



Behaviour for Learning Policy

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Behaviour for Learning Policy

At the Seeds School, high standards of behaviour are encouraged at all times. This is to support an effecting learning environment where everyone is encouraged to develop their own skills and talents to their full potential. We believe in the following as being **key principles** to a successful school and to students feeling happy and safe. The DfE guidance, "Behaviour and Discipline in Schools" September 2020, underpins this Policy.

- A positive, supportive and safe environment should be provided in which all members of the school community can work and achieve success together.
- Everyone should expect to be treated fairly and with respect.
- Care and consideration for others should be at the heart of all that we do.
- Rewards and sanctions should be made very clear to all members of the school community.
- Sanctions will be administered fairly.

All members of the community at the Seeds School should expect:

- Their learning to be interesting and challenging
- To find mutual respect, trust, tolerance.
- To have equality of opportunity, without discrimination, on the basis of race, gender, creed or disability.
- To have their achievements recognised.
- To be supported to face any challenges they may meet.

Policy Objectives

- To encourage positive behaviour, with all students and adults working to agreed standards.
- To set expectations that all students will be encouraged to learn the social, emotional and behavioural skills required not only for successful learning but also for successful citizenship.

Learning

- Staff should use the most appropriate method helping students learn, which draws on students' experiences and values their contributions.
- Students should be received into any learning environment where routines are established and high standards expected.

- Explicit and regular praise should be used for all types of achievement.

The impact of the curriculum on behaviour and attendance will be monitored continuously.

The PSHE curriculum and school assemblies will be used to teach and promote the social, emotional and behavioural skills necessary for adulthood but it is vital that the promotion of these skills runs through all learning experiences. All vocational and academic studies at Seeds School provide opportunities to develop and teach these skills so that, through positive behaviour and full attendance, students can learn and make progress.

Practice and Procedures: Roles and Responsibilities

The promotion of positive behaviour and full attendance is the responsibility of all members of the school community, including parents and carers. Not all members of the school will play the same part in this process, but each section of the community will have a specific role.

The Headteacher, with the assistance of other members of the Senior Leadership Team, is responsible for the form and content of the policy, and for its implementations in way that maintain a school ethos that encourages positive behaviour and full attendance.

All staff have a responsibility to ensure the policy informs their day-to-day actions and that they apply the policy fairly and consistently. **All staff** have a role to play in keeping the policy alive throughout the school, including through providing mutual support to colleagues, and modelling the social, emotional and behaviour skills and high standards of behaviour and punctuality expected from students.

Attendance and the Law

Parents and carers have a responsibility for their child's attendance and behaviour inside and outside school, which they discharge by the standards they set and the way they encourage students' progress at home. The following must be noted and it is our obligation to include this statement within this Policy.

Penalty Notice Fines issued by the Local Authority

The Education Investigation Service at the Local Authority may issue a Penalty Notice Fine of up to £120 (per parent/per child) or instigate legal proceedings in the Magistrates Court in the following circumstances:

- *Where an excluded child is identified in a public place in the first 6 days of an exclusion.*
- *Where a Formal Warning Notice has previously been issued regarding unauthorised absence and further unauthorised absence is accrued.*
- *Where there is record unauthorised term time leave of absence/holiday leave.*

Code of Conduct

One function of this policy is to set clear standards of behaviour and attendance. Through an agreed Code of Conduct, explained at interview before admission to the Seeds School,

students are informed about the expectations the school has of their behaviour, the manner in which these expectations will be rewarded and the response students can expect if they choose not meet these expectations.

The Code of Conduct is based on respect for self, for others and for the environment. It is designed to encourage students to develop responsibility for their own behaviour and attendance.

The key principles are:

- Treat other people and their property with respect and consideration.
- Take responsibility for your own learning, attendance and behaviour.
- Take an active part in making sure that the school environment is safe and attractive.

Rewards

The school aims to promote high standards of behaviour, self-discipline and learning through positive encouragement and rewards. Frequent praise and reward for achievement should be key features of learning. Rewards take many guises as befits the student or situation and may include:

- Extension of privileges.
- Financial incentives relating to purchases to benefit learning.
- Certificates representing accomplishment of work or personal targets.
- Parental contact to communicate "Good News".

