



## **Behaviour for Learning Policy**

The Radclyffe School is a Rights Respecting School and we acknowledge that it is the responsibility of all staff, students and community members to respect the rights of each other in and around school by adhering to The Five Respects.

Behaviour for Learning – What the Radcliffe School aims for:

- An exceptionally positive climate for learning.
- Students consistently display a thirst for knowledge and understanding, and a love for learning. This has a very strong impact on their progress in lessons.
- Students’ attitudes to learning are of an equally high standard across all subjects, years and classes and with different staff.
- Incidences of low-level disruption in lessons are extremely rare.
- Parents, staff and students are unreservedly positive about both behaviour and safety.
- Students are keenly aware of how good attitudes and behaviour contribute to school life, adult life and work.
- Student’s pride in the school is shown by their excellent conduct, manners and punctuality.
- Student’s behaviour outside lessons is impeccable.
- To identify barriers to learning early and provide interventions
- To ensure students are Key Stage 4 ready.
- To ensure students who start at the Radclyffe School, below the expected level, catch up by the end of Year 7

## **Responsibilities**

At the Radclyffe School **every member of staff is responsible for behaviour**, and as such, should implement the behaviour policy, at all times. Where possible, staff should always resolve situations themselves, building relationships with both students and parents.

## **The Governing Body will:**

- Consult with all stakeholders to establish a policy of desired behaviour, rewards and sanctions.
- Review all systems, policies and procedures annually
- Get regular updates regarding exclusions and behaviour in order to evaluate the impact of the policy and procedures regarding Behaviour Management at The Radclyffe School.



**The Senior Leader responsible for behaviour will:**

- Be responsible for the day to day management of behaviour, rewards and sanctions.
- Report to the Governors regularly regarding this policy and procedures and its impact and effectiveness.
- Ensure that all staff receive appropriate support and training in order to support and implement the policy and deal with challenging behaviour and attitudes.
- Ensure that any incidents of poor, challenging behaviour or bullying are dealt with and recorded appropriately.
- Respond appropriately to any issues about this policy raised by students, staff, parents and carers.
- Monitor and review the policy and procedures in consultation with staff, students and Governors.
- Ensure information is shared regarding students’ individual needs and circumstances for all teaching staff

**The Senior Leadership Team and Middle Leaders will:**

- Consistently apply the policy across the whole school  
Provide support to and challenge staff accordingly
- Regularly discuss the policy in both subject and year group lessons
- Provide feedback to the Deputy Headteachers responsible for behaviour.
- Act as behaviour coaches for staff as appropriate.

**Teaching staff will (as outlined in the DFE teaching standards):**

- Manage behaviour effectively to ensure a good and safe learning environment
- Have clear rules and routines for behaviour in classrooms and take responsibility for promoting good and courteous behaviour both in classrooms and around the school, in accordance with the school’s behaviour policy.
- Have high expectations of behaviour and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly.
- Manage classes effectively, using approaches which are appropriate to students’ needs in order to involve and motivate them.
- Maintain good relationships with students, exercise appropriate authority, and act decisively when necessary.
- Deliver a suitably planned and structured lesson which meets all individuals’ needs.



### **All staff will**

- Ensure that the school rules are enforced throughout the school both in and out of class.
- Have high expectations of the students with regard to behaviour, and strive to ensure that all students achieve to the best of their ability.
- Enforce behaviour expectations consistently, treating each child fairly, with respect and understanding.
- All members of staff to deal with incidents themselves in the normal manner. However, if misbehaviour continues, they will seek help and advice.

### **All Radclyffe Students will follow the 5 respects:**

1. To Speak Respectfully
2. To Behave Respectfully
3. To Respect the School Environment
4. To have Respect for Your Own Learning
5. To have Respect for Other Student's Learning

### **Parents/Carers will:**

- Work in partnership with staff to ensure good behaviour.
- Inform staff of any concerns.
- Respond to concerns raised by members of staff.
- Ensure students come to school correctly equipped and prepared to learn.

### **Expectations**

These will be communicated on a regular basis through the assembly pattern and special assemblies. Expectations surrounding behaviour, school uniform, preparation for learning and pride in student's work and achievement will feature throughout the student's educational experience at The Radclyffe School.

