



Behaviour for Learning Policy

At The Radclyffe School we acknowledge that it is the personal responsibility of all staff, students, and community members to respect the rights of each other in and around school by adhering to our school values:

- The Five 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
- Kindness
- Excellence

It is based around our key principles:

- Personal Responsibility
- Chance, Choice & Consequence

We believe that students should take personal responsibility for their actions in school and that students should be given the chance to make the right choices when it comes to behaviour in the classroom before there is a consequence to their actions. We strongly believe that staff should always implement our school policy in a fair and consistent way. Restorative practice forms an important part of our behaviour systems here and support the closing the loop on behaviour incidents. Where possible, staff should always resolve situations themselves, building relationships with both students and parents.

Behaviour for Learning – What the Radclyffe 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.
- Students pride in the school is shown by their excellent conduct, manners and punctuality.
- Students' 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

The Governing Body will:

- 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 when they need to know.

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.

Teaching staff will also:

- Deliver a suitably planned and structured lessons which meets all individuals' needs.
- Use their own and their department strategies that support the behaviour systems in school.
- Will communicate with parents/carers to support the relationship between school and home.

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:

- Come to school ready to learn on time and will be in the correct uniform with their shirt tucked in.
- They should not wear any jewellery or make up apart from a wristwatch (this should not be a smart watch) and they should not be seen with an electronic device such as a mobile phone or air pods.
- They should come to school with the following items (see the uniform card section in the policy for further information about essential items):

1. A school bag to fit in their books. (This should not be a fashion bag or man bag).
2. PE kit when needed.
3. A pencil case with a black, blue and red pen, a pencil and ruler.
4. A geometry set.
5. A scientific calculator.
6. An instrument in Year 7-9.

- **Students will follow the school values:**

- Our 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
- Kindness
- Excellence

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 on time, correctly equipped and prepared to learn.

Expectations

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

Protecting Learning (Appendix 1)

The aim of Protecting Learning is to support teachers with persistent low-level behaviour issues and to be consistent across the school. Protecting learning is a four-part system that is used to

protect the learning environment and provide support to the classroom teacher. The four parts of the protecting learning system and is built around chance, choice & consequence language. Students are given two chances to make the right choice before there is a consequence. There is also a Protected Learning Call Out to the linked year group before there is an exit (consequence) to another classroom. Finally, there is the opportunity for the behaviour incident to be closed through restorative conversations (See restorative conversations section).

The four-part system:

- Two chances to make the right choice.
- PL Call Out – consequence of a negative log but chance to speak to their year team and stay in the classroom.
- 'Exit' (consequence) from the classroom.
- A 'catch up' and repair meeting (closing the loop).

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

Two Chances to make the right Choice

These chances to make the right choice 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 one of them being moving the student to another seat after the second chance to make the right choice.

Protected Learning Call Out – Consequence – Negative Log

This will be used when a student needs a third reminder to make the right choice about behaviour. A member of staff will record a negative log – PL Call Out on the system and a member of the year team will be alerted to attend to speak to the student. At this point the student should only be exited if the behaviour is extreme otherwise they should be given the opportunity to stay in the class and make the right positive choices.

'Exit' from the classroom – Consequence

An 'exit' is when a student is removed from the classroom. It should be used when the three opportunities to make the right choice have been given and the student has been allowed time to change their behaviour. If a student needs to be removed from a lesson, the student will be collected by the Achievement and Access Team and placed in a different classroom in the same subject area wherever possible.

Catch Ups and Restorative Conversations

'Catch ups' are where students are given the chance to reflect on their behaviours. The principle is that the catch up and repair conversation happen, wherever possible, on the same day as the exit. It is about the students 'catching up' on time missed in a lesson or as a deterrent for unacceptable behaviour which affects learning and ensuring that the matter is dealt with immediately so that every day can start afresh. Teaching staff/curriculum leaders can run their own catch up sessions where they feel it is necessary.

The aim of the restorative conversation is to ensure that the student understands why their behaviour has led to their removal from the classroom so that they can avoid the same behaviour in future. Additionally, it allows the student to make amends, and ensure that the positive relationship with the member of staff is restored.