Positive Comments

We never underestimate the power of positive comments, be they given privately or publicly, depending on the individual student. Research has shown that when positive comments are given on a ratio of 5:1 in relation to negative comments, students are more likely to behave in a positive manner. Comments should not be limited to commenting on the actual work but should rather mention any aspect of the student conduct that deserves a positive response – effort, behaviour, group work skills, attendance, - the list is endless.

However, there will always be times when, despite everyone's efforts inappropriate behaviour occurs.

Sanctions should be used to help students make appropriate choices about their behaviour and attendance. When they choose to breach the Code of Conduct, students have right to expect fair sanctions, applied consistently.

The most appropriate sanction is one designed to put matters right and to encourage better behaviour and attendance in future. It is not appropriate, therefore, to punish whole groups for the misdemeanours of a few, or to impose a sanction that may humiliate students. Sanctions may include the following routes to modify inappropriate behaviour.

Verbal Warnings

These make a clear, calm statement of what is of concern, couching it in as positive terms as possible, e.g. 'I need you to listen to this,' rather than 'stop talking'. A calm voice is more

effective than shouting; modelling the respect staff are looking to see in students' behaviour is more likely to achieve results and less likely to disrupt the learning environment.

Imposition

Impositions should be educational and relate to the incident in question. They may therefore involve:

- Shortened recreational time due to unsatisfactory work appropriate to a student's ability (taking any SEND issues into account).
- Some form of community service – litter picking, cleaning up, etc.

Exclusion

The Headteacher may decide to implement the sanction of fixed term or permanent exclusion. Full details of this sanction will be found in the Exclusion Policy of the school.

General Advice

Sanctions lose their effectiveness if students do not regard them as fair. Staff are therefore advised to:

- Make it clear that they are condemning the behaviour not the person.
- Avoid early escalation to severe sanctions, reserving them for the most serious or persistent breaches of the Code of Conduct.
- Avoid sanctions for a group that punish the innocent as well as the guilty.
- Take account of individual circumstances.

Support Systems for Students

The School is committed to the concept of equal outcomes for all students. Some students will, therefore, need differentiated forms of support to help them fulfil their behavioural and academic potential. The school will ensure that differentiated strategies are available to students to meet their particular needs.

The school monitors students whose behaviour or attendance causes concern and organizes appropriate support to meet their individual needs.

This support might include:

- Pastoral reviews and targets setting for those students most at risk.
- Contact with parents/carers.
- Particular support for students returning after a significant period of absence.
- Referrals for special advice.

The use of Physical Intervention, including Restrictive Interventions.

It should be noted that, subject to particular circumstance, any event that demands the use of these interventions, **Exclusion, either fixed term or permanent, is the usual sanction.**

The 2006 Education Act, Section 93 deals specifically with the power of the staff to use reasonable force with students to:

- Prevent injury to self or others.
- Prevent serious damage to property.
- Prevent the commission of a criminal offence.
- Prevent the engagement in behaviour that is prejudicial to maintaining good order.

Physical intervention by a member of staff may include:

- Physically interposing between students.
- Blocking a student's path.
- Leading a student by the hand or arm.
- Guiding or shepherding a student away.
- Holding a student who has lost control until he/she is calm and safe.
- Use of reasonable force to remove a dangerous object from a student's grasp.

Restrictive physical intervention is our method of last resort and should serve to de-escalate or prevent a violent or potentially violent situation. The key issue is establishing good order; any action, which could exacerbate a situation, needs to be avoided. It must not be used routinely or to enforce compliance when there is no immediate risk to person(s) or property. It is important where possible to always try and call for support from another member of staff.

Staff should have good ground for believing that immediate action involving the use of restrictive physical intervention may be necessary and they should, wherever possible, take steps to avoid the need for it by engaging in discussion, diversion and/or defusing the situation. It is vital for staff to remain calm in these situations and to try and remove other students from the situation and thus danger of being an audience.

Where physical restraint has been used it must be verbally reported to the Headteacher or teacher in charge as soon as possible after the incident. A written report must be completed as soon as possible and no later than the next working day setting out the circumstances and justification for the use of physical restraint.

Support Systems for Parents

The School is keen to facilitate effective and on-going parent/carers support for all its policies and practices.

