



# **JACK HUNT SCHOOL**

## **BEHAVIOUR FOR LEARNING POLICY and PROCEDURES**

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## GLOSSARY

AHT	Assistant Headteacher
CA	Curriculum Area
EHA	Early Help Assessment
CAL	Curriculum Area Leader
CAMHS	Child and Adolescent Mental Health Services
CON	Item Confiscated Code
DHT	Deputy Headteacher
HOH	Head of House
LA	Local Authority
NFO	Information Only
MASG	MASG Multi Agency Support Group
PSP	Pupil Support Programme
PT	Personal Tutor
SEN	Special Educational Needs
SSO	Student Support Officer
SLT	Senior Leadership Team
TA	Teaching Assistant

Nb. This policy is to be read in conjunction with the Safer Care Code of Conduct.

# Jack Hunt School Governing Body

## Behaviour for Learning Policy and Procedures

*To be read in conjunction with the Anti-Bullying Policy and Rewards Policy*

### Introduction

At Jack Hunt School we want to develop reflective, self-disciplined learners who have grit, resilience, perseverance and who can monitor their own behaviour. Our ethos is the core foundation for everything we do: 'UNLOCKING POTENTIAL'.

- 1.1 The Jack Hunt School community has a shared responsibility to manage the behaviour of its students by promoting and modelling appropriate behaviour and resolution, seeking to avoid unacceptable attitudes and behaviour and restoring appropriate behaviour standards. We will seek to promote positive behaviour at all times. We aim to treat all our students with unconditional positive regard, working relentlessly to isolate behaviours from the person who displays them.

**WE WILL CRITICISE THE BEHAVIOUR NOT THE STUDENT.**

- 1.2 Good behaviour will be focused upon through feedback to students which is positive, we will build upon pro-social behaviours with a solution focused approach. This can provide opportunities for students to experience personal and social success and they are more likely to perceive themselves as being capable, likeable and worthwhile. A student with positive self-esteem has confidence in his/her ability to succeed and to learn. Commendable conduct by students is fundamental to the effectiveness and well-being of the school. It is essential in providing for a secure, caring, happy, motivating and purposeful environment in which students can learn and flourish.
- 1.3 Successful schools have high expectations of discipline and promote good relations between students and staff (*Appendices 1 and 2*). Your success as an educator is more dependent on positive, caring, trustworthy relationships than on any skill, idea, tip or tool. It is essential that students must be provided with clear parameters of acceptable behaviour. There needs to be a clear link between behaviour and consequence. Students must understand that, if their behaviour is unacceptable, an appropriate resolution will follow.

***A Restorative Approach will be used. The student is encouraged to take responsibility for their conduct in order to move forward and repair any damage.***

- 1.4 The Education Inspections Act 2006 requires that account be taken of the student's age, ethnicity, gender, special educational needs and disability as outlined in separate legislation.
- 1.5 This policy and code of practice applies to students on school premises, on authorised 'Out of School' activities, travelling to and from school and beyond school gate. DFE guidance Behaviour and Discipline January 2016.
- 1.6 Staff will be trained to implement the Behaviour for Learning Policy and procedures and will be required to act in a way reasonable and proportionate to the circumstance.
- 1.7 The sequential Behaviour Management process is outlined in the flow diagram (*Appendix 3*).

## 2 Aims and Principles

2.1 The principles upon which the Behaviour for Learning Policy is based are outlined in the School's stated aims and values (*Appendix 1*) and the school's expectations of students (*Appendix 2*).

2.2 To meet these Aims we will follow these Principles:

- We will work to implement the school statement of aims and values and our stated expectations of students.
- We will seek every opportunity to **praise** and **reward** students with the aim of reinforcing appropriate work, behaviour and attitudes (*See Rewards Policy*). We will focus on positive behaviour.
- We will take disciplinary action against all inappropriate work, a lack of work according to ability, behaviour and attitudes in order to actively discourage them. All staff have a duty to act whenever or wherever we see or hear inappropriate conduct and where necessary offer support to our colleagues.
- We will seek ways of promoting student self-esteem and will regularly inform students about their progress.
- Staff and students will actively promote and respect four key rights:

The right to learn  
The right to teach

The right to be safe  
The right to feel safe

## 3 Core Beliefs for Positive Behaviour Management

The school is committed to the following core beliefs:

