

De Lacy Primary School
Behaviour For Learning Policy
2018/19

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1. Introduction, Purpose and Scope

- 1.1. The Trustees, School Governors and staff of Pontrfract Academies Trust (“The Trust”) are committed to providing a learning environment which will support the children and young people in our care.
- 1.2. The Trust has very high standards and expectations of our pupils. The Trust believes that all pupils have the capacity, and the right, to reach their full potential. Therefore, the policy and our practices have been developed to ensure that there is an environment within the Trust that is conducive to learning, so that all pupils of all abilities, backgrounds and needs can achieve academic potential and prepare for life.
- 1.3. The Trust’s behaviour expectations are guided by our core values of; Empathy, Honesty, Respect and Responsibility. Staff are expected to model these core values and use them in discussions+ and interactions with pupils.
- 1.4. The Trust believes that pupils should be encouraged to adopt behaviour that supports learning and promotes positive relations. Poor behaviour and low-level disruption threaten the rights of young people to an effective education and can lead to people feeling unsafe, bullied, intimidated, or threatened.
- 1.5. This Behaviour for Learning Policy seeks to encourage young people to make positive choices and re-enforces those choices through rewards. Each primary school will have an agreed pointed reward system in place. The reward system will then link to the universal Trust agreement.
- 1.6. This policy specifically outlines our behaviour for learning expectations, consequences of poor behaviour and describes the steps involved in managing student behaviour.
- 1.7. For some pupils with special educational needs and disabilities reasonable adjustments will be made to ensure they reach their potential.

2. Links with other policies or legislation

- 2.1. This policy has a significant impact on the ‘daily life’ of The Trust academies, and as such is linked to several policies. Throughout this ‘Behaviour for Learning Policy’ there is reference to the following DfE documents, which should be read in conjunction with this policy:
 - Exclusion from maintained schools, academies and pupil referral units in England 2012.
 - The School Discipline (Pupil Exclusions and Reviews) (England) Regulations 2012.
 - Preventing and Tackling Bullying. Advice for Headteachers, staff and governing bodies.
 - DfE Advice for Schools.
 - Use of Reasonable Force.
 - Behaviour and Discipline in Schools.
 - Screening, Searching and Confiscation.
 - Ensuring Good Behaviour in Schools.
 - DfE Dealing with allegations of abuse against teachers and other staff.
- 2.2. In addition, there are a number of policies linked to this policy, including:
 - SEN Policy
 - Teaching and Learning Policies
 - Anti-Bullying Policy
 - Safeguarding and Child Protection Policies
 - Attendance and Punctuality Policy

- 2.3. This policy links with the Equality Act 2010, specifically The Trust's responsibility to make reasonable adjustments for pupils who are considered to have a disability, as defined by the act.
- 2.4. This policy links to the Department of Education's statutory guidance and related legislation including; Education and Inspections Act 2006.
- 2.5. The Trust reserves the right to apply the DfE guidance above, and any future changes to statutory regulations, in full.

3. Pastoral staff

- 3.1. Throughout this policy there is reference to key staff who have responsibility for monitoring, analysing and implementing the Behaviour for Learning systems. These staff are: Learning Mentors (LM) and Phase Leaders (PL).
- 3.2. LM and PL operate the day to day implementation of this policy and are able to make decisions to ensure a strong learning environment is embedded in The Trust.

4. Provisions

4.1. The Trust's Principles:

All pupils at the Trust's schools are asked to agree the following principles:

- **To be safe**
- **To be respectful to people and property**
- **To always try my best**
- **To ensure that everybody has the right to learn**
- **To be kind**

4.2. Behaviour for Learning System

The Behaviour for Learning System is at the core of The Trust's behaviour management policy and procedures. The system is detailed in [Appendix 1](#).

4.3. Exclusions and alternatives to exclusions

[Appendix 4](#) refers to The Trust's policy and practices in agreeing exclusions.

4.4. Screening, Searching and Confiscation

Please refer to the DfE guidance 'Screening, Searching and Confiscation. Advice for Headteachers, staff and governing bodies.' In addition to the practice identified in the DfE guidance, the Trust also bans any item brought into a school with the intention of the item being sold or passed on to other pupils which, in the Head of School's opinion, will cause disruption to the school or be detrimental to school practice. As a result, the school is able to search pupils for these items.

