Behaviour for Learning Policy and Guidance

Approved	LGC	Summer Term 2022
Review Cycle	LGC	Annually

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Statement of intent

The Colne Community School and College believes that, in order to facilitate teaching and learning, acceptable behaviour must be demonstrated in all aspects of school life. The school is committed to:

- Promoting desired behaviour.
- Promoting self-esteem, self-discipline, proper regard for authority, and positive relationships based on mutual respect.
- Ensuring equality and fair treatment for all.
- Praising and rewarding good behaviour.
- Challenging and disciplining misbehaviour.
- Providing a safe environment free from disruption, violence, discrimination, bullying and any form of harassment.
- Encouraging positive relationships with parents/carers.
- Developing positive relationships with students to enable early intervention.
- A shared approach which involves students in the implementation of the school's policy and associated procedures.
- Promoting a culture of praise and encouragement in which all students can achieve.

The school acknowledges that behaviour can sometimes be the result of educational needs, mental health issues, or other needs or vulnerabilities, and will address these needs via an individualised graduated response.

To help reduce the likelihood of behavioural issues related to social, emotional or mental health (SEMH), the school aims to create a safe and calm environment in which positive mental health and wellbeing are promoted and students are taught to be resilient. The school aims to promote resilience as part of a whole-school approach using the following methods:

- **Culture, ethos and environment** – the health and wellbeing of students and staff is promoted through the informal curriculum, including leadership practice, policies, values and attitudes, alongside the social and physical environment.
- **Teaching** – the curriculum is used to develop students' knowledge about health and wellbeing.
- **Community engagement** – the school proactively engages with parents/carers, outside agencies and the wider community to promote consistent support for students' health and wellbeing.

Where vulnerable students or groups are identified, provision will be made to support and promote their positive mental health.

1. Legal framework

This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- Education Act 1996
- Education Act 2002
- Equality Act 2010
- Education and Inspections Act 2006
- Health Act 2006
- Voyeurism (Offences) Act 2019
- The School Information (England) Regulations 2008
- DfE (2022) 'Behaviour and discipline in schools'
- DfE (2022) 'Keeping children safe in education 2022'
- DfE (2018) 'Mental health and behaviour in schools'
- DfE (2015) 'Special educational needs and disability code of practice: 0 to 25 years'
- DfE (2013) 'Use of reasonable force'
- DfE (2022) 'Searching, screening and confiscation'

This policy operates in conjunction with the following school policies:

- Complaints Procedures Policy
- Special Educational Needs and Disabilities (SEND) Policy
- Suspension and Exclusion Policy
- Physical Restraint Policy
- Child-on-Child Abuse Policy
- Child Protection and Safeguarding Policy
- Searching and Confiscation Policy
- Anti-bullying Policy

2. Roles and responsibilities

The governing committee has overall responsibility for:

- Ensuring that this policy, as written, does not discriminate on any grounds, including, but not limited to, age, disability, gender reassignment, gender identity, marriage and civil partnership, race, religion or belief, sex and sexual orientation.
- Promoting a whole-school culture where calm, dignity and structure encompass every space and activity.
- Handling complaints regarding this policy, as outlined in the Trust's Complaints Procedure Policy.

The Headteacher is responsible for:

- The monitoring and implementation of this policy and of the behaviour procedures at the school.
- Establishing the standard of behaviour expected by students at the school.
- Determining the school rules and any disciplinary sanctions for breaking the rules.

- The day-to-day implementation of this policy.
- Publishing this policy and making it available to staff, parents/carers and students at least once a year.
- Reporting to the governing committee on the implementation of this policy, including its effectiveness in addressing any SEMH-related issues that could be driving disruptive behaviour.

The SENCo is responsible for:

- Collaborating with the governing committee and headteacher to determine the strategic development of behaviour and provisions in the school.
- Undertaking day-to-day responsibilities for the successful operation of the behaviour policy to support students with SEND, in line with the school's Special Educational Needs and Disabilities (SEND) Policy.
- Supporting teachers in the further assessment of a student's strengths and areas for improvement and advising on the effective implementation of support.

Teaching staff are responsible for:

- Planning and reviewing support for students with behavioural difficulties in collaboration with parents/carers, the SENCo and, where appropriate, the students themselves.
- Aiming to teach all students the full curriculum, whatever their prior attainment.
- Planning lessons to address potential areas of difficulty to ensure that there are no barriers to every student achieving their full potential, and that every student with behavioural difficulties will be able to study the full national curriculum.
- Being responsible and accountable for the progress and development of the students in their class.