- The quality of learning, teaching and behaviour are inseparable issues, and the responsibility of **all staff** who plan and deliver learning activities for students, see lesson in mapping, a well planned lesson will seek to motivate and enthuse all learners.
- Staff should reflect on lessons taught remembering to focus upon positives rather than ~~and~~ negatives. They should refer to Charlie Taylor's checklist as referred to in Ofsted Guidance (*Appendix 4* and The Escalation Staircase *Appendix 5*).
- Students must be encouraged to accept responsibility for their behaviour and taught to reflect upon their behaviour.
- Staff should aim to use Positive Language consistently- Non-verbal and verbal.
- Poor behaviour cannot be tolerated as it is the denial of the right of students to learn and teachers to teach. To enable learning to take place preventative action is most effective, but where it fails, clear, firm and intelligent strategies will be used to help students manage their behaviour.

- There is no single solution to the problem of poor behaviour; but we will raise standards if we are consistent in implementing good practice in learning, teaching and behaviour management.
- Respect has to be given in order to be received. Parents and carers, students and members of staff all need to operate in a culture of mutual regard. New document parent communication.
- As highlighted in the home school agreement, the support of parents and carers is essential for the maintenance of good behaviour. Parents/carers and the school each need to have a clear understanding of their rights and responsibilities; developing communication is key. Staff should aim to make a phone call home in the first instance to share a positive learning experience; this communication method is suggested as most effective to share positive behaviours and concerns.

Leaders at all levels in the school have a critical role in ensuring high standards of learning, teaching and behaviour by modelling and upholding the behaviour policy through regular monitoring and departmental reflection.

#### 4 School Rules and Expectations of Behaviour

4.1 Staff will consistently apply the stated expectations of students (Appendix 1a) Behaviour manual (*Appendix 2*) and Classroom rules using Charlie Taylor's Behaviour Checklist as guidance for good practice (*Appendix 4*).

- 4.2 Effective supervision by staff in teaching areas, circulation areas, social and external areas, will reinforce acceptable standards of behaviour, praising students when they get it right.
- 4.3 Sixth Form prefects will be used to provide supervision during lunchtime although they will have no authority to administer sanctions. Referral will be made to duty staff. Prefects may be asked to identify exemplary students from lower school in order to celebrate their success.
- 4.4 A senior member of staff will be on duty to respond to crisis incidents during each teaching period to support the implementation of the Behaviour for Learning Policy. This is the Senior staff duty.
- 4.5 Whilst on school journeys or visits, staff will clearly outline standards of behaviour required of students and will have the power to apply reasonable sanctions for non-compliance. There are a variety of off-site educational visits. The member of staff organizing the visit, in consultation with the appropriate senior member of staff will decide on the parameters for behaviour depending upon the nature of the visit and make these clear to parents/carers and students.
- 4.6 The school reserves the right not to offer a place on a school visit to any student with a persistent record of mis-behaviour.
- 4.7 The school expects students to behave in an acceptable manner whilst traveling to and from school.
- 4.8 Reports from the community of unacceptable behaviour will be responded to and acted upon using the school's discipline procedure if appropriate. The school will involve the police if necessary in resolving such issues **and parents/carers will be notified.**

- 4.9 The school will also apply disciplinary procedures against any student, irrespective of whether they are traveling to or from school, should they be involved in abusing, intimidating or harassing a member of staff, for example, at weekends.

## **5 Parents/Carers**

- 5.1 The school will consult annually with parents/carers, through a Parent Focus Group, on the content of the Behaviour for Learning Policy and procedures.
- 5.2 On joining the school, parents/carers will be requested to signify their support for the school's expectations by signing the Home-School Partnership Agreement (*Appendix 6*).
- 5.3 Parents/Carers will be contacted either through e-mail (Call Parent/In Touch), telephone or letter, should it be judged necessary for a behavioural incident involving their child.
- 5.4 On occasions the school may request a meeting with parents/carers to discuss a student causing concern. The school would expect the parent(s) to attend. If a student is on report parents/carers may be requested to attend regular meetings.

