfE guidance regarding exclusions from schools for both fixed term and permanent exclusions to ensure that students are treated fairly and not discriminated against.

Statutory Guidance: Exclusion from maintained schools, academies and student referral units in England

<https://www.gov.uk/government/publications/school-exclusion>

If a decision to permanently exclude a student is made by the head teacher the Governing Body will be required to follow the latest DfE guidance, as above, and set up a Disciplinary Hearing to review the Headteacher's decision.

The Governors' Panel will comprise of three members of the Governing body. They should have had sufficient training to be able to effectively challenge the Headteacher's decision and ensure all necessary evidence is considered appropriately. One member of the Panel should be elected to chair the hearing. The Chair will also be responsible for providing a letter detailing the Panel's decision and also sign and date the hearing minutes as accurate.

The following people should be invited to attend and every effort made by the school to enable them to attend:

- parents/carers (the student may also attend)
- a Local Authority representative (typically an Inclusion Officer)
- the Headteacher and other relevant representatives from the school.

Prior to the hearing, All Saints Academy will also provide a body of evidence which contains the following reports/statements to all parties prior to the disciplinary panel hearing. This may include the following:

- A log of behaviour incidents and associated sanctions
- The letter from Headteacher to parent/s confirming exclusion and stating the reason/s for exclusion
- Details of any previous exclusions
- Previous correspondence between school, parents and other agencies (if involved)
- Staff and any other witness statements regarding the incident/s which led to the permanent exclusion. (The school will anonymise or summarise student statements to protect the identity of those providing statements.)
- Reports of counselling/support undertaken
- Details of the support provided the student prior to the decision to exclude.
- A statement from the SENCo detailing the student's needs and the school's adjustments to meet these needs, and any additional reports from other professionals such as Educational Psychologists.
- A copy of the school's policies on behaviour and up-to-date DfE guidelines.
- A record of the student's attendance/absence
- A copy of any external or other reports by other agencies e.g. social care, EWO, that may be appropriate
- A report of action taken against other students who may have been involved in the incident/s

The typical structure for the hearing is set out below, however the order may be varied at the discretion of the Chair of the panel.

- Introductions and initial questions
- Headteacher's report and presentation of school evidence
- Questions of the Headteacher from the panel members
- Questions of the Headteacher from the others represented at the hearing
- Presentation from the parents/carers
- Questions of parents/carers from the panel
- Questions of the parents or carers from others represented at the hearing
- A short final statement from the Headteacher
- A short final statement from the parents or carers
- An opportunity for comment from the Local Authority representative
- The hearing will then be suspended to allow the governors to decide.
- Once a decision has been agreed, the governors will reconvene the hearing and inform all parties of their decision.

- At the Governors Review Hearing the Governing Body Disciplinary Panel will decide whether to uphold the exclusion or direct reinstatement of the student immediately or on a particular date.
- Should further information be required to make the decision the Disciplinary Panel may adjourn the meeting to a later date agreed by all parties.
- A letter detailing the Disciplinary Panel's decision should be sent to all relevant parties. The minutes taken from the hearing should be signed as accurate by the Chair of the Panel and retained on file at All Saints Academy.

Consistent Expectations

Consistency is hard to achieve in any organisation but here at All Saints Academy we recognise that it is key when creating an outstanding learning environment. Students are much less likely to push the boundaries if they know that what is expected of them will remain constant throughout the day; from one classroom to the next; one teacher to the next; one subject to the next; one year to the next.

Maintaining a Positive Learning Environment

A positive learning environment is best maintained through the focus on and positive reinforcement of good behaviours and not through the confrontational challenge of negative behaviours. At All Saints Academy, we recognise this through the effective use of our staged reward and sanctions systems.

Staff make a commitment to 'catch students being good' as often as possible and reinforce this through non-verbal and verbal acknowledgement and praise as well as using some of the more formal rewards available. Staff also make a commitment to deal indirectly with some negative behaviours in this fashion too. An off-task student can often be redirected through praise of a neighbouring student who is working and behaving appropriately. When staff do feel the need to resort to formal warnings and staged sanctions they are committed to doing so in a calm, non-confrontational and professional manner at all times.

