

# The Whitley AP Academy

Behaviour for Learning Policy



**The Whitley  
AP Academy**

<b>Name of Policy Writer / Amendments</b>	<b>Date Written / Amended</b>	<b>Next Review Date</b>
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# **The Whitley AP Academy: Behaviour for Learning Policy**

## **1. Vision and values**

At The Whitley AP Academy we want a community which shows respect, decency and understanding towards everyone regardless of their background. We want pupils to value their education and understand that behaviour is a choice. We want pupils to choose to do the right thing because it helps them to achieve their goals, but also understand and take responsibility for the consequences of the choices that can damage their life chances. We endeavour to establish successful partnerships between home and school that are always focussed on the best outcomes for the individual pupil.

The best pastoral care that we can provide our pupils allows them to achieve their best set of exam results.

### **1.1 Aims**

- All pupils to make the right choice first time.
- All pupils to understand their responsibilities in and around the school.
- All pupils to be able to understand and manage their emotions.
- All pupils to be respectful of themselves, each other and all adults.
- All pupils to respect their learning and the learning of others.
- All pupils to respect their community and their physical environment.

### **1.2 Practice**

We aspire by:

- Putting in excellent effort
- Taking on new challenges
- Being self-reflective

We enjoy our time at school by:

- Showing respect
- Being a community
- Being safe

We achieve our best at school:

- With good attendance
- By being punctual
- By being our best

Our aim is to ensure that the behaviour policy is fully understood by all stakeholders and is consistently implemented across school.

## **2. Rewards and Recognition**

We expect nothing less than excellent behaviour at all times at The Whitley AP Academy and we expect our pupils to demonstrate a good attitude to learning both inside and outside of the classroom. Our reward system is centred around our four 'Rs'. These four Rs are:

1. Resilience
2. Responsibility
3. Reflection
4. Respect

These four Rs are the characteristics of successful learners. Each time a pupil is seen to be demonstrating these characteristics they will be awarded with an achievement point which will be recorded on their SIMS record.

## **2.1 Rewards**

Our rewards system allows pupils, teachers and their parents / carers to see how well they are progressing and where they are producing sustained good work, effort and progress. Pupils are encouraged to see that it is worth making an effort, persevering with a task that is within their reach, trying and trying again. In school we ensure that positive behaviour is always recognised, this in turn raises pupils' self-esteem.

Pupils are rewarded at the school in the following manner:

- Verbal praise
- Achievement Points based on the four R's. These are accumulated and recorded on SIMS in order to allow eligible pupils to attend reward trips and gain prizes as per Appendix 1.
- Telephone call and / or positive postcard sent to parents / carers
- Attendance Twenty Day Challenge

## **2.2 Consequences**

In class, teachers will meet and greet pupils and are responsible for managing behaviour in the classroom. Should a pupil choose not follow an instruction they will be given a verbal warning and their name will be written on the whiteboard by their teacher / support worker. Should the pupil continue to not follow instructions then they will be given a second verbal warning and may be moved within the classroom. If a pupil continues to refuse to follow instructions and the Code of Conduct, they will be removed from class for a period of time to reflect. If this behaviour is repeated on return to class, the pupil will then make up this learning time at break / lunchtime and / or after school. If a pupil is removed from a lesson, a penalty point will be recorded on their record.

Should pupils choose not to follow the school rules they will accrue penalty points. Should a pupil continue to accrue points, parents / carers will be invited in to school to discuss next steps and more severe sanctions may be applied.

## **2.3 Detentions**

Legally, parental consent is not required for detentions. There is no longer a requirement to give parents 24 hours notice of a detention. Teachers have a legal power to put pupils aged under 18 in detention, this includes detention outside of school hours. For break / lunchtime detentions, staff should allow reasonable time for the pupil to eat, drink and use the toilet.

## **3. Intervention / support for improving behaviour**

In order to support all pupils to be as successful as possible we have a range of interventions and support should they choose not to follow the school rules.