All members of staff, including teaching and support staff, and volunteers are responsible for:

- Adhering to this policy.
- Supporting students in adhering to this policy.
- Promoting a supportive and high-quality learning environment.
- Modelling high levels of behaviour.
- Being aware of the signs of behavioural difficulties.
- Setting high expectations for every student.
- Being aware of the needs, outcomes sought, and support provided to any students with specific behavioural needs.
- Keeping the relevant figures of authority up-to-date with any changes in behaviour. The relevant figures of authority include:
  - SENCo.
  - Headteacher.
  - Subject leader.

Students are responsible for:

- Their own behaviour both inside school and out in the wider community.
- Reporting any unacceptable behaviour to a member of staff.

Parents/carers are responsible for:

- Supporting their child in adhering to the school rules.
- Informing the school of any changes in circumstances which may affect their child's behaviour.
- Ensuring they comply with their legal obligation of making sure their child regularly attends school.

3. Definitions

For the purposes of this policy, the school defines "serious unacceptable behaviour" as any behaviour which may cause harm to oneself or others, damage the reputation of the school within the wider community, and/or any illegal behaviour. This includes, but is not limited to, the following:

Serious unacceptable behaviour:

- **Discrimination** – not giving equal respect to an individual on the basis of age, disability, gender identity, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, and sexual orientation
- **Harassment** – behaviour towards others which is unwanted, offensive and affects the dignity of the individual or group of individuals
- **Vexatious behaviour** – deliberately acting in a manner so as to cause annoyance or irritation
- **Bullying** – a type of harassment which involves personal abuse or persistent actions which humiliate, intimidate, frighten or demean the individual being bullied
- **Cyberbullying** – the use of electronic communication to bully a person, typically by sending messages of an intimidating or threatening nature
- Possession of legal or illegal drugs, alcohol or tobacco
- Possession of banned items
- Truancy and running away from school
- Refusing to comply with disciplinary sanctions
- Theft
- Verbal abuse, including swearing, racist remarks and threatening language
- Fighting and aggression
- Persistent disobedience or destructive behaviour
- Extreme behaviour, such as violence and serious vandalism
- Any behaviour that threatens safety or presents a serious danger
- Any behaviour that seriously inhibits the learning of students

For the purposes of this policy, the school defines "low-level unacceptable behaviour" as any behaviour which may disrupt the education of the perpetrator and/or other students, including, but not limited to, the following:

Low-level unacceptable behaviour:

- Lateness
- Low-level disruption and talking in class
- Failure to complete classwork
- Rudeness
- Lack of correct equipment
- Refusing to complete homework, incomplete homework, or arriving at school without homework
- Disruption on public transport
- Use of mobile phones
- Graffiti

"Low-level unacceptable behaviour" may be escalated to "serious unacceptable behaviour", depending on the severity of the behaviour.

4. Expectations

The school wants students to feel safe, comfortable and confident to take responsibility for their learning. To achieve this, we expect all students to be Ready, Respectful and Safe during lessons, outside the classroom and in the community.

5. Managing behaviour and prevention strategies

Positive teacher-student relationships

Positive teacher-student relationships are key to combating unacceptable behaviour. The school focuses heavily on forming these relationships to allow teachers using a Trauma Perceptive Practice (TPP) approach to understand their students and create a strong foundation from which behavioural change can take place.

De-escalation strategies

Where negative behaviour is present, staff members will implement de-escalation strategies to diffuse the situation. Our de-escalation strategies are based on a TPP approach. This includes:

- Using simple, direct language.
- Avoiding being defensive, e.g. if comments or insults are directed at the staff member.
- Providing adequate personal space and not blocking a student's escape route.
- Showing open, accepting body language, e.g. not standing with their arms crossed.
- Reassuring the student and creating an outcome goal.
- Identifying any points of agreement to build a rapport.
- Offering the student a face-saving route out of confrontation, e.g. that if they stop the behaviour, then the consequences will be lessened.
- Rephrasing requests made up of negative words with positive phrases, e.g. "if you don't return to your seat, I won't help you with your work" becomes "if you return to your seat, I can help you with your work".

Physical intervention

In line with the school's Physical Restraint Policy, trained members of staff have the legal right to use reasonable force to prevent students from committing an offence, injuring themselves or others, or damaging school property, and to maintain good order and discipline in the classroom.

Physical restraint will only be used as a last resort and as a method of restraint. Staff members will use their professional judgement of the incident to decide whether physical intervention is necessary. The situations in which physical restraint may be appropriate are detailed in the Physical Restraint Policy.