### **Catch Ups**

These are what other schools may call detentions. It is all about the students 'catching up' on time missed in a lesson or as a deterrent for unacceptable behaviour which affects learning. Teaching staff/curriculum leaders can run their own catch up sessions. Whole class catch-ups are not recommended.

It is about the CERTAINTY nor the severity.

### **Protecting Learning (Appendix 1)**



### **The aim of Protecting Learning is:**

1. To support teachers with persistent low-level behaviour issues and to put in place consistency across the school.

Protecting learning is a three-part system that is used to protect the learning environment and provide support to the classroom teacher.

The three parts of the protecting learning system are identified as below;

- Three Warnings
- Exit from the classroom
- Catch up and Repair Meeting

Each section of the system should be applied consistently across the school to ensure that protecting learning has maximum impact.

**Three Warnings** – Please ensure that you familiarise yourself with Appendix 1, regarding the "three-warnings" system. These warnings should be clearly given to students allowing them take up time to change their behaviour. It is expected that the classroom teacher should use a variety of behaviour management strategies to support the students in this part of the system.

**Exit from the Classroom** – This should only be used when you have applied the 3-warning system and allowed time for students to change their behaviour. If you exit a student from the classroom, the student should ideally be placed in the classroom next door, or across the corridor, where you should visually be able to see what happens, however we recognise that this is not always possible.

In the event of a student exit from the classroom teachers should:

- Record the reasons for the exit on the student's 'Behaviour Entry' file.
- Call home to inform parents of the catch up, a voicemail is sufficient if no answer.
- Complete an Exit slip.
- Attend a catch up for a restorative and repair conversation prior to the next lesson.
- Remind students of expectations and share your point of view about how their behaviour is affecting their learning.

### **SLMT Call outs (Appendix 2)**

Classroom teachers will use the SLMT call out system, to have a student removed from a lesson, if a student displays the following behaviours;



- A student refuses to exit the classroom.
- A student’s behaviour poses a physical threat to themselves and/or others.
- A student is verbally abusive towards a member of staff.
- There is a serious and major disruption to learning.
- There is a serious health or safety concern.

The call out and appropriate sanction will be put in place by the member of staff attending the call out.

### **Behaviour Monitoring Report**

School Report books are used to allow close monitoring of student behaviour in lessons.

There are Four types of report book:

- Faculty Report
- Green – PLG Report.
- Amber – Year Manager
- Red - SLMT

The report cycle is progressive e.g. green then amber etc.

Once a student is on report they will follow a two-week cycle and once this has been completed the Year Manager will review the behaviour and decide what action needs to be taken.

Student reports can be very powerful in changing the behaviour of students however, they need to be done in a consistent way and communicated with all stakeholders. If a student is put on report it should be for a minimum of two weeks and the following protocol should be adhered to:

- Parent/s should be contacted at the start of the process and informed of the reason why the student has been placed on report and have the procedure explained.
- The member of staff taking ownership of the report should meet the student at least once a day and discuss the report.
- The member of staff taking ownership of the report is responsible for putting sanctions in place if needed.
- Parent/s should be contacted at the end of the first week to discuss both positives and negatives of the report.
- The member of staff taking ownership of the report needs to log that the student is on report.



- At the end of the two week process a decision needs to be made regarding whether the student needs to continue on report or not. Parent/s will need to be contacted at this point.

### **Isolation**

Any student who fails to meet our expectations, fails to attend catch ups or displays behaviour that is not acceptable at school, may be placed in isolation for the day/half a day/after school. This may be with a member of SLMT, YM or PLG (if the PLG agrees). This will include social times.

### **Behaviour Contract**

At times students will be placed on a behaviour contract to ensure that they meet the schools' expectations. Students who are placed on these programmes will be identified at pastoral support meetings. The process is as follows;

A meeting is held with parents, the student and the year manager. The contract should be discussed alongside what will happen if the conditions are not met.

- The contract should run for a six-week period.
- Fortnightly review meetings should be put in place.
- All parties should sign the contract.