- Small groups
- Each pupil has a support worker allocated to their group
- SMART pupil focus targets for classroom engagement with regular reviews
- Review differentiation of curriculum
- Adaptations of teaching / learning style
- Review behaviour management strategies
- Daily report card
- Restorative approaches with key staff
- Discuss difficulties with pupil / parents / carers
- Withdrawal from lessons to give pupils time to reflect and modify their behaviour
- Break / lunchtime / after school detention
- Internal isolation
- Fixed Term Exclusion

All pupils at The Academy are set personalised targets by the SEN Team based on input from teachers and support staff. These are called Pupil Focus targets and are reviewed on a termly basis. We believe that effective learning contributes to good behaviour. Detailed curriculum planning and engaging lessons which meet the needs of the individual help avoid alienation and disaffection, which can often manifest itself in poor behaviour choices.

### **3.1 Behaviour Contracts**

Parents of those pupils who persistently choose not to follow the school rules will be required to sign a behaviour contract. This will identify agreed targets which are relevant to the particular pupil.

### **3.2 Sexual Violence and Sexual Harassment**

The school follows the guidance set out in 'Sexual violence and sexual harassment between children in schools and colleges' (DfE, 2017).

Sexual violence and sexual harassment can occur between two children of any sex. It can also occur through a group of children sexually assaulting or sexually harassing a single child or group of children.

At The Whitley AP Academy we believe that sexual violence and sexual harassment is never acceptable, and all such incidents will be taken seriously.

Reports of sexual violence, including rape, assault by penetration and indecent assault will always be reported to the police.

The school will take seriously any incidents of sexual harassment, including sexual comments, 'jokes' or taunting, physical behaviour, displaying pictures, photos or drawings of a sexual nature; and online sexual harassment.

The school recognises that some pupils are at greater risk of sexual violence and sexual harassment, including girls, pupils who are LGBT and those with SEN and disabilities, and may need greater support.

Reports of sexual violence and sexual harassment will be dealt with by the Designated Safeguarding Lead, in partnership with the Headteacher. Some incidents must be reported to the police or social services, others may be dealt with in school.

Our curriculum will help young people develop healthy, respectful relationships with each other, and with staff. The curriculum includes opportunities to discuss gender roles, stereotyping, prejudice and equality.

For more detailed information on Sexual Violence and Sexual Harassment please see the school's Child Protection and Safeguarding Policy.

### **3.3 Racial Incidents**

Incidents with a racist dimension are dealt with according to the usual school procedures. However, we are required to record such incidents. Therefore, once the incident is resolved, a copy of the entry on SIMS or the incident summary is forward to the Headteacher to copy to the Racist Incident File. The Headteacher will follow the reporting requirements of the Local Authority.

## **4. Uniform and Appearance Requirements**

The Whitley AP Academy maintains a strict uniform code and we expect a high standard of personal appearance. Our uniform helps to promote a serious working ethos and a sense of pride in the school. We insist on adherence to the rules. If pupils do not arrive in correct uniform parents / carers will informed and pupils will be instructed to return home to change.

Boys	Girls
White shirt buttoned to collar Black smart trousers (must not be made from denim or elasticated material) Plain black footwear	White shirt buttoned to collar Black skirt or smart black trousers (must not be made from denim or elasticated material) Plain black flat footwear - No stilettos, platform or wedge heels.

- Pupils can wear belts but they must be plain black with no studs or decoration
- Hair must be sensibly styled and be of a natural colour. Extreme styles and colours are not acceptable
- If worn, make up must be subtle
- Jean-style / combat trousers / leggings / tracksuit bottoms, open-toed shoes / sandals must not be worn

Optional Uniform Items:

- A black V-necked jumper
- Plain black hijabs only, which must be worn securely wrapped or tied back, with the face clearly visible.
- Girl's black tunic

#### **4.1 Personal property**

On entry to the school pupils will hand in all personal property and outer clothing. This will be placed in the pupil's locker and returned at the end of the day. Pupils will also be searched to ensure they are not concealing prohibited items on their person.

#### **4.2 Behaviour outside of the school**

The school also has high expectations of pupil behaviour in other spaces outside the classroom for example: corridors, dining area and Gym area. These expectations include the behaviour of pupils travelling to and from school, for example, on the school minibus.