## **6 Support and Referrals (*Appendix 7*)**

- 6.1 The school will offer support to students who are unable to improve their pattern of poor behaviour. This support could include the following actions; which maybe in the suggested stages below, but not necessarily:
- Making every effort to restore a positive learning relationship through continuing to praise positive efforts and allowing for a fresh start
  - Informal monitoring by the Personal Tutor.
  - Ensure staff have awareness of whether the student is on the Special Education Needs and Disability register.
  - Monitoring by the Personal Tutor with the involvement of a Student Support Officer.
  - Monitoring and involvement of the Head of House who will involve parents/carers through set meetings.
  - Monitoring through a Curriculum Area Report or School Report Card for every lesson. This involves parents/carers in the process (*Appendix 7*).
  - Students who have remained on report for an extended period must be considered for an Early Help Assessment Form.
  - Use of a Pastoral Support Programme (*Appendix 7*).
  - Pre-assessment EHA form to be completed and if necessary contact to be made to students' parents/carers to seek permission.
  - Allocation of a Learning Mentor.
  - Referrals should be made to either the MASG or the Behaviour Panel for further support.
  - Case conference/Team Around the Child involving key professionals. You should also consider including the SENCO.
  - Possible home visit.
  - Use of work experience and evening schools at the discretion of the Headteacher.
  - Various short-term programmes may be put in place to support students.

- 6.2 Restorative processes will be used in all strategies to support and encourage students to accept responsibility for their actions. A record should be kept of all meetings and placed in the student's file. This should also be logged on the student's electronic file under NFO/ comms.

## **7 Sanctions (Practical Guidance on dealing with low level behaviour) (Appendix 8)**

- 7.1 Sanctions should not be used where low level interventions, such as giving non-verbal signal or reminding a student of a rule, are all that is needed. Staff should also consider when it might be more appropriate to, rather than impose a sanction, encourage students to reflect on the harmful effects of their misbehaviour, through producing a written account of the problem or through individual or group discussions aimed at repairing relationships.

- 7.2 Sanctions applied to students for not meeting the school expectations include:

- Discussion and guidance by a member of staff
- In the first instance Students may be detained by a member of staff if a situation remains unresolved at breaktime or for a 15 minute period at lunchtime, where the student does not go home to lunch, or 10 minute period at the end of the day without prior notification of parents/carers, except where a student has school transport, if a student does not resolve the matter by Wednesday, they will be expected to attend school on Thursday evening to resolve the matter.
- **WHOLE CLASS DETENTIONS MAY NOT BE GIVEN.**
- When a Teaching Assistant is working together with a teacher supporting an individual student. The teacher must be consulted on any unresolved issues.
- Exit from a lesson if pre-arranged
- Professional Day detentions. Students may be required to attend detentions on teacher professional days. Curriculum Area Leaders, Heads of House or any member of the Extended Senior Team will have the power to give this sanction.
- The schools Seclusion Unit. Parents/carers will be informed in writing. The Assistant Headteacher has delegated responsibility to admit students to the Unit.
- Fixed term exclusions. The Headteacher or, in their absence, the Deputy Headteacher, will decide on fixed term exclusions.
- Permanent exclusions. The Headteacher will decide whether to make a recommendation to the Governors.
- Alternative provisions. The Headteacher may decide to direct attendance to an offsite/alternative provision to avoid a permanent exclusion.

## **8 Confiscation of Student Property (Appendix 9)**

A member of staff may confiscate a student's property if the confiscation is a reasonable sanction in the circumstances of the particular case. (See *Appendix 9 – Guidance on Confiscation of Property*).

## **9 Searching Students (Appendix 10)**

A member of the Extended Senior Team may have cause to search a student. Guidance on whether or not a search is appropriate or possible is contained in *Appendix 10*.

## **10 Use of Physical Intervention**

Jack Hunt School has adapted the DfE Guidance, Use of Reasonable Force July 2013, to give clear guidelines as to what is acceptable practice in this school.

- 10.1 **We at Jack Hunt School will only use physical intervention as the very last resort in exceptional circumstances.** We are committed to ensuring that all staff and adults with responsibility for children's safety and welfare will deal professionally with all incidents involving aggressive or reckless behaviour and if physical intervention is used as the very last resort in exceptional circumstances it will be in the context of a respectful, supportive relationship with the student. Staff will understand the importance of listening to and respecting students in a restorative school to create an environment which is generally calm and supportive especially when dealing with students who may have emotional and behavioural needs which may increase their despair and aggression. All staff will understand the importance of responding to the feelings of the child which lie beneath the behaviour as well as to the behaviour itself. We will always aim to ensure minimal risk of injury to students and staff.

