

# **BISHOP'S HATFIELD GIRLS' SCHOOL**

## **BEHAVIOUR FOR LEARNING POLICY**

<b>Date of last review:</b>	<b>Summer Term 2022</b>
<b>Date of next review:</b>	<b>Summer Term 2023</b>
<b>Curriculum &amp; Standards Committee: 29th June 2022</b>	

## **BEHAVIOUR FOR LEARNING POLICY**

### **1. Principles (to be agreed annually by the Governing Body)**

This policy is based on the principle that school should be a safe environment in which each pupil's behaviour is conducive to enabling everyone in the school community to 'achieve their potential and enjoy the journey'. Bishop's Hatfield Girls' School is a community in which mutual respect, good discipline and behaviour are nurtured in order to create a whole school environment that maximises an individual's learning potential. Every pupil has the right to learn and achieve. We aim to encourage personal standards and the development of learning habits which prepare students for a successful and fulfilling life, both within and beyond school.

Behaviour in schools works best when there are clearly defined expectations for all pupils. We place an emphasis on recognising, celebrating and rewarding progress and achievement as well as having clearly defined consequences for not meeting the school's expectations. We recognise the importance of on-going training for all staff in behaviour management strategies. Continuing professional development for all staff is embedded practice and where there is a perceived need for staff training to assist in achieving the aims of this policy, such training will be considered within the limits of available resources.

The governing body authorises staff to use reasonable force when necessary, and to search or screen pupils as advised in the relevant DfE guidance (Searching, screening and confiscation: Advice for headteachers, school staff and governors). The Governing Body also authorises the school to discipline pupils for misbehaviour outside the school premises, where appropriate.

This policy is based on the following principles:

- It is the responsibility of all colleagues to ensure that all pupils of the school maintain good discipline and good behaviour at all times. Every teacher has the right to teach.
- Pupils play a key role in the promotion of acceptable behaviour. All pupils have a responsibility to ensure learning is not disrupted and to learn to regulate their behaviour.
- Parental/carers support is paramount in promoting positive behaviour in pupils. Parents/carers should not ask for, nor expect, exceptions to be made for their child with regard to behaviour.
- The school will communicate this policy to pupils, staff, parents/carers and the Governing Body using a variety of means including the school website. Behaviour expectations and the consequences of failing to meet these expectations will be reinforced through assemblies, the normal school curriculum, Life Skills lessons, form time and other relevant opportunities.
- The Actions and Consequences document will be published in every pupil's planner and pupils regularly encouraged to read and understand it.
- The school will always endeavour to support pupils who struggle to regulate their own behaviour, including engaging with external agencies where appropriate. This may include consideration of any SEN or disability of the pupil.
- To indicate our commitment, new parents/carers, pupils and the school sign our joint Home School Agreement.

The school has the power to discipline pupils for misbehaviour outside the school premises. This may apply when the pupil is:

- taking part in any school-organised or school-related activity
- travelling to or from school
- wearing school uniform
- when the pupil is in some other way identifiable as a pupil at the school.

This may also apply to misbehaviour at any time, whether or not the conditions above apply, that:

- could have repercussions for the orderly running of the school
- poses a threat to another pupil or member of the public
- could adversely affect the reputation of the school and/or bring the school into disrepute.

(See DFE Guidance: 'Behaviour and discipline in schools. Advice for headteachers and school staff. January 2016.')

The examples given above are illustrative and not exhaustive.

The school recognises the provisions of the **Equality Act 2010** and will make such reasonable adjustments as are appropriate to support a child with characteristics protected by the Act when applying the Behaviour for Learning Policy. In applying the provisions of this policy staff will take the needs and circumstances of individual students into account including the child's age and any special educational needs that might apply.