Restorative Justice

Restorative Justice is a process which restores relationships where there have been problems. It is an opportunity for both sides to explain what happened and to try and come up with a mutually acceptable solution. When there has been an issue the people involved will meet with a mediator. Restorative Justice is designed so that both sides have an opportunity to hear the situation from each other. It enables them to think about how this may have affected the other person but also the other students and their learning.

By doing this and coming up with solutions it encourages both parties to take responsibility for their actions and make them aware of the impact they are having to others. It is also very helpful to hear the other side of the story and really appreciate why others may be upset.

Restorative Justice has been shown to work extremely well if there has been a repeated problem between a student and member of staff because it gives them opportunity to air their differences, appreciate how the other feels, and move on in a positive light, always with the aim to solve the problem, move on and prevent the same situation arising again.

Restorative Justice also works very well when students fall out with each other, allowing them to see the impact of their actions, apologise if necessary and put it behind them. The mediator's job is to keep all involved calm and civil and to help people move forward to restore the relationship.

Smoking- including all forms of e-cigarette/vaping devices

Smoking, in all its forms, is detrimental to health, anti-social and not conducive to a safe school environment. Smoking is not permitted anywhere on the school site. If a student is seen smoking or is suspected of smoking on the school site, in the vicinity of the school, or in school uniform, this will result in 24 hours in RTLIC. Students with smoking materials will have these confiscated and destroyed whether they are found to be smoking or not. Students will also receive sanctions for smoking near the school and on their way to and from school. Items will not be returned to students and parents will be contacted to come and collect the items. If they do not, they will be disposed of by the school according to the guidance in the DfE document as above.

Students must not bring any of the items listed below on to the school premises. The school will automatically confiscate any of the items below and has the power to search students with or without consent. There may also be severe penalties for students with these items, including permanent exclusion.

- knives or weapons
- alcohol
- illegal drugs
- stolen items
- tobacco and cigarette papers
- fireworks
- pornographic images
- any article that the member of staff reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the student). This would include: matches, lighters, 'legal highs', and laser pens
- E-cigarettes
- pictures of staff or students without appropriate consent
- medication which has not been accounted for under the medication policy.

School staff apply the following protocols when searching for or confiscating items. Searches should only be conducted by Heads of Year, SLT or Inclusion staff.

Searching students - key points:

1. Searches should only be carried out by a member of staff of the same gender as the student being searched. There MUST always be a witness – wherever possible a member of the same gender as the student.
2. Always seek to gain consent of students to search their bags and ask them to empty their pockets. If they refuse, then please refer them immediately to the RTLIC/SLT depending on the nature of the concern.
3. Please ask students to empty their own pockets fully and allow you to look through their bag and any coat / blazer pockets.
4. Anything found which you believe is inappropriate, regardless of whether it was what was being searched for, can be confiscated.
5. Parents should be informed of anything found which is inappropriate.
6. All searches should be logged.

Use of reasonable force

The school is strongly against the use of force against students and the advice to all staff is to seek support and advice in a difficult situation before using force. However, there may be instances where this is not possible due to the nature of the incident. The school and its staff will always endeavour to resolve situations without force and to manage any difficult situation calmly. The school follows the guidance below from the DFE: 'Use of reasonable force. Advice for Headteachers, staff and governing bodies'. July 2013

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/355362/use_of_reasonable_force.pdf

Some points to note in this guidance:

What is reasonable force?

1. The term 'reasonable force' covers the broad range of actions used by most teachers at some point in their career that involve a degree of physical contact with students.
2. Force is usually used either to control or restrain. This can range from guiding a student to safety by the arm through to more extreme circumstances such as breaking up a fight or where a student needs to be restrained to prevent violence or injury.
3. 'Reasonable in the circumstances' means using no more force than is needed.
4. As mentioned above, schools generally use force to control students and to restrain them. Control means either passive physical contact, such as standing between students or blocking a student's path, or active physical contact such as leading a student by the arm out of a classroom.
5. Restraint means to hold back physically or to bring a student under control. It is typically used in more extreme circumstances, for example when two students are fighting and refuse to separate without physical intervention.
6. School staff should always try to avoid acting in a way that might cause injury, but in extreme cases it may not always be possible to avoid injuring the student.