Exceptional circumstances where staff may legitimately intervene as the very last resort (as described in the Safer Care Code of Conduct 10.2) include the following:

- Preventing a student from committing a criminal offence
- Preventing a pupil injuring themselves or others
- Preventing a student causing damage to property
- To maintain good order and discipline

All staff should be aware that the use of physical intervention in response to a clear or developing danger or injury will always be more justifiable than the use of force to prevent damage or misbehaviour. Staff will initially use all other behaviour management techniques to defuse a situation, for example: **a clear instruction to stop the behaviour**, raising your voice **if necessary**, alerting other members of staff, following a student if appropriate, etc. Physical intervention may never be used as a form of punishment, to force a child to do as an adult wishes or be used in anger.

- 10.2 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.
- 10.3 In deciding what is an exceptional circumstance, teachers should use their professional judgment and also consider the student's behaviour and level of risk. The judgement will take into account the circumstances of the incident. The member of staff must also ensure that they are not placing themselves at risk.
- 10.4 Staff have a legal duty to make reasonable adjustments for disabled children and children with Special Educational Needs (SEN).
- 10.5 Careful consideration should be given to the term *reasonable*. Reasonable is the minimum use of physical intervention as the very last resort in exceptional circumstances to re-establish a safe environment.
- 10.6 Members of staff should always seek support in any situation that may pose them risk, Staff intervening with students will seek assistance from other members of staff as early as possible as single handed intervention increases the risk of injury and does not provide a witness.

- 10.7 All incidents should be reported to SSD. The member of staff should write a statement to record the incident and inform their line-manager at the earliest opportunity. The Headteacher will be involved at the earliest possible opportunity of any incidents where physical intervention has been used. The parents/carers and the PCSO will be informed. All incidents of the use of physical intervention will also be reported to the Governors' Staff and Students Committee.

## **11 Recording an incident**

All incidents that result in non-routine interventions will be recorded in detail. Statements will be made by staff members involved in the original incident, and any other members of staff involved. The statements will be signed and dated and will contain the following information:

- Name(s) and job title(s) of the member of staff who used physical intervention.
- Name(s) of the student(s) involved, house, year, tutor group.
- When and where the incident took place.
- Name of staff and students who witnessed the incident.
- The progress of the incident – the behaviour of the student(s) which led up to the incident, and the level of risk presented at the time of the incident.
- The attempts made by the member of staff to resolve the situation before physical intervention was used.
- The reason that physical intervention was considered necessary.
- The actual physical intervention used, how it was applied and how long it was used for.
- The student's response and eventual outcome.
- Details of any injuries which may have been suffered by staff or students and/or damage to property.
- Details of any medical treatment.
- Details of any follow-up, including contact with the parents/carers.
- The effect on the pupil or member of staff.

## **12 Debriefing arrangements:**

- 12.1 After an incident the student(s) and member(s) of staff will have First Aid administered if required.
- 12.2 The student will be given time to calm down, supervised. When the student regains complete composure, a senior member of staff will discuss the incident with the student and try to ascertain the reason for its occurrence. The students will be given the opportunity to explain things from their point of view. All necessary steps will be taken to re-establish the relationship between the student and the member(s) of staff involved in the incident.
- 12.3 In cases where it is not possible to speak to the student on the same day as the incident occurred, the debrief will take place as soon as possible after the student returns to school.
- 12.4 All members of staff involved will be allowed a period to debrief and recover from the incident. This may involve access to external support. A senior member of staff will provide support to the member of staff involved.

### **13 For Disciplinary Structures for Drug Related Offences**

In relation to any form of solvent or substance abuse, each incident will be considered individually, recognising a variety of response will be necessary. However, it should be noted that any use of illegal or harmful drugs or substances, for example cannabis, on the school site will result in a Permanent Exclusion (**Appendix 11**).

### **14 For Fixed Term and Permanent Exclusion**

- 14.1 At no time should a child be sent home for a cooling off period.
- 14.2 All Fixed Term Exclusions and Permanent Exclusions are to be agreed by the Headteacher, and parents/carers should be contacted as soon as a decision is made.
- 14.3 A Headteacher may exercise their right, under Section 29A of the Education Act 2002 (introduced by Section 154 Education and Skills Act 2008), to direct attendance at an off-site provision in order to improve behaviour and avoid a Permanent Exclusion.