4.5. CCTV

The Trust reserves the right to use CCTV for the purpose of maintaining discipline and managing behaviour. The use of CCTV is outlined in the Trust's Data Protection Policy and related legislation.

4.6. Use of reasonable force

Please refer to the DfE guidance 'Use of reasonable force. Advice for Headteacher/Heads of School, staff and school governance committees.' All members of school staff have a legal power to use reasonable force. This power applies to any member of staff at The Trust.

4.7. Discipline beyond The School site

Parents/carers are encouraged to report criminal behaviour, anti-social behaviour and serious bullying incidents that occur anywhere off The Trust premises which pose a threat to a member of the public or a pupil to the police as soon as possible. If a member of the public, school staff, parent/carer or pupil reports criminal behaviour, anti-social behaviour or a serious bullying incident to a school member of staff the Head of School or Assistant Headteacher must be informed. In addition, if the Head of School considers that the misbehaviour is linked to a child suffering or being likely to suffer significant harm The Trust's safeguarding policy will be followed.

For health and safety reasons, very high standards of behaviour are expected on school residential and day trips. The Trust will use the same behaviour sanctions that are applied to incidents of misbehaviour that occur on any Trust site. [Appendix 3](#) shows The Trust's Behaviour Matrix.

Where poor behaviour occurs when a pupil is travelling to and from a school, The Trust reserves the right to issue a consequence, or a fixed term or permanent exclusion, particularly in relation to violent conduct e.g. a physical assault or bullying incidents. The full consequences system will apply.

Pupils are expected to follow The Trust behaviour policy when wearing school uniform. They must not be involved in behaviour that could adversely affect the reputation of the school/the Trust. If such does occur the full consequence system will apply.

4.8. Police

The Trust will involve the police in all matters where criminal activity has taken place or is suspected of having taken place in line with the age of criminal responsibility (which is 10 years old). In addition, The Trust will inform the police of any intelligence which may support the police in preventing or tackling criminal activity. A pupil and his or her family have the right to contact the police if they feel that a criminal offence has been committed.

4.9. Reasonable adjustments

4.9.1 The Trust will ensure that pupils are provided with appropriate support to recognise their individual needs. All staff are provided with detailed information about the needs of the pupils in their groups, including appropriate strategies and reasonable adjustments to meet their needs, so that the curriculum can be differentiated appropriately.

4.9.2 The reasonable adjustments could include adjustments to the Classroom Consequence System, amending behaviour 'triggers' or extending the timeline before exclusion is considered. All pupils and staff will be supported to understand reasonable adjustments. Where such adjustments are in place an appropriate individual behaviour plan will be in place with consultation from the SENCO.

5. **School Governance Committee Behaviour Panel**

5.1 Parent / Carers have a right to appeal against a fixed term or permanent exclusion that has been issued by the Head of School. Please see [Appendix 5](#)

6. **Roles and responsibilities**

6.1. The Role of the Head of School

- The role of Head of School is to ensure that this policy is applied fairly and consistently across The Trust.

- The Head of School will be responsible for reporting to school governors on the implementation of the behaviour policy.

6.2. The Role of the Governing Body

- School governors will be responsible for monitoring the behaviour of pupils through School Governors' committee meetings.
- The School Governors will form a behaviour panel to deal with exclusions.

6.3. The Role of Parents and Carers

- Reference to this policy will be included in The School Prospectus, School Policy Handbook, Home/School Agreement, on the school website.
- The policy is available in full via The Trust's website.

7. Monitoring and Evaluation

7.1. The School Governance Committee will evaluate the impact of this policy by receiving written data from the Head of School in his/her written report each term:

- The number of fixed-term and permanent exclusions.
- The number of internal exclusions and off-site isolations at other schools.
- The number of Fair Access moves.
- Instances of bullying and the action taken.
- Support provided for the victim(s).

7.2. As part of the review of this policy, School Governors will seek feedback from the student voice, staff and parents on the effectiveness of this policy. School Governors nominated to monitor this policy will visit The Trust at different times of the day and report on their findings to the relevant School Governors Committee.