### **Pastoral Support Plan (PSP) (Appendix 3)**

The PSP, procedure and process, is designed to support those students for whom the basic school-based strategies have not been effective. The aim of the PSP is to involve the student, parent and family in the shared challenge of improving behaviour, attainment and social skills and ensuring social and educational inclusion. Once the PSP is signed all teaching staff are made aware. The PSP will run for a 12-week period and include regular review meetings.

### **Focus Room**

This is the Radclyffe School's Internal Exclusion Centre.

Students are placed into this centre for the following reasons:

- Behaviour that would normally result in a Fixed Term Exclusion (FTE).
- Return from a Fixed Term Exclusion (one day).

The Focus Room is completely separate from the mainstream school and has its own toilet facilities and eating arrangements. Students can be booked into this provision for NO more than 5 days at a time.



The only staff who can book a student into this provision are

- Year Managers in consultation with their SLMT link
- SLMT

Once the decision has been made to put a student into the Focus room provision, parents are contacted and informed via telephone (by Year Manager/SLMT).

During a student's time in the Focus room they will do the following:

- Have a repair meeting with relevant staff (student under the guidance of the Focus room manager, SLMT or Year Manager).
- Work set by relevant subject staff to catch up on work missed.
- Undertake a set timetabled day to include all subjects, SMSC and behavioural work.
- Some work on WHY they are in the centre and how to improve their behaviour.

The Focus Room day is as follows:

Monday, Tuesday, Thursday, Friday – 9.00 am until 3.10PM.

Wednesday – 9.00 am – 2.10PM

Detailed records are kept by the Focus Room Manager on how the student behaves and the work they complete during their time in the focus room. This ensures that there is NO repetition of work done in the centre and to monitor the student's attitude and behaviour.

Once a student leaves the focus room they should be placed on report (to the Focus Room Manager).

Placing a student in the focus room should be immediate and not pre-booked days in advance.

### **Exclusion from School**

Exclusions will be imposed when it is deemed to be the only course of action left open to the school. It will normally, but not always, be used when other courses of actions have been tried and one or other of the following criteria have been satisfied:

- The behaviour of an individual student has continued over a period of time to adversely affect the education of others.
- The student has behaved in a way that has endangered the physical wellbeing of others.
- The student has verbally and/or physically assaulted a member of staff.



- The student over a period of time, has seriously and persistently behaved in a way that has challenged the authority of the school.
- The student has been involved in serious bullying or harassment of one or more students on more than one occasion.

### **Permanent Exclusions** - Permanent exclusion will be used:

- Where the initial incident is considered so serious that no other sanction is deemed suitable e.g. assault of a staff member, student or member of the public, carrying and/or using a weapon, carrying, using or selling drugs, continuous and ongoing bullying.
- In response to persistent breaches of the school’s behaviour policy.
- Where allowing the student to remain in school would seriously harm the education or welfare of the student or others in the school.

### **Reasonable Adjustments**

The school recognises that some pupils have emotional and behavioural disabilities such as those with ADD/ADHD, Autism or Attachment Disorder who have additional needs. Careful consideration will be given on an individual basis for such students and reasonable adjustments will be made where possible.

### **Confiscating Items and Searching Students**

There are legal provisions that enable school staff to confiscate, retain or dispose of a student’s property as a punishment, so long as it is reasonable in the circumstances. School staff also have the power to search without consent for “prohibited items” (Section 550ZA (3) of the Education Act 1996) but this should only be the Head Teacher or a member of staff authorised by the Head Teacher. Prohibited items include:

- knives and weapons
- alcohol • illegal drugs
- stolen items
- tobacco and cigarette papers /e-cigarettes
- fireworks
- pornographic images
- any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property; and
- any item banned by the school rules which has been identified in the rules as an item which may be searched for.

Weapons, drugs, knives and extreme or child pornography will be handed over to the police. Otherwise, staff are entitled to decide if and when to



return a confiscated item. In addition, the Head Teacher and authorised staff can use such force as is reasonable given the circumstances to conduct a search for "prohibited items".