Who can use reasonable force?

All members of school staff have a legal power to use reasonable force in emergency situations. This power applies to any member of staff at the school. It can also apply to people whom the Headteacher has temporarily put in charge of students such as unpaid volunteers or parents accompanying students on a school organised visit.

The Academy has 16 specially trained staff around the site who have completed the "Positive Handling" course. These staff should be called for first if assistance is required and emergency cover should be organised.

When can reasonable force be used?

Reasonable force can be used to prevent students from hurting themselves or others, from damaging property, or from causing disorder. In a school, force is used for two main purposes – to control students or to restrain them.

The decision on whether to physically intervene is down to the professional judgement of the staff member concerned and should always depend on the individual circumstances.

The following list is not exhaustive but provides some examples of situations where reasonable force can and cannot be used.

Schools can use reasonable force to:

- remove disruptive children from the classroom where they have refused to follow an instruction to do so
- prevent a student behaving in a way that disrupts a school event or a school trip or visit
- prevent a student leaving the classroom where allowing the student to leave would risk their safety or lead to behaviour that disrupts the behaviour of others
- prevent a student from attacking a member of staff or another student, or to stop a fight in the playground; and
- restrain a student at risk of harming themselves through physical outbursts.

Schools cannot use force as a punishment – it is always unlawful to use force as a punishment.

Regulating student conduct and misbehaviour outside the school premises

All Saints Academy aims to prepare students for a life beyond education. The Academy therefore reserves the right to apply all aspects of this policy to students recognisable as All Saints Academy students (not just by their uniform) even if they are outside of the school grounds or outside the usual hours of attendance. What the law allows is laid out in the latest DFE Guidance 'Behaviour and discipline in schools. Advice for Headteachers and school staff' January 2016.

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/488034/Behaviour_and_Discipline_in_Schools_-_A_guide_for_headteachers_and_School_Staff.pdf

Teachers have a statutory power to discipline students for misbehaving outside of the school premises. Section 89(5) of the Education and Inspections Act 2006 gives Headteachers a specific statutory power to regulate students' behaviour in these circumstances "to such extent as is reasonable."

All Saints Academy may discipline a student for any misbehaviour when the child 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 student at the school.

Or misbehaviour at any time, whether the conditions above apply, that:

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

The Academy is committed to ensuring our students act as positive ambassadors for us. We expect the following:

- good order on transport to and from the Academy, educational visits or other placements such as work experience or college courses
- good behaviour on the way to and from the Academy
- positive behaviour which does not threaten the health and safety of our students, staff or members of the public
- reassurance to members of the public about school care and control over students in order to protect the reputation of the Academy
- protection for individual staff and students from harmful conduct by students of the Academy when not on site.

The same behaviour expectations for students on the Academy premises apply to off-site behaviour.

Sanctions and disciplinary action as a result of poor behaviour off the Academy premises

Sanctions may be given for poor behaviour off the Academy premises which undermines any of the above expectations and regardless of whether it is an activity supervised directly by staff. Sanctions may be in the form of

detention, fixed term exclusion or in very serious cases permanent exclusion. In issuing punishments, the following will be considered:

- the severity of the misbehaviour
 - the extent to which the reputation of the Academy has been affected
 - whether students were directly identifiable as being members of the Academy
 - the extent to which the behaviour in question would have repercussions for the orderly running of the Academy and/or might pose a threat to another student or member of staff (e.g. bullying another student or insulting a member of staff)
 - whether the misbehaviour was on the way to or from the Academy, outside the Academy gates or in close proximity to the Academy
 - whether the misbehaviour was whilst the students was on work experience, taking part in a course as part of an Academy programme, participating in a sports event (and in any situation where the student is acting as an ambassador for the Academy) which might affect the chances of opportunities being offered to other students in the future.
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Support

We aim to support all our students to ensure that every child succeeds during their time at All Saints Academy. Where it becomes clear that a child is having on-going difficulties in managing their behaviour, there are a wide range of strategies which are used to support students. We will always consider whether continual disruptive behaviour is the result of an unmet educational or other need/s and should we consider this to be the case, whether multi-agency assessment would be appropriate. Some examples of support are listed below:

- Monitoring report cards with targets to promote success in lessons
- Increased communication between home and school
- Referral to relevant agencies
- Referral to the Inclusion team
- Support from the Inclusion Support Team which consists of the SENDCo (Special Educational Needs and Disabilities Coordinator), teaching assistants, keyworkers – such as Youth Workers, the Inclusion Manager, trainee psychology students, the Child Protection Co-ordinator
- Small group work or 1:1 support in self-esteem, emotional literacy, anger management
- Additional literacy or numeracy support where this is identified as a barrier to learning and impacts on a child's behaviour
- Targeted and specialised curriculum provision
- Reduced timetable (Annexe R)
- Referral to outside agencies such as the school's Educational Psychologist, CAMHS, Social Care
- Additional support around transition points
- Managed Transfers – in line with locally agreed protocols and overseen by the Local Authority's Inclusion Officer, students may be offered a move to another school in order to have a 'fresh start' and break a pattern of poor behaviour. Managed Transfers only take place with parental approval and the student is dual registered throughout the transitional period. All Saints Academy also accepts students on Managed Transfers from other schools.

Every child is different and all support is tailored to meet the needs of each individual, in the recognition that, what works for one child may not for another.

Behaviour of parents/carers

All Saints Academy is passionately committed to building strong and positive relationships between the Academy and parents and carers. We are grateful for regular feedback from parents via questionnaires at parents' evenings and on a day-to-day basis. Staff emails are made available to allow efficient communication between parents/carers and school. Staff liaise closely with parents to support effective transition into the Academy.

All members of All Saints Academy staff will do everything they can to support all students, parents and carers, communicating professionally at all times.

The Academy has a duty to ensure staff work in a positive environment free from any form of harassment or intimidation. To this end the Academy will take firm action against any parents who behave inappropriately towards the Academy or any members of staff this includes the use of banning orders or specifying specific mechanisms of communication.

The Academy deems any form of aggression or threat either physical or verbal, rudeness and malicious accusations as inappropriate, and this includes all forms of communication including emails.

As a response to inappropriate behaviour by a parent/carer the Headteacher may place a temporary ban on a parent entering the Academy site or specify specific forms of communication to be used, putting in writing the reasons for the ban or details of mechanisms for communication and giving the parent an opportunity to respond. A Governing Body Sub-committee will be convened (consisting of 3 Governors) to review the Head's decision, and parents will be able to present their views in writing but will not be invited to the hearing. The Governors' Hearing will decide if a ban or limitations on communications should remain in place and decide on the appropriate timescale for these, giving a specific date at which they will be reviewed.

Allegations against staff

The School has a clear Complaints Policy, which is published on its website, and encourages parents/carers to use this as necessary.

All Saints Academy should not automatically suspend a member of staff who has been accused of misconduct, pending an investigation, but the Headteacher should draw on advice given in 'Dealing with Allegations of Abuse against Teachers and Other Staff' guidance.

Parents and carers should also be aware of the prohibition on reporting or publishing allegations about teachers in section 141F of the Education Act 2002. If parents or carers wish to apply to the court to have reporting restrictions removed, they should seek legal advice. If we are made aware of any inappropriate comments, we will report these to the relevant authorities for immediate action to be taken. Publishing allegations should be taken to include publication on social media such as Facebook.

All allegations against staff will be investigated in line with the Academy's Complaints Policy and all complaints have the potential for consequences for the staff concerned. For this reason, where it is concluded that a student has made a malicious allegation against a member of staff the Academy sanctions will be applied in a way that the Academy considers to be proportionate to the severity of the allegation made and its potential impact on the member of staff concerned, and other factors for example the length of time for which the allegation was sustained. The sanctions are likely to include restorative justice but may include fixed term or permanent exclusion from the Academy. Fixed term exclusion is likely to be the minimum sanction for a malicious allegation against a member of staff. Repeated malicious allegations are likely to result in Permanent Exclusion.

Appendix 1: The consequence map