7.3. The Trust will approve this policy.

Appendix 1 – Behaviour for Learning System

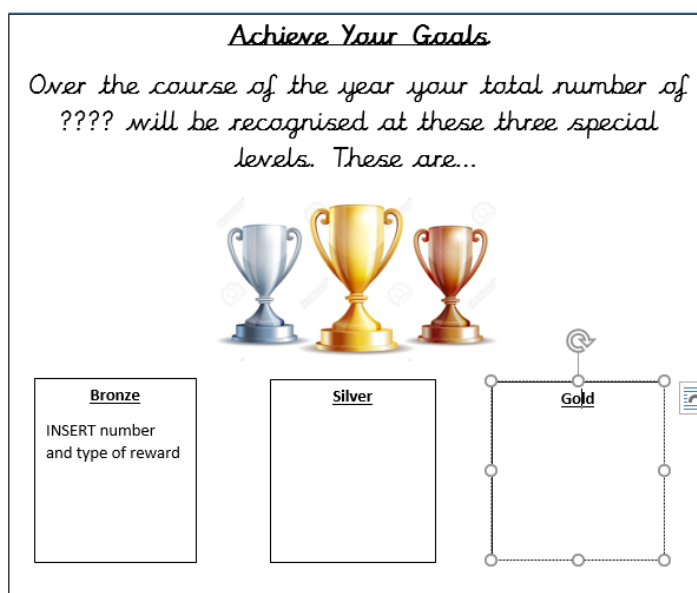
1) Rewards

The Behaviour for Learning policy encourages pupils to make positive choices and re-enforces those choices through rewards.

Rewards are at the centre of the policy and our aim within the Trust is to make sure that pupils are rewarded and recognised for good behaviour.

Each of the primary schools will have an agreed reward system that is issued on a point system (E.G. House points, Dojo Points, Team points). These will be recorded and collated through recognised stages in the form of Bronze, Silver, Gold certificates and stars.

The following will be displayed in each classroom to celebrate the children achieving each stage.



2) Classroom Consequence System

The Classroom Consequence System is designed to give pupils choices. Its principle role is to support learning by tackling and dealing with low level disruptive behaviour, i.e. behaviour that undermines the student's own learning or that of others. If unchecked this sort of behaviour disrupts learning and undermines the authority of the teacher. 'Consequences' is not a replacement for good classroom management techniques and will not compensate for poor teaching and/or unstructured lessons.

The Classroom Consequences System is progressive. For example, if a student disrupts their own learning or the learning of others they will receive **1 – Verbal Warning**. If the student continues to disrupt their own or others learning they will receive **2. A Yellow Card**. If the student fails to address their behaviour and continues to disrupt learning they will receive a **3 – Red Card**. These will be monitored and recorded on the CPOMS system.

Should the student continue to disrupt the lesson they will be given a **Detention** and will serve this over the lunch period.

Consequences given to pupils during lessons will be recorded on the Behaviour for Learning boards that are displayed in all classrooms. This is to remind pupils of where they are within the Classroom

Consequence System. These boards should be visual and prominent in each classroom. Each classroom should display the same board so that uniformity is in place across The Trust.

Please note all consequences from '2' onwards are recorded by The Trust on CPOMS, using the correct colour code. These then generate reports and are analyzed by the Inclusion Teams. Pupils behaviour records are analysed weekly by the Inclusion Team and where there are concerns these are communicated to parents/carers and interventions are put in place. Please see below section 3) 'Reports'.

Note: Staff have the right to issue a student with an immediate 'Red Card' at any point during any lesson if they believe the pupil's behaviour is inappropriate and may have an adverse effect on the learning and/or safety of others or themselves.

The Behaviour Matrix (Appendix 3) outlines the sanctions and support that pupils may receive as a consequence of their behaviour. Please refer to this in conjunction with this Behaviour for Learning Policy in its entirety as it is referred to throughout.

The school will issue a lunch time 'detention' if a student has moved through the all of the stages on the consequence board. This will be an hour in total over lunch time in a designated room. Parents will be informed in the form of a letter on the same day. This will be recorded on CPOMS.

Note: Under DfE guidelines, schools do not have to inform or require consent from a parent/carer in order for a pupil to complete a detention. (Please refer to the DfE's Behaviour and discipline in schools' guidance).

3) Reports

Cards accrued by pupils are monitored and analysed by the Assistant Headteacher/Head of School and the Inclusion teams on a weekly basis.