Staff have a statutory power to discipline pupils for misbehaving outside of the school premises.

We define the outside of the school as:

- Taking part in any school organised or school related activity
- Travelling to and / or from school
- When wearing school uniform
- Misbehaviour that could have repercussions for the orderly running of the school
- Misbehaviour that poses a threat to another pupil or member of the public
- Behaviour that could adversely affect the reputation of the school

#### **4.3 Food and drink**

Children have regular access to water at break and lunch. Pupils have the option of ordering a school lunch or bringing a packed lunch. Pupils should not bring in any fizzy drinks including energy drinks into the school. Those choosing to do so will have the items confiscated and returned at the end of the day.

#### **4.4 Toilet Breaks**

Pupils must use the toilet facilities before school, at break, lunch and after school if needed. Other than this, pupils are not allowed to use the toilet during a lesson. For pupils who require a toilet break for medical purposes there will be a toilet pass issued on the evidence of a medical note.

## **5. Types of Exclusion for Serious Offences**

### **a) Internal isolation**

The detrimental actions of a pupil can have a major impact on the learning of others and have an impact on the staff's commitment to maintaining good order within the school. Pupils may therefore face consequences resulting in internal isolation in line with the nature of the offence.

Internal isolation offers immediate, short-term provision to ensure that learning and teaching for the majority of pupils can continue uninterrupted. The school uses both an on-site room and isolation booths with designated members of staff supervising the facility. The length of time served in internal isolation is consistent with the nature of the incident resulting in this sanction. Pupils will be expected to reflect on their behaviour and complete class work. Staff will not converse with pupils unless restorative work is being carried out or they are supporting academic progress. Staff will judge each lesson in isolation and grade the pupil's success as red, amber or green on SIMS. Depending on the severity of the incident pupils will be given a target number of green lessons they need to complete.

### **b) Fixed Term Exclusion (FTE)**

A fixed term exclusion is where a pupil is temporarily removed from school.

Following a FTE decision, a letter will be sent to parents / carers explaining why the decision to exclude has been made.

Following any fixed term exclusion, of any duration, it is expected that: Parents / carers will attend a re-integration meeting with the Head of Year / member of the Senior Leadership Team. A Behaviour Contract may be completed at the re-integration meeting if one is not already in place or it is deemed appropriate. If a pupil accrues ten days of FTEs in a term, they will be invited to attend a preventative meeting with a member of the Management Committee and either the Headteacher or Deputy Headteacher.

### **c) Permanent Exclusion**

Permanent Exclusion is a last resort where all other interventions have not been successful.

Parents of those pupils who display persistent behavioural concerns will be required to attend meetings with Heads of Year and a member of the Senior Leadership Team.

Permanent Exclusion means your child is excluded from The Whitley AP Academy permanently. The school will use fixed term exclusions when a serious incident occurs or there is a breach of the Behaviour Policy. Examples of, but not exhaustive, are:

- Vandalism
- Theft
- Threatening a member of staff
- Incidents of physical / verbal / racial / homophobic abuse
- Assault
- Encouraging or instigating fight or violence
- Serious Bullying
- Serious threatened or actual violence against another pupil or a member of staff
- Sexual abuse or assault
- Supplying an illegal drug
- Carrying an offensive weapon
- Damage to school property.

A continuation of the above behaviour examples or an incident that is deemed serious enough could result in Permanent Exclusion.

## **d) Exclusions and Children Looked After (CLA)**

If a child is a Child Looked After (CLA) and is excluded, then the following actions will apply:

- Parents / carer will be immediately informed.
- The Virtual School Head or link will be informed throughout the exclusion process, and likewise if the child is either CLA or on a Child Protection Plan then the lead Social Worker (SW) will be kept informed.
- The child will always be kept in school until a parent / carer / social worker can collect.
- We will inform Police / MAST (Multi Agency Screening Team) if a child absconds or if they are not collected by end of school day.