The Radclyffe School will use this power to search students and to use reasonable force if absolutely necessary in the circumstances. However, force will not be used to search for items banned under the school's own rules but not listed above. Where a search is undertaken without the consent of the student this will, where possible, be undertaken by a member of staff of the same sex as the student and with a witness who is also the same sex. In order for such a search to be undertaken the school must be satisfied that there are reasonable grounds for suspicion. A student that refuses to co-operate with a search will be treated as any other student who refuses to comply with the school discipline policy and a sanction will be imposed.

### **Mobile Phone and Earphones Protocol**

Mobile phones and music players can cause some difficulty and disruption both in lessons and around the school. To this end, we expect mobile phones and media players to be switched off and out of sight during the school day. We also expect earphones to be out of sight. If students are seen with mobile phones or headphones, the items will be confiscated and kept safe. Any student who has had any items confiscated will not get them back until a parent/carer has been in to school to collect them. A central log is kept.

### **Students Conduct off the School Site**

The law allows schools to discipline students for misbehaving outside of the school premises "to such an extent as is reasonable" (Section 90 of the Education and Inspections Act 2006). Non-criminal unacceptable behaviour or bullying that occurs outside of school premises but which is witnessed by a staff member or reported to the school will be considered by the school under the Behaviour Policy. Sanctions may be imposed for unacceptable behaviour or bullying outside of the school site, when a student is:

- taking part in a school-organised or school-related activity.
- travelling to or from school.
- wearing school uniform.
- in some other way identifiable as a student of The Radclyffe School.

Also, sanctions may be imposed for 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 student or member of the public.
- could adversely affect the reputation of the school.

## **Dealing with Bullying**

As a school we are opposed to all forms of bullying and will work rigorously to ensure that all incidents of bullying reported to us are fully recorded and investigated. Sanctions will be taken against students who are found to have bullied other students. This process is more fully detailed in The Radclyffe School, Anti-Bullying Policy. Moreover, as a school we believe passionately that we have a responsibility to build a climate and ethos that encourages our students to respect each other, understand diversity and difference and to lead the way in developing positive relationships and support for each other.

## **What is Reasonable Force?**

- 1) The term ‘reasonable force’ covers the broad range of actions used by most teachers at some point in their career that involve a degree of physical contact with students.
- 2) Force is usually used either to control or restrain. This can range from guiding a student to safety by the arm through to more extreme circumstances such as breaking up a fight or where a student needs to be restrained to prevent violence or injury.
- 3) ‘Reasonable in the circumstances’ means using no more force than is needed.
- 4) As mentioned above, schools generally use force to control students and to restrain them. Control means either passive physical contact, such as standing between students or blocking a student's path, or active physical contact such as leading a student by the arm out of a classroom.
- 5) Restraint means to hold back physically or to bring a student under control. It is typically used in more extreme circumstances, for example when two students are fighting and refuse to separate without physical intervention.
- 6) School staff should always try to avoid acting in a way that might cause injury, but in extreme cases it may not always be possible to avoid injuring the student.

## **Who can us Reasonable Force?**

- 1) All members of The Radclyffe School staff have a legal power to use reasonable force.



2) This power applies to any member of staff at the school. It can also apply to people whom the Head Teacher has temporarily put in charge of students such as unpaid volunteers or parents accompanying students on a school organised visit.

### **When can Reasonable Force Be Used?**

- 1) Reasonable force can be used to prevent students from hurting themselves or others, from damaging property or from causing disorder.
- 2) In our school, force is used for two main purposes – to control students or to restrain them.
- 3) 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.

In our school we will use reasonable force to:

- remove a disruptive student from the classroom where they have refused to follow an instruction to leave;
- prevent a student behaving in a way that disrupts a school event or a school trip or visit;
- prevent a student leaving the classroom where allowing the student to leave would risk their safety.
- prevent a student from attacking a member of staff or another student, or to stop a fight in the playground; and restrain a student at risk of harming themselves through physical outburst.

Reasonable adjustments will be made for disabled students or students with SEND needs.