To support pupils and address any behavioural concerns The Trust uses a tiered system. There are three levels of this:

1. A meeting with the class teacher, child and parents
2. A meeting with the Learning Mentor, child and the Parents
3. A meeting with Head of School, child and parents

Such meetings will be recorded onto the CPOMS system. Parents will be requested into one of these behavior meetings at the discretion of the SLT / Inclusion Team.

1. Appendix 2 – Internal Support

The Trust schools will use internal support when pupils behaviour negatively impacts on the learning and/or safety of pupils.

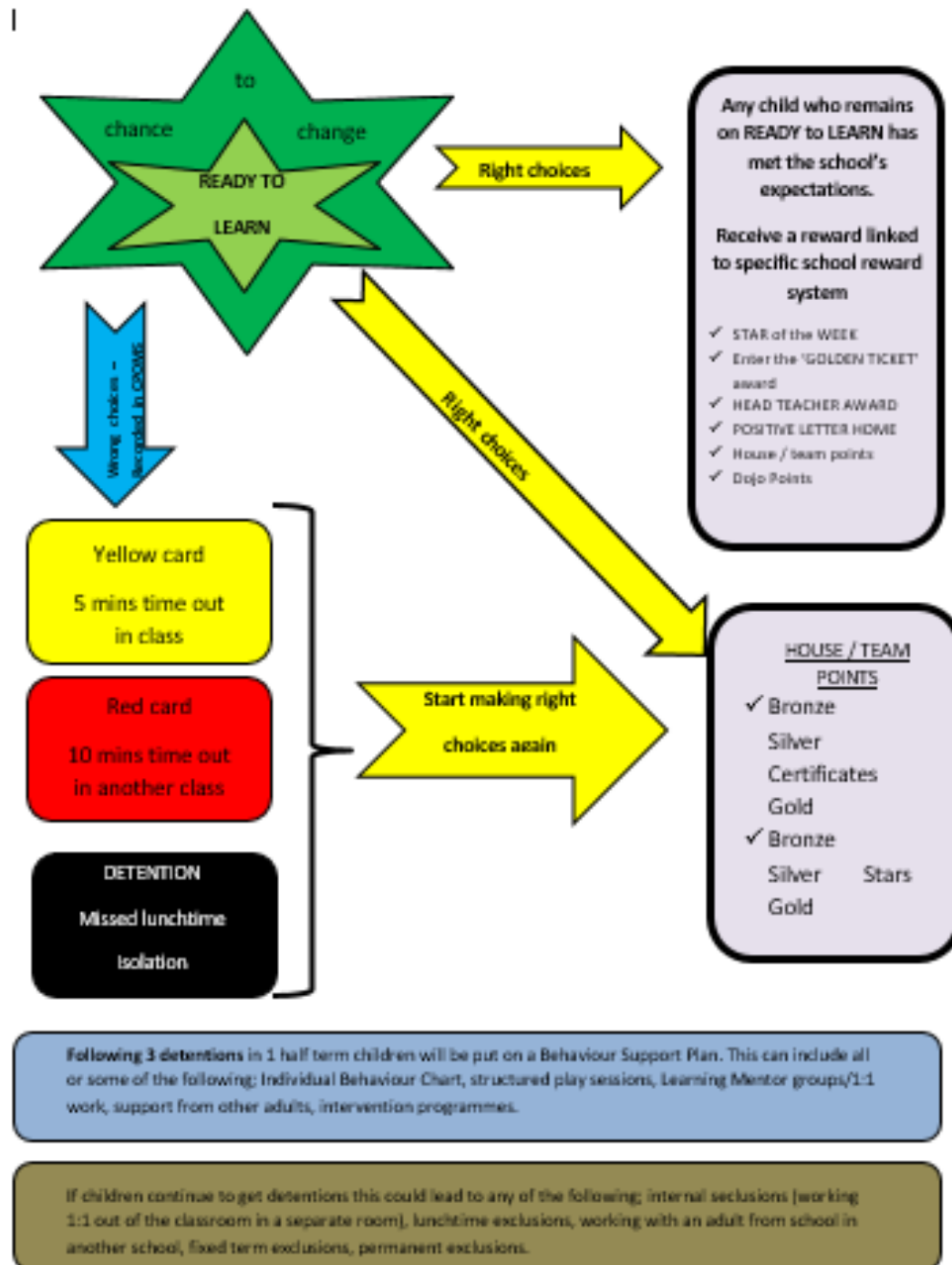
Pupils may be placed in internal support following the assessment of a child's behavior by the SLT or Inclusion Team.