## **e) Exclusions and Special Educational Needs**

At The Whitley AP Academy we pride ourselves on having high expectations of all our pupils and are fully inclusive. We expect all pupils with Special Educational Needs and Disabilities (SEND) to follow the school behaviour policy. Where appropriate, we will judge on a case by case basis, in line with the pupil's needs, how to interpret the policy in order to meet their needs and support their path to independence. We are aware of our statutory duty not to discriminate against pupils on the basis of protected characteristics, such as disability or race and the requirements of the Equality Act 2010. We endeavour to give consideration to the fair treatment of pupils from these groups who are vulnerable to exclusion. Where there are concerns about a pupil's behaviour we will try to identify whether there are any causal factors and intervene early in order to reduce the need for a subsequent exclusion.

## **6. Prohibited Items: Illegal Substances, material and Offensive weapons**

The Whitley AP Academy does not permit any illegal substances or offensive weapons on to the premises. Offensive items include:

- Laser pens or other objects, even if manufactured for a non-violent purpose but has a potentially violent use e.g.: the purpose of keeping or carrying the object is for use, or threat of use, as a weapon. Examples include blades removed from pencil sharpeners, lighters or slings.
- Knives, including all variations of bladed objects e.g.: pocket-knives, craft knives, scissors etc.
- A firearm of any description, including starting pistols, air guns and any type of replica or toy gun.
- Explosives, including fireworks, aerosol sprays, lighters, matches.

The list above is not exhaustive and will also include any items judged by the school to be carried with the intention to inflict injury on another individual or property.

In addition to this the school forbids the bringing in of inappropriate materials such as pornography or illegal substances such as alcohol, illegal drugs, cigarettes, electronic cigarettes and shisha pens.

### **6.1 Searching Pupils**

This is written in conjunction with the DfE Guidance - Searching, screening and confiscation (January 2018). School staff can search pupils with their consent for any item which is banned by the school's policy. Teachers and staff authorised by the Headteacher have the power to search pupils or their possessions, without consent, where they suspect the pupil has prohibited items. These include:

- Knives or weapons
- Alcohol
- Illegal drugs
- Stolen items
- Tobacco and cigarette papers
- Fireworks
- Pornographic images

Any article that a member of staff reasonably suspects has been, or is likely to be used:

- To commit an offence
- To cause personal injury to, or damage the property of, any person, including the pupil

School staff can seize any prohibited item found as a result of a search. They can also seize any item they consider harmful or detrimental to school discipline. If a pupil refuses to be screened, the school may refuse to have the pupil on the premises. Health and safety legislation requires a school to be managed in a way which does not expose pupils or staff to risk their health and safety and this would include making reasonable rules as a condition of admittance.

If a pupil fails to comply, and the school does not let the pupil in, the school has not excluded the pupil and the pupil's absence should be treated as unauthorised. The pupil should comply with the rules and attend.

## **7. Use of Reasonable Force**

Who can use reasonable force?

- All members of school staff have a legal power to use reasonable force.
- 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 pupils such as unpaid volunteers or parents accompanying students on a school organised visit.

When can reasonable force be used?

- Reasonable force can be used to prevent pupils from hurting themselves or others, from damaging property, or from causing disorder.
- In a school, force is used for two main purposes – to control pupils or to restrain them.
- The decision on whether or not 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 pupil behaving in a way that disrupts a school event or a school trip or visit;
- Prevent a pupil leaving the classroom where allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the behaviour of others;
- Prevent a pupil from attacking a member of staff or another pupil, or to stop a fight in the playground; and
- Restrain a pupil 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.

Reasonable adjustments will be made for all pupils where necessary. See Appendix 6.

All staff members are trained in Team-Teach techniques and have regular refresher training. All incidents are recorded and logged on SIMS.

'Team –Teach techniques seek to avoid injury to the service user, but it is possible that bruising or scratching may occur accidentally and these are not to be seen as a failure of professional technique, but

a regrettable and infrequent side effect of ensuring that the service user remains safe' (George Matthews – Director)

For more information please read the care and control policy and [www.team-teach.co.uk](http://www.team-teach.co.uk)

### **7.1 Allegations of Abuse against Staff**

Allegations of abuse must be taken seriously. The Whitley AP Academy must ensure they deal with allegations quickly in a fair and consistent way that provides effective protection for the child and supports the person who is the subject of the allegation. Every effort must be made to maintain confidentiality and guard against unwanted publicity while an allegation is being investigated. Suspension must not be used as an automatic response when an allegation has been reported.