### **How do we Apply Sanctions? (Appendix 4)**

When applying a sanction, we DO NOT have a **one size fits all method**. It is important that all decisions are made **reflectively and not reactively**. To do this we need to look at the whole picture i.e. previous behaviour, needs of the student, where they are on the graduated response and in some cases DFEE guidelines, what sanctions they have previously incurred and did the sanction work. All sanctions will be reported and communicated with the appropriate member of staff.

We also need to consider:

- the student's ACE score
- and making responsible adjustments depending on any SEND needs.



In order to apply a consistent approach, the following documentation can be used as a GUIDELINE for the use of potential sanctions. Please note that the “What Could Happen” column, contains a list of suggested sanctions, however the way they are presented is not necessarily the order it which they should be applied as individual circumstances need to be considered.

Where appropriate a repair meeting will always take place between students and/or staff and students, using the restorative approach.

### Student Support Systems and Graduated Response

Behaviour data is used as a proactive tool to reward and monitor individual behaviour. Any issues/concerns that are highlighted are discussed at pastoral support meetings and clear plans put in place as required. We have a clear 4 level graduated response for both support and consequences for our students.

| Level 1                   | Level 2                     | Level 3                       | Level 4                    |
|---------------------------|-----------------------------|-------------------------------|----------------------------|
| First Quality Teaching    | Behaviour Contract          | SLMT Report                   | Youth Offending Team (YOT) |
| School Health Advisor     | Year Manager Report         | Pastoral Support Plan         | Managed Move               |
| Boys group                | Focus Groups                | SLMT isolation                | Child in Need (CIN)        |
| Mental Health Ambassadors | Round Robin                 | Fixed Term Exclusion          | Child Protection           |
| Primary Transition        | Parental meeting SLMT       | EHCP                          | CAMHS                      |
| Department Report         | Counselling and Supervision | SLC                           | Permanent Exclusion        |
| PLG support               | Nurture Group               | Mind                          | The ROC                    |
| Parental Meetings         | Supported Study             | Kooth.com                     | Early Help                 |
| Education Welfare         | Foundation Learning Groups  | Educational Psychology        | Phoenix Team               |
| Learning mentors          | Supported meet and greet    | QEST                          | Children’s Social Care     |
| Hub Access                | Family Support Worker       | SMS                           | Adolescent Support Unit    |
| Peer Mentors              | Lego Therapy                | Latic Zone                    | Lucy Faithful Foundation   |
|                           | Think Bricks                | Saddleworth Environmentalists | SARC (St Mary’s)           |
|                           | Toe-by-Toe                  | Oasis                         | Positive Steps             |
|                           | Turn the Page               | Brook                         | Healthy Young Minds        |
|                           | Wellbeing Ambassadors       |                               |                            |
|                           | COSMO                       |                               |                            |
|                           | Turning Point               |                               |                            |



## **Recording Behaviour Incidents**

All behaviour incidents are recorded on Cloud School which allows the school to be proactive when dealing with these types of issues. Even if an incident has been dealt with it must be recorded on Cloud School. This will allow the pastoral team to build a picture of each student’s behaviour and provide support and sanctions as appropriate.

Each evening a behaviour report will be run to ensure all incidents have been dealt with on an individual basis.

Behaviour trackers are produced for the whole school so that we can monitor each student’s behaviour on a weekly basis. We can check for patterns and relationships with individual teachers. The trackers are colour coded to show when types of student behaviour are on the increase/decline and will also allow us to record at which point of the graduated response each individual student is at. It will also highlight triggers e.g. parent/carers meeting, report, PSP, teacher/parent meeting.

The trackers also allow the pastoral team to raise concerns with curriculum leaders regarding specific students and teachers and report on the exit and call out data that will be sent to faculty leaders on a weekly basis. It will also highlight students who are persistently receiving warnings in class.

In order for us to support our students a number of reports will be produced to support staff in their decision making.

- Weekly whole school tracker and the graduated response,
- Weekly SLMT On Call report.
- Individual faculties reports,

The above are all discussed at the appropriate meetings and monitored by the Deputy Headteacher responsible for behaviour.



The Radclyffe School  
"Working Together for Excellence"

## **Appendix**

Appendix 1 - Protecting Learning SOP

Appendix 2 - Call Out SOP

Appendix 3 – Tariff Document