Persistent disruptive behaviour

Following repeated incidents of unacceptable behaviour, additional support will follow a graduated approach:

- Meetings with parents/carers to discuss strategies for managing behaviour
- Meetings with outside agencies if appropriate
- Personal Support Plan (PSP) may be used
- Request for support from the Local Authority

6. Effective classroom management

The rules of being Ready, Respectful and Safe are to be adhered to throughout the school day including both lesson times and during social times.

Subject to reasonable adjustments, e.g. those made for students whose SEND may affect their behaviour, students will be expected to follow the school rules. The table below outlines our expected behaviours from students:

Be Ready	● Be on time with the correct equipment, kit, books, homework if applicable. ● Be in the correct uniform. ● Line up nicely if applicable e.g. assembly or exams. ● Enter classrooms in an orderly fashion. ● Students should go straight to their allocated seats, put their bags down and be ready to work. ● Be ready to discuss and do the tasks the teacher sets. ● Eyes should be on the teacher when required. ● Students should have a positive, 'can do' attitude.
Be Respectful	● No littering. ● Be polite and courteous to everyone they encounter. Use kind and appropriate body and verbal language. ● Not to talk over one another in a lesson and respect the speaker. ● To respect all equipment/spaces and be tidy. ● Listen to each other and everyone's opinions/ideas. ● Take turns. ● Lend a hand - hold doors open, be aware of others, older students should set good examples and embrace their status with maturity. ● Communicate maturely and sensibly at all times. ● Know and understand that everyone deserves a disruption-free school

	environment. ● Actively and consciously uphold the school's ARK values.
Be Safe	● No chewing of gum. ● Movement around corridors should be calm, orderly with no boisterous behaviour anywhere. ● No swinging on chairs. ● Follow rules and procedures (particularly in practical subjects). ● Act in a safe and considerate way in general. ● No running indoors. ● To keep left whilst walking down the corridors. ● Students understanding the changing environments in their day (situational behaviour). ● No provocation of situations.

Classroom rules and routines

Students are expected to arrive at the lesson in the correct uniform, enter the room in an orderly manner and go straight to their allocated seat for that lesson. Once at their desk, students should organise the equipment they need for that lesson (pencil case, calculator, rulers, etc) so they are ready for the initial task their teacher gives them. Throughout the lesson, students should remain Ready, Respectful and Safe.

The flowchart in Appendix 1 outlines the strategies in place during lessons that teachers use to curb poor behaviour by students.

Praise and rewards

The school recognises that praise is key to making students feel valued and ensuring that their work and efforts are celebrated. When giving praise, teachers ensure:

- They define the behaviour that is being rewarded.
- The praise is given immediately following the desired behaviour.
- The way in which the praise is given is varied.
- Praise is related to effort, not work produced.
- Resilience and independence are encouraged.
- Praise is only given when a student's efforts, work or behaviour need to be recognised.
- The praise given is always sincere.

Whilst it is important to receive praise from teachers, the school understands that peer praise is also effective for creating a positive, fun and supportive environment. Teachers encourage students to praise one another, and praise another student to the teacher, if they see them modelling good behaviour.

The aims of the reward system are to:

- Reinforce the ethos of the school by developing shared values and encouraging positive patterns of behaviour.
- Provide positive reinforcement and incentives to all students.
- Develop students' intrinsic motivation to learn.
- Help to improve students' attendance and punctuality, attitude to learning and achievement.
- Reward students who do the right thing in school every single day.
- Provide a cohesive and consistent system applied throughout the school.
- Improve the communication between home and school in regards to positive behaviour through weekly reports.

As with praise, the school understands that providing rewards after certain behaviour means that students are more likely to model the same behaviour again. For rewards to be effective, the school recognises that they need to be:

- **Immediate** – immediately rewarded following good behaviour.
- **Consistent** – consistently rewarded to maintain the behaviour.
- **Achievable** – keeping rewards achievable to maintain attention and motivation.
- **Fair** – making sure all students are fairly rewarded.

The school has a number of options for rewards that can be given to students. These include social rewards, e.g. positive contact with parents/carers, physical rewards, e.g. certificates.

One form of reward is ARK points. Students will receive 18 ARK points per day, three for each lesson including Tutor time. Students will receive three ARK points per lesson for the following categories:

- **Aspiration** - Students aspiring to be the best student they can be. This includes arriving on time and following the school values at all times.

- **Resilience** - Students attempt all the work set in lessons to the best of their ability even if they find the work difficult.

- **Kindness** - Students following the Behaviour for Learning Policy and Guidance and remaining kind and considerate to other students' right to learn.