A Designated Safeguarding Lead from the SLT will deal with allegations of abuse against staff. The Local Area Designated Officer (LADO) for Calderdale will be informed of any allegations.

### **7.2 Malicious Accusations against Staff**

If an allegation of abuse against staff has been found to be malicious, the parents of the pupil who has made the allegation will be contacted.

The Headteacher will deal with malicious accusations against staff.

## Appendix 1: Rewards

### End of year reward trip and prize draw

Awarded for progress, achievement points and completing the Ten Day Attendance Challenge

Staff nomination for most improved pupil(s) in each Key Stage

### Termly

Special lunch and outdoor activity

Top three pupils in KS2 and KS3 and top five pupils in KS4 with the most achievement points

Staff nomination for most improved pupil(s) in each Key Stage

Ten Day Attendance Challenge

### Half -termly

Special lunch and film afternoon

Top three pupils in KS2 and KS3 and top five pupils in KS4 with the most achievement points

Staff nomination for most improved pupil(s) in each Key Stage

Ten Day Attendance Challenge

### Weekly

Support workers and teachers to send positive postcards home and make a positive phone call to parents

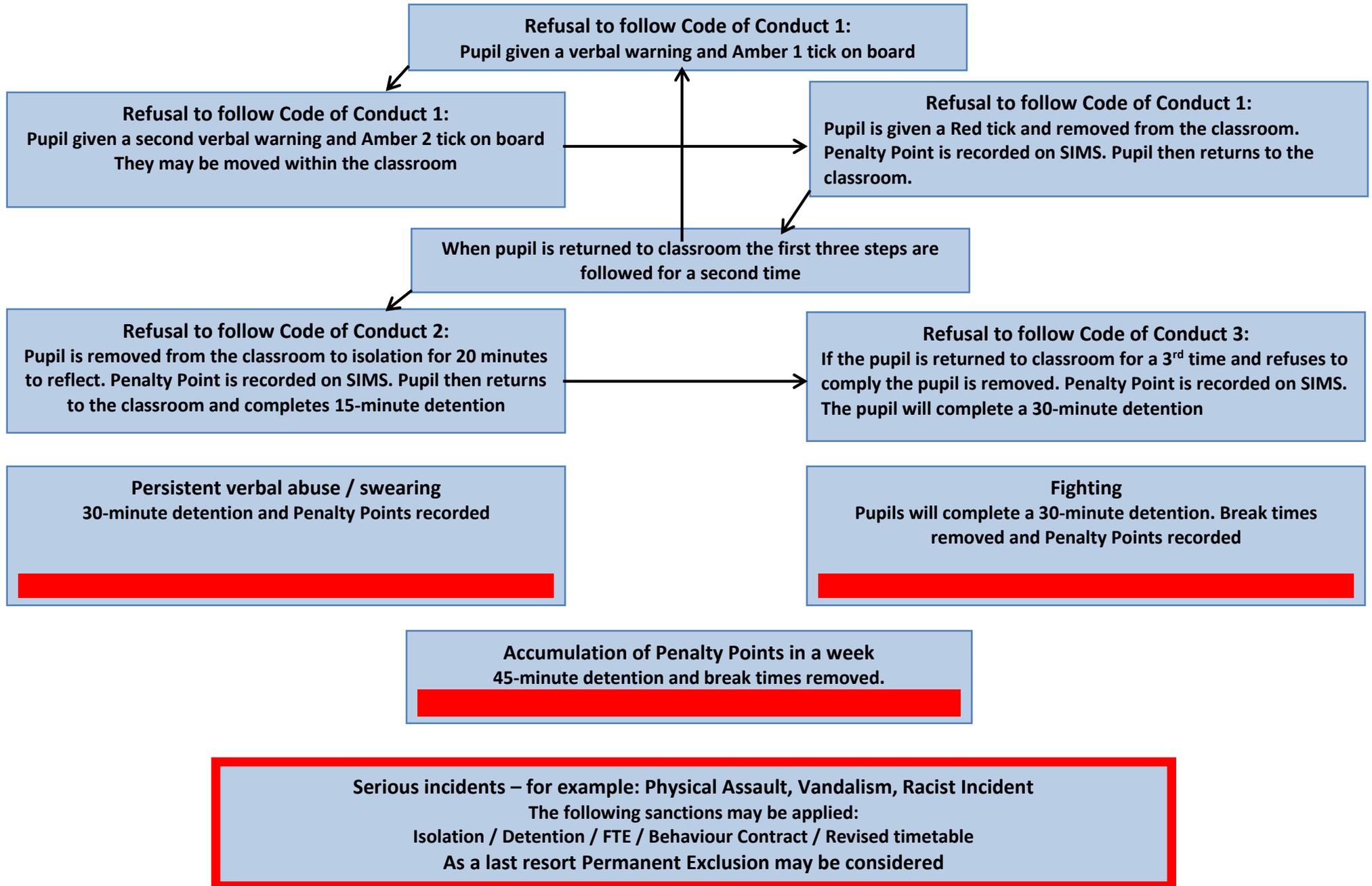
Pupils who meet the agreed threshold of achievement points – Reward bucket