Appropriate measures will be taken to safeguard both pupil and adult in order to keep all parties safe – examples might include two members of staff present who have the recognised training in positive handling.

Appendix 3 – Behaviour Matrix

Ponfrac Academies Trust has very high standards and expectations and believes that pupils have the capacity to achieve their full potential. Disruption to learning is defined as any act that has a negative impact on their own or others learning.

Behaviour Flow Chart



2. Appendix 4 – Exclusions and alternatives to exclusions

‘Good discipline in schools is essential to ensure that all pupils can benefit from the opportunities provided by education. The Government supports Headteachers in using exclusion as a sanction where it is warranted.’

(DfE Exclusion from maintained schools, academies and pupil referral units in England 2012).

1) Fixed Term Exclusions

The School will use Fixed Term Exclusions when pupil behaviour seriously and negatively impacts on the learning and/or safety of pupils. Fixed Term Exclusions will also be used when the good order of The Trust is threatened and/or pupil behaviour could potentially damage the reputation of The Trust.

The Head of School may exclude for the following reasons:

- Serious breaches of The Trust rules (for example – see Appendix 4).
- Repeated breaches of The Trust rules.
- Refusal to engage with internal support.
- Repeated disruption whilst in internal support.
- Five occasions in internal support.

The number of days pupils are excluded for will be at the discretion of the Head of School.

Fixed Term Exclusion data is closely monitored by the Head of School and the Inclusion Team. It is the responsibility of the Inclusion Leader to report to the Senior Leadership Team on exclusions and ensure that the process has the desired positive impact on both standards in the School and on the majority of pupils involved in the process.

The Trust is keen to ensure a balance is met, between the use of Fixed Term exclusions to deal with persistent disruption, and their impact on the individual’s ability to re-engage with their learning. For this reason, it has been decided to use a maximum Fixed Term Exclusion period of five days for any single incident in the process.

No pupil will receive greater than 45 days’ exclusion in any one academic year without being permanently excluded for persistent disruption and defiance. Please note that the Head of School also retains the right to permanently exclude a pupil for persistent disruption and defiance even if they have not reached 45 days. In addition, the Head of School retains the right, at any time, to permanently exclude those pupils who persistently cause disruption to the learning of others.

2) Permanent Exclusion

‘A decision to exclude a pupil permanently should only be taken:

- **in response to serious or persistent breaches of the school’s behaviour policy; and**
- **where allowing the pupil to remain in school would seriously harm the education or welfare of the pupils or others in the school.’**

(DfE 'Exclusion from maintained schools, academies and pupil referral units in England 2012).

The Head of School will make the judgment, in exceptional circumstances, where it is appropriate to permanently exclude a child for a first or 'one-off' offence. These offences might include:

- a) Serious actual or threatened physical assault against another student or a member of staff.
- b) Sexual abuse or assault.
- c) Carrying an offensive weapon (see definition below).
- d) Potentially placing pupils, staff and members of the public in significant danger or at risk of significant harm.

These instances are not exhaustive, but indicate the severity of such offences and the fact that such behaviour can affect the discipline and well-being of The Trust community.

The Head of School may also permanently exclude a pupil for:

- One of the above offences.
- Persistent disruption and defiance including bullying (which would include racist or homophobic bullying).
- An offence which is not listed but is, in the opinion of the Head of School, so serious that it will have a detrimental effect on the discipline and well-being of the school community.

3) Partial Timetable

As an alternative to exclusion the Head of School in consultation with the Inclusion Team / outside agencies may, in limited circumstances, make use of a partial timetable to support a pupil. The partial timetable will be for an agreed, fixed period of time, for example one term. In the last week of the fixed period it will be reviewed by the School and parents. An example of a Partial Timetable Agreement between The School, student and parent/carer is shown on the following page.