In addition to the three ARK points given at the start of each lesson, students can also earn additional ARK points per lesson. ARK points can be exchanged at the ARK shop for items such as stationary, calculators, vouchers or sports equipment.

7. Consequences for unacceptable behaviour

This section outlines the school's strategies for preventing unacceptable behaviour, minimising the severity of incidents, and using consequences effectively and appropriately to improve students' behaviour in the future.

The pastoral team will keep a record of all reported incidents and any imposed sanction(s) for each electronically and on the student's school record. Witness statements and any letters regarding sanctions will be kept on the student's school record.

After an initial incident of negative behaviour, the following procedure is followed:

- The pastoral team investigates the incident and decides whether it constitutes unacceptable behaviour.
- If the pastoral team deems the incident to be unacceptable behaviour, they will record the incident on ClassCharts, which links to the student file.
- Where deemed necessary, the student will be moved to our Internal Reflection Room, either while the investigation is in process or until a sanction has been decided upon. The pastoral team will determine the length of the period the student will spend in the Internal Reflection Room.
- Where deemed necessary, the pastoral team will inform the student's parents/carers and invite them to discuss the incident.

One hour reflections

The school will make it clear to parents/carers and students that they are able to use one hour reflection as a sanction, both during and outside of school hours. Parental consent is not required for one hour reflections, however the school will always make its best endeavours to notify parents and carers in advance.

One hour reflections are imposed by the pastoral team or members of the leadership team. A note of some example behaviours that can lead to a one hour reflection are outlined in the table below:

Be Ready	- Arrival to school after 8.55am - Failure to attend tutorial - If a student is late to tutorial/lesson three times in a week. - If a student takes their phone out for any reason during a lesson. - Persistent incorrect uniform.
Be Respectful	- If a student uses foul and abusive language in school. - Failing a Pastoral Report. - If a student receives two Reflects in a week. - If a student distributes goods for money. - Child-on-child abuse. - Unruly behaviour during social times.
Be Safe	- Inappropriate use of the school's internet/technology. - If a student is found in a restricted area at break or lunch. - If a student is found running in the corridor. - If a student uses inappropriate conduct on the school site. - Misuse of mobile phone. - Poor conduct during fire evacuation procedures. - Dangerous behaviour. - Throwing an object that may or may not cause harm to another person.

When issuing one hour reflections, members of staff will ensure that they do so reasonably within the given circumstances, and that they consider any additional needs of the student. If the one hour reflection is during lunchtime, 25 minutes will be allocated to allow the student time to eat, drink and use the toilet.

Internal Reflection Room (including External Reflection)

The school may decide to move students to a separate room away from other students for a limited period – this is known as Internal Reflection and the room that is used is called the Internal Reflection Room (IRR).

The school will ensure that students' health and safety is not compromised during their time in the IRR, and that any additional requirements, such as SEND needs, are met.

Students will attend the IRR from 8.40am – 4.00pm inclusive. If students do not attend on the day set the action taken will rollover to the next school day until the student has completed the reflection period.

The amount of time that a student spends in the IRR will be up to the school to decide. This could be for more than one school day. The school will ensure that the student is not kept in the IRR any longer than necessary. An IRR level sanction can be sat either at The Colne Community School and College or any one of the other Sigma schools (known as External Reflection).

All students are expected to attend the IRR in full uniform. Whilst in the IRR students will spend a period of time reflecting on the reason they are in the IRR, as well as completing class work set. This may include use of videos, newspaper articles to support the student in reflecting why they have been placed in the Reflection Room.

The staff member in charge and supervising the student(s) in the IRR will decide what the student may and may not do during their time spent in the IRR. Failure to comply with the school rules whilst in the IRR may lead to a suspension from school.

Internal Reflection Room or Suspension* (Fixed Term Exclusion) can be applied for:

Ready	- Refusal to wear the correct uniform. - Truancy from a lesson/part lesson or organised event. - Failure to sit/misbehaviour in a one hour reflection. - Refusal to go into the Internal Reflection Room. - Unacceptable behaviour in the Internal Reflection Room. - Suspension/External Reflection if the student fails Internal Reflection. - Bringing the school into disrepute.
Respectful	- Taking photographs/videos of staff and students. - Inappropriate use of the toilet facilities. - Fighting/physical aggression. - Bullying/Cyber bullying including unacceptable use of social media. - Accessing/modifying or deleting the schools management information systems. - Tampering with fire safety equipment. - Physical assault on another student (including play fighting). - Throwing an object that could cause harm to another person. - Dangerous behaviour. - Possession of banned/prohibited/illegal items or substances. - Smoking on site, outside school gates, or in uniform (including e-cigarettes or vapes).