## 2. Aims

- To be a school that does not tolerate persecution or bullying of others on any grounds including ability, age, culture, faith, gender, disability, race, gender or sexual identity.
- To develop self-discipline, self-control and a sense of responsibility for the school and its environment.
- To encourage members of the school to demonstrate respect and courtesy to one another and to visitors to the school and our local community.
- To provide a clear and precise framework which all colleagues, parents/carers and pupils view as being fundamental to enhance learning and achievement.
- To provide ground rules of behaviour through the school's Pupil Code of Conduct and Actions and Consequences document - available on the school website.
- To ensure that the school's Pupil Code of Conduct is complied with at all times.
- To ensure that pupils understand the consequences of disruption to learning and breach of the Pupil Code of Conduct and that these are applied in a fair and consistent manner.
- To provide support for pupils who deliberately and persistently ignore or breach the Pupil Code of Conduct or disrupt learning.
- To provide appropriate support for colleagues in promoting pro-active behaviour management.

- To ensure accurate records are maintained for every individual pupil on the type and number of rewards and sanctions given by using the Behaviour Module within Go4Schools and CPOMS as required.

### **3. Key Expectations**

We expect our pupils / students to:

- attend school regularly and on time
- be punctual / prompt for all lessons and form periods
- be dressed appropriately for school and lessons
- be fully equipped with correct materials for learning
- complete classwork to the highest standard they can
- move around the school in an orderly manner
- treat all members of the school community with respect and courtesy
- complete all homework and hand it in by the deadline given
- follow instructions of all staff in the school
- behave in a polite and orderly way when representing the school on visits, trips or events outside of school (as outlined in the Principles above)

### **4. Actions and Consequences**

The school will use the Actions and Consequences document (linked in Appendix 2) when sanctioning behaviour in and out of school (where applicable). The document forms an integral part of our behaviour systems in school that also include the RAPAS Handbook (Appendix 3).

The RAPAS handbook outlines all processes related to behaviour - including the use of praise and rewards and is available on the school website. It also outlines the processes involved when logging a behaviour incident on Go for Schools, including detentions and the use of on-call.

References are made to fixed term exclusions (suspensions) in both documents. Only the Headteacher, or members of the SLT authorised by the Headteacher, can issue a suspension. Permanent exclusion can only take place with the authorisation of the Headteacher.

### **5. Pupil support systems**

The school will endeavour to work with pupils, parents/carers and outside agencies to balance the use of sanctions with support strategies for pupils where appropriate. This may include internal mentoring, use of daily/weekly reports, a Pastoral Support Programme, use of Outreach support (e.g. from the Links Academy) and/or liaison with the area Inclusion Team.

Support for pupils may also include isolating them from their peers at certain times during the day to avoid them coming into conflict.

The aim should always be to support pupils so that they can adjust their behaviour and to therefore avoid suspensions or permanent exclusions being applied.

Pupils at risk of suspension or permanent exclusion are identified through the Inclusion Framework which highlights those pupils whose behaviour is a cause for concern, using a tiered approach.

Following a suspension from school a readmission meeting will be held with the pupil and parents/carers prior to the pupil returning to school. Pupils will not normally be allowed back into lessons until such a meeting has taken place. The purpose of this meeting is to ensure the smooth reintegration of the pupil back into the school and to work to prevent any further occurrences of poor behaviour and further suspensions. The support measures required for the pupil will be discussed and agreed at this meeting. A record of this meeting and resultant support measures will be kept and shared with relevant parties if required.

Where appropriate, a pupil can also transfer to another school as part of a 'managed move'. This will only take place with the consent of the parties involved, including the parents/carers. The school will work with the Inclusion Team to discuss this. However, the threat of exclusion will never be used to influence parents to remove their child from the school.

## **6. Screening or searching pupils**

6.1 Headteachers and authorised staff have a statutory power to search pupils/students or their possessions without consent where they suspect that a pupil/student possesses knives or weapons, alcohol, illegal drugs, tobacco and cigarette papers, vaping items, fireworks, pornographic images, stolen items or any item which 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. All staff are authorised to carry out such searches and this should always be done in the presence of at least one other member of staff. Staff can also search a pupil/student without consent for any item banned as being prejudicial to school safety and discipline. Such items include lighters, matches and other incendiary devices. Searches will normally be done following consultation with a member of SLT though where the safety of others is deemed to be at risk searches may take place without this consultation. The school may search pupils/students for any other item with their consent.

All searches will be carried out in accordance with the DfE guidance as outlined in: [Searching, screening and confiscation](#).