4) Partial timetable agreement

PARTIAL TIMETABLE AGREEMENT BETWEEN SCHOOL, STUDENT & PARENT/CARER

 Student Name:..... DoB.....
 School

Clear objectives of Partial timetable:

-
-
-

Start Date of Partial timetable	
End Date of Partial timetable	
Review Date of Partial timetable	

LEGAL GUIDANCE REGARDING THE USE OF A PARTIAL TIMETABLE

*“Other than when a child is suffering from a medical condition such that he/she cannot cope with a full day, partial timetables should be implemented only in very limited circumstances - for example where there are behavioural difficulties and the school is trying a partial timetable as an ‘alternative measure’ prior to an exclusion in the context of a behavioral support plan (BSP) or as part of a planned re-integration package. In such cases, schools should be advised that they need to take care that the restricted attendance is not deemed to be an exclusion. **To that end a partial timetable should:***

- **have clearly defined objectives**
- **be for a specified and limited period of time;**
- **not, other than in very exceptional cases, be implemented without written parental agreement.**

Once tried as an ‘alternative measure’ it will only rarely be appropriate to have a further period of part-time schooling since, if it becomes necessary again, then the ‘alternative measure’ would appear not to be working and a different strategy ought to be tried. Where a child has a statement of special educational needs then any proposal to implement a partial timetable would ordinarily need the agreement of SENCO as well as the parents/carers. Schools need to be mindful that decisions to place pupils on partial timetables without justification could be ultimately challenged by the parent/carers as restricting their children’s right to receive efficient full-time education.

All parties to sign below to evidence they are aware of the legal guidance and responsibilities where a pupil is on a partial timetable. This document and a copy of the timetable should be retained by The Trust and a copy of both issued to the parent/carers.

 Pupil name..... Date.....
 Pupil signature
 Parent/carer name Date.....
 Parent/carer signature
 Staff name Date.....
 Staff signature Staff title

- 3.
- 4.

Appendix 5 - Exclusion

Under DfE Guidance 'Exclusion from maintained schools, academies and pupil referral units in England', a meeting of the Behaviour Panel of the School Governance Committee must be convened by the Head of School's Clerk to Governors when:

- A student has received over 15 days' exclusion in one term.
- Recommendation of permanent exclusion is made by the Head of School for a one-off incident.
- Through the consequences system.

The Behaviour Panel will comprise of three members of the School Governance Committee who can hear the case impartially. If a member has a connection with the student, or knowledge of the incident that led to the exclusion, which could affect his or her ability to act impartially, he or she should step down.

The Behaviour Panel can uphold an exclusion or direct the student's reinstatement, either immediately or on a particular date.

The meeting must be convened between the 6th and 15th school day after the date of the receipt of notice to consider the exclusion.

The clerk will circulate the paperwork for the behaviour panel meeting to all parties invited to attend at least five days in advance of the meeting.

The parent/carer has the right to attend the meeting, and/or make written representations. This should be submitted to the clerk as soon as possible before the meeting. The parent/carer may bring a friend or a legal representative if they wish.

The Head of School and Assistant Headteacher (Student Ethos) will be invited to attend the meeting. Parents/carers have the right to invite the Local Authority Exclusions Team Manager to attend the meeting.

Within one school day of the meeting, a letter will be sent detailing the decision of the Governing Board. Following a permanent exclusion, the letter will also detail the procedure for appeal, which will be heard by an Independent Appeal Panel convened by the Local Authority.

The parent/carer has 15 school days after the day on which notice in writing was given of the behaviour panel's decision, if delivered directly. If the notice in writing is posted first class, two additional days are added for postage.

Independent Appeal Panel

Each school may convene an Independent appeal panel and a parents/carers' right to appeal to this Independent Panel will be outlined in the letter following a permanent exclusion being upheld by the Local Authority. The Trust will, at their own expense, arrange for this independent review panel hearing to review the decision of the School Governance Committee not to reinstate a permanently excluded student.

Parents will be informed of their right to request a special educational needs expert at the appeal hearing.

The legal time frame for an application to appeal to the independent panel is set out in the DfE guidance.

Where the School Governance Committee decides to uphold an exclusion, they will draw the attention of parents/carers to relevant sources of free and impartial information on whether and how to seek a review of the decision. This will include statutory guidance and information on the First-Tier Tribunal who deal claims of discrimination.