Weekly Attendance 'Sweet Treat'

## Appendix 2: Penalty Points

<b>SIMS code</b>	<b>Incident</b>	<b>Number of Penalty Points</b>
ASP	Assault on pupil	5
ASS	Assault on staff	5
BUL	Bullying	5
DIS	Disrespectful to staff / pupil	2
EFF	Effort	1
FIG	Fighting	3
HOV	Home visit	0
ISO	Isolation R A G	2
LAT	Late	1
MWP	Meeting with parent	0
PCH	Phone call home	0
PMAT	Prohibited Materials	5
PVA	Persistent verbal abuse / swearing	5
RAC	Racist incident	5
RTCC 1	Refusal to follow Code of Conduct	1
RTCC 2	Refusal to follow Code of Conduct	1
RTCC 3	Refusal to follow Code of Conduct	1
RTL	Refusal to go into lesson / leaving class	2
SMI	Sexual Misconduct	5
THE	Theft	2
TRU	Truancy	5
TWOC	Taking Without Consent	2
VAN	Vandalism	5

## Appendix 3 BfL Sanctions



Appendix 4: The Four R's – Code of Conduct

	<b>Achievement</b>	<b>Sanction / Penalty Points</b>
<b>Resilience</b>	<b>I am not afraid to get things wrong and don't give up when I find school and the work challenging. My attendance is above 95%.</b>	<b>Late – 1 PP Effort – 1 PP Refusing a lesson – 2 PP</b>
<b>Responsibility</b>	<b>I take responsibility for my own behaviour and learning. I can work independently and in groups.</b>	<b>Fighting – 3 PP Vandalism – 5 PP Physical Assault – 5 PP</b>
<b>Reflection</b>	<b>I reflect on my learning and behaviour and with support I make improvements.</b>	<b>Isolation – 2 PP</b>
<b>Respect</b>	<b>My behaviour is excellent. I listen, follow instructions and I am kind.</b>	<b>Refusal to comply – 1 PP Disrespectful – 2 PP Verbal abuse / swearing – 5 PP Bullying – 5 PP Racist Incident – 5 PP</b>

## **Appendix 5: Reasonable Force**

### **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 pupil behaving in a way that disrupts a school event or a school trip or visit;
- prevent a pupil leaving the classroom where allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the behaviour of others;
- prevent a pupil from attacking a member of staff or another pupil, or to stop a fight in the playground; and
- restrain a pupil 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.

### **Power to search pupils without consent**

In addition to the general power to use reasonable force described above, Headteachers and authorised staff can use such force as is reasonable given the circumstances to conduct a search for the following “prohibited items”:

- 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 to, or damage the property of, any person, including the pupil

\* *Section 93, Education and Inspections Act 2006 / Section 550ZB(5) of the Education Act 1996*