6.2 The school is not required to inform parents/carers before a search takes place or seek consent to search their child. Where a pupil/student refuses consent for a search this will generally be presumed as an admission of guilt. Any items found in the course of such a search will be retained by the school to be disposed of or delivered to the police as appropriate. The school will involve the police in its investigations if circumstances warrant it. The school also reserves the right to confiscate items which are not in themselves harmful but which are in contravention of the policy or otherwise prejudicial to a positive learning environment. Such items include mobile phones and other electrical devices which are being used in contravention of school rules or inappropriate items of uniform. Such items will be returned to the pupil/student in line with school policies and procedures. The school may also confiscate items such as chewing-gum, which is banned in school, or food and drink items which are being consumed in prohibited areas. These items will not be returned. Jewellery that infringes the school's uniform expectations will also be confiscated. All staff are authorised to confiscate items from pupils/students.

6.3 School staff reserve the right to ask the pupil/student's permission to access the mobile phone's memory/ camera roll, where they believe that to do so will help an investigation into serious misconduct. They will limit such a search to the issue in hand. Should a pupil/student withhold permission to follow a reasonable request, the pupil/student will be liable to punishment for obstruction of justice, and in serious cases of student misconduct the police may then be informed in order to gain access to this information.

## **7. Use of reasonable force**

School staff have a legal power to use reasonable force to either control or restrain pupils/students. This can range from guiding pupils/students to safety by the arm to more extreme circumstances such as breaking up a fight or where a pupil/student needs to be restrained to prevent violence or injury. Staff do not have a duty to physically intervene in situations where doing so would place themselves in danger. All interventions will be carried out in line with the principles outlined in the DfE Use of reasonable force guidance document: [Use of reasonable force](#)

## **8. Permanent Exclusion**

8.1 Permanent exclusion is carried out by the Headteacher and through the appropriate Governors' Disciplinary Committee in accordance with DfE and HCC guidance, for repeated serious misconduct or possibly for one-off incidents of exceptional seriousness.

8.2 To allow for a detailed investigation and a period of reflection a pupil/student may in the first instance be placed in internal isolation whilst evidence is collected. The decision to permanently exclude a pupil/student should be lawful, reasonable and fair, taking into consideration mitigating and aggravating circumstances and the 2010 Equality Act.

8.3 When establishing the facts in relation to an exclusion decision the Headteacher must apply the civil standard of proof; i.e. 'on the balance of probabilities' it is more likely than not that a fact is true, rather than the criminal standard of 'beyond reasonable doubt.' This means that the Headteacher should accept that something happened if it is more likely that it happened than that it did not happen.

8.4 A decision to exclude a pupil/student permanently will be based on:

A serious breach, or persistent breaches, of the school's Behaviour for Learning Policy and/or the school's Actions and Consequences document; and/or where allowing the pupil/student to remain in the school would seriously harm the education or welfare of the pupil/student or others in the school.

At Bishop's Hatfield Girls' School the following incidents or offences are likely to lead to a permanent exclusion. This list is intended to indicate the degree of severity of offences but it not intended to be exhaustive:

- Actual or threatened violence against a member of staff;
- Malicious allegations against a member of the school staff;
- Serious act of violence/assault against another pupil/student;
- Sexual assault or abuse of a pupil/student or member of staff;
- Holding and/or the distribution of child pornography;
- Hacking of the school IT system leading to serious disruption to learning;
- Possession, carrying or intent to supply an illegal drug or legal high;
- Carrying an offensive weapon;

- Multiple suspensions for persistent disruptive behaviour.

8.5 The school will fulfil its obligation to set and mark work for a child who has been permanently excluded for the first five school days after the decision to exclude. From the sixth day following a permanent exclusion the Local Authority has the responsibility for maintaining the child's education.

## 9. Evaluation

On a regular basis the Senior Leadership Team will analyse information relating to rewards and sanctions. This will be used to evaluate the effectiveness of the systems in school and to allow constructive suggestions for improvement to be made by staff and pupils. The Governing Body will review this policy and monitor its effectiveness. The policy will be available on the school website for pupils, parents/carers and staff.