Parents and carers who express concern about managing the behaviour and attendance of their child are offered support from a range of services going beyond advice from the member of staff contacted, including the Education Welfare Officer and the Local Authority Children's Services.

This Policy should be read with special regard to, The Exclusion Policy of the Seeds School and is subject to all other policies of the school.

Appendix 1.

Responsibility

Parents and carers are responsible to ensure that their child is in education.

What should I do if I want to take my child on holiday in term time for any period of time?

Parents/Guardians should not book a family holiday in term time. Whilst you may think this is beneficial, taking a holiday during term time means that children miss important school time – both educationally and for other school activities. It will be difficult for them to catch up on work later on and it can have a wider impact upon the school.

Whilst it is of course up to YOU as a parent to decide if you take your child on holiday in term time, however, the school **DO NOT** have to authorise the absence from school if they do not accept the reasons you give, unless they consider that the circumstances are exceptional.

The amendments make clear that head teachers may not grant any leave of absence during term time unless there are exceptional circumstances. Head teachers should determine the number of school days a child can be away from school if the leave is granted.

Any leave of absence is at complete discretion of the Headteacher and only he/she or their delegated person can authorise absence.

However, if after considering whether there are exceptional circumstances and the school does not agree the absences and you take your child out of school, the school may record this as unauthorised absence. This could result in a fixed penalty fine being issued by the Local Authority and as a result you may be fined in respect of each parent and each child, payable up to £120 for each. Therefore two parents and two children could potentially receive fines amounting to a maximum £480. If you choose not to pay the fine the local authority may take legal proceedings against you.

Deletion from the school role

Parents need to be aware that their child's name may be deleted from the schools role if your child does not return to school within any agreed time or the date the absence has not been authorised.

This action will be taken in consultation with the local authority who may agree to the removal, upon any return you will have to reapply for admission to a school within the borough. A place at your previous school cannot be guaranteed.

What the Law says about school attendance

By law all children of compulsory school age (between 5 and 16) must receive a suitable full-time education. Section 444 (1a) of the Education Act 1996 requires children and young people of compulsory school age to regularly attend the school at which he/she is on roll. It states if 'the parent knows that his/her child is failing to attend regularly at school without reasonable justification to cause him to do so, he/she is guilty of an offence'.

Upon conviction you may be fined up to £2,500 per parent, per child and/or up to 3 months imprisonment.

Persistent Absence

Collectively authorised and unauthorised absence means “persistent absence”. The government has set a target for schools to prevent any absence reaching 10%.

Condoned Absence

It is all too easy for parents to phone in or write a letter to the school to cover a child’s absence and in the majority of cases most parents are genuine in this regard, but sometimes because of a number of reasons this is not the case. Please understand that a school DOES NOT have to accept the reasons you give, and ONLY the school can authorise the absence, it is not an automatic right.

What is a Truancy Sweep?

A Truancy Sweep is a joint operation undertaken by the Police and the Education Investigation Service.

Children and young people who appear to be of school age can be stopped by a uniformed Police Officer and a member of staff from the Education Investigation Service in public places at specified times. The child or young person may be alone, or with friends or accompanied by an adult. Follow up action can range from no action taken, to a formal warning to a fixed penalty notice or contribute in further evidence of any ongoing enquiry.

Unaccompanied Child/Young people

Unaccompanied children and young people will be stopped to allow the Police Officer to make enquiries to establish whether the person is out of school with or without permission and a decision will then be made as to whether to remove them to an agreed designated place of safety. The Education Investigation Officer will also take the detail of the child/young person and contact the school or parent/carers.

The child/young person would then be either escorted back to school or home.

Accompanied Child/Young people

No attempt will be made to separate a child from an accompanying adult, but enquiries will be made as to the reason the child’s absence from school. The Education Investigation Officer will then advise them as to whether the given cause of absence is acceptable authorised absence.

The majority of reasons provided by parents/carers when stopped would not be considered as acceptable reasons for their child’s absence.

Children, who miss one day each week from school, are missing out on 20% of their education.

Help guidance and advice

If you are experiencing difficulty with your child's attendance, behaviour or accessing support to address any additional needs your child has you should always contact the school. The school will work with you to try and resolve any difficulties you have and/or identify appropriate levels of support or the support of other agencies.