	● Inappropriate sexual behaviour.
Safe	● Persistent failure of Pastoral Report.
	● Verbal abuse to a member of staff/student.
	● Verbal, threatening or intimidating behaviour.
	● Refusal to hand over a mobile phone that is visible or has disrupted learning.
	● Extreme defiance towards a member of staff.
	● Persistent breaches of the Behaviour for Learning Policy.
	● Child-on-child abuse.
	● Sexist/racist/homophobic or any discriminatory remarks/comments.
	● Deliberate damage to school property (a contribution towards the repair will also be required).
	● Being removed from any exam environment for talking/unacceptable behaviour.
	● Defiance of a member of staff or refusal to follow instructions.
	● Inciting unruly behaviour during social times.
	● Physical aggression towards a member of staff.
	● Theft from the school or staff.
	● Persistent bullying.
	● Sexist/racist/homophobic or any discriminatory incidents or aggression.
	● Sexual assault/harassment.
	● Disruption of mock and formal examinations.

*Where Suspension is used this is considered in line with the school's Suspension and Exclusion Policy.

Removal of a student from the school

This may be through a Managed Move, Positive Referral or where necessary, Permanent Exclusion. Such steps will only be taken as a last resort and when all other solutions have been tried.

The procedures in relation to suspensions and exclusions are outlined in the school's Suspension and Exclusion Policy.

8. Sexual abuse and discrimination

The school prohibits all forms of sexual abuse and discrimination, including sexual harassment, gender-based bullying and sexual violence. The school's procedures for handling child-on-child sexual abuse and discrimination are detailed in the Child-on-Child Abuse Policy.

The school will respond promptly and appropriately to any sexual harassment complaints in line with the Child Protection and Safeguarding Policy; appropriate steps will be taken to stop the harassment and prevent any reoccurrence. Discipline for incidents of sexual harassment will be determined based on the nature of the case, the ages of those involved and any previous related incidents.

9. Use of mobile phones/smart watches

Students can hand phones in to the pastoral team on arrival at school and collect them at the end of the school day.

If a mobile phone is visible on site outside of lessons, it will be confiscated by a member of staff and handed to the pastoral team for safekeeping. The phone may be collected by the student at the end of the school day.

Any misuse of a mobile phone, including visibility or use during a lesson, will result in a one hour reflection the following day being issued.

If a student refuses to respond to the instructions of staff and hand their phone in, a senior member of staff will collect the student and phone. This refusal will automatically result in the student being placed in our Internal Reflection Room the following day.

10. Smoking and controlled substances

In accordance with part 1 of the Health Act 2006, this school is a smoke-free environment. Parents/carers, visitors, staff and students are instructed not to smoke on school grounds. Students are not permitted to bring smoking materials or nicotine products to school.

The school has a zero-tolerance policy on illegal drugs, legal highs and other controlled substances. Where incidents with students related to controlled substances occur, the school will follow the procedures outlined in the student Search and Confiscation Policy and Child Protection and Safeguarding Policy.

11. Prohibited items, searching students and confiscation

Authorised members of staff can use their power to search and confiscate as detailed in the Search and Confiscation Policy.

12. Behaviour off school premises

Students at the school must agree to represent the school in a positive manner. The guidance laid out in this policy applies both inside school and out in the wider community, particularly if the student is dressed in school uniform.

13. Monitoring and review

This policy will be reviewed by the headteacher on an annual basis; they will make any necessary changes and communicate these to all members of staff.

Appendix 1 - Flowchart of classroom management strategies

Remind	The first time a student is not Ready, Respectful or Safe in the lesson they will be reminded that they have now had their 'Remind' and now must focus and engage in their learning

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Rectify	The second time a student is not Ready, Respectful or Safe they will be told they need to rectify their behaviour. At this point the teacher will provide an intervention to help the students focus and engage for the rest of the lesson, usually in the form of a brief and discreet talk with the student.

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Reflect	The third time a student is not Ready, Respectful or Safe then the student needs to reflect. At this point the student will be asked to go to a different room to reflect on their behaviour in the initial lesson.

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SLT removal	If the 'Reflect' is unsuccessful then the student will be removed from the second lesson and collected by a member of staff. At this point a one hour reflection will be set for the following day.

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One hour reflection	Students who receive a one hour reflection will sit this from 3:10-4:10pm in room A17. Students will spend some time reflecting on the behaviour that resulted in them attending the reflection. Students will have the opportunity to complete work from core subjects or any homework they may have received.

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Internal Reflection	Students must attend school between 8.40am and 4.00pm and will be away from timetabled lessons to complete restorative and subject specific work.