### Other relevant policies or documents

This policy should be ready in conjunction with:

- The most recent Actions and Consequences document (reviewed annually)
- Attendance Policy
- Anti-Bullying Policy
- Drug Use and Misuse Policy
- Equality Policy
- Protected Characteristics and Prejudice-Related Incidents Policy
- Pupil Code of Conduct
- RAPAS Handbook
- Teaching & Learning Policy
- DfE publication: Behaviour and Discipline in Schools: Advice for Headteachers and School Staff
- DfE Guidance - Use of reasonable force: Advice for headteachers, staff and governing bodies, July 2013
- DfE Guidance - Searching, screening and confiscation Advice for headteachers, school staff and governing bodies, January 2018
- DfE and HCC Exclusions Guidance

### Appendix 1 - GUIDELINES FOR INVESTIGATION OF SERIOUS OR PERSISTENTLY DISRUPTIVE INCIDENT(S)

Incidents of a serious nature (outlined in the Actions and Consequences document) or repeated incidents that cause disruption of learning can lead to fixed term or a permanent exclusion.

The following guidelines should be followed as far as possible and practicable by staff when a specific incident will lead to a fixed term or permanent exclusion. If this is likely, a member of the Senior Leadership Team should be informed as quickly as possible and guidance sought if there is any doubt as to the course of action.

- Isolate individual(s) e.g. using Pupil Support Centre, Head of Year office, on-call area(s), Senior Leadership Team offices.
- Any comments/questions should be focused on what has been reported.
- Where necessary, a second colleague should be present as a witness to proceedings.

- Incidents such as fighting, bullying, theft, smoking, vandalism, etc. should be investigated and dealt with by the Head of Year in liaison with the Deputy Headteacher responsible for Inclusion or another member of SLT. Incidents of racism should be dealt with in the same manner and then reported to the Deputy Headteacher responsible for Inclusion.
- Searches of personal property, e.g. clothing (ask the girl to empty her pockets), bags, lockers, should usually only be undertaken by a Head of Year or a member of the Senior Leadership Team and always with a second person present.
- A written report should be completed by the pupil, or where assistance is needed, colleagues may write the report, which should then be read back to the pupil and confirmation given of the accuracy of the content. Statements from witnesses of the incident (pupils and staff) should also be taken.
- For very serious incidents such as possession of or drug use, possession or use of alcohol, large scale theft, possession of offensive weapons, assault, etc., a second person should be present from the start of the investigation, whose role could be to scribe comments and/or ask additional questions as guided by the Head of Year or a member of the Senior Leadership Team. It is advisable to inform the Headteacher immediately that such an incident has occurred. Drug related incidents should be reported directly to the Headteacher and the guidance of the Drugs Use and Misuse Policy should be adhered to.
- Serious accusations against colleagues should be reported immediately to the Headteacher.
- Any Child Protection / Safeguarding issues should be reported to the Designated Safeguarding Lead (DSL) or one of the Deputy DSLs.
- It should be a priority to conclude questioning and have written reports on the day of the incident prior to the pupil(s) being sent home. If the incident is reported after school, relevant pupils must be seen at the very start of the following school day.
- If the Head of Year feels that police should be contacted, they need to confer with the Deputy Headteacher responsible for Inclusion, Headteacher or another member of SLT if applicable. Where Police are investigating an incident relating to a pupil at the school, this will not preclude the school conducting its own investigation or sanctioning the pupil in accordance with this policy.
- As appropriate, parents/carers should be contacted in the event of any exclusion (internal, fixed term or permanent) or police involvement.
- As far as possible, by the end of the following school day, the final outcome and action must be agreed and carried out. However, if additional information and evidence is required, then interim measures may be set in place e.g. isolation in the Pupil Support Centre, use of on-call area(s) or a fixed period of exclusion, while further investigation occurs.

The school will endeavour to work with parents/carers and outside agencies to balance the use of sanctions with support strategies for pupils where appropriate. This may include a Pastoral Support Programme, use of Outreach support and/or liaison with the area Inclusion Team to avoid a permanent exclusion being completed.

## **Appendix 2 - [Actions and Consequences](#)**



### Appendix 3 - [Rewards and Praise and Sanctions \(RAPAS\) Handbook](#)