Catch ups are about the CERTAINTY of the consequence not the severity.

In the event of an exit from the classroom teachers should:

- Record the reasons for the exit on the student's profile on the school management information system.
- If possible, a call home to inform parents of the catch up before it happens - a voicemail is sufficient if no there is answer. If it is not possible a conversation should take-place with the parent/carer at the earliest opportunity.
- Attend catch up for a repair conversation.
- Remind students of expectations and share your point of view about how their behaviour is affecting their learning.

Lunch time catch ups

These are used for students not following instructions during unstructured time for incidents of low level physical contact or for late to school and lessons. These are for 40 minutes. All of these incidents are logged on our management information system.

If a student fails to attend a catch up they will be escalated to a 60minute afterschool catch up. Failure again to attend this will result in a day in the focus room (internal isolation).

Behaviour Monitoring Reports

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.

The following protocol should be adhered to:

- Parents/carers 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.
- Parents/carers 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 weeks 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.

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)

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 - Internal 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 half a day/a day/after school. This may be with in the Focus Room, with a Senior Member of Staff or with the Year Manager. This will include social times and the end time will be 3.30pm.

This is the Radclyffe School's Internal Isolation. Students are placed into this centre for the following reasons:

- Behaviour that could result in a Fixed Term Exclusion (FTE).
- Return from a Fixed Term Exclusion were necessary.
- Pending the investigation of an incident during the school day.
- Graduated response to students failing to complete catch ups or sanctions.

The Focus Room is 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/Assistant Year Manager or 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, Year Manager or Assistant Year Manager).
- Work is followed on Team Viewer where possible.
- Undertake a set timetabled day to include all subjects, SMSC and behavioural work.
- Some work on reflecting on why they are in the centre and how to improve their behaviour.



The Focus Room day is 9.00 am until 3.30PM. 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 Year Manager). Placing a student in the focus room should be immediate and not pre booked days in advance unless a student has been absent.

RSU – Radclyffe Support Unit – Internal Alternate Provision

The RSU is a facility that supports students that may be at risk of permanent exclusion. This provision supports students in a smaller setting and supports students through assessments and interventions. It is a provision that should be accessed for 6-12 weeks with the look to return or begin to return to mainstream lessons. This provision should be accessed by students when:

- Year Access Teams have exhausted all strategies within mainstream.
- They have failed a Managed Move or Offsite Redirection.
- They have breached the behaviour policy a number of times.
- They have been referred through Behaviour Management Team meetings.
- For a one off behaviour breach that has not been deemed a permanent exclusion but has resulted in the need to keep others or the student safe.

Suspension from School

Suspensions 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 needs such as those with ADD/ADHD, Autism or Attachment Disorder who have additional needs. At TRS we also consider a child that may be affected by Adverse Childhood Experiences using a trauma informed and relational approach to dealing with situations that arise in school. Careful consideration will be given on an individual basis for such students and reasonable adjustments will be made where possible. An Inclusion Panel supports decisions around behaviour consequences e.g. Permanent Exclusions and Alternative Provision placements.

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 Headteacher, or a member of staff authorised by the Headteacher.

Prohibited items include:

- knives and weapons
- alcohol
- illegal drugs
- stolen items
- tobacco and cigarette papers /e-cigarettes
- Energy drinks / fizzy drinks
- Any items brought in to sell to other students
- 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. Other items such as e-cigarettes will be disposed of and will not be able to be returned. Otherwise, staff will return a confiscated item in line with our rules around confiscation handing them in and logging it at reception. In addition, the Headteacher 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 at reception. Any student who has had any items confiscated may not get them back until a parent/carers has been in to school to collect them. A central log is kept.

Uniform Card

Uniform cards are expected to be carried by every child and if a student violates the rules of uniform and equipment then they will have a strip of their uniform card taken off them. Once all three strips are taken, they will receive a lunch time catch up when their PLG gives them another card.



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 use 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 or the safety of others.
- 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?

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 the Department for Education 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.

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. The following are examples of what can be utilised at TRS:

Level 1	Level 2	Level 3	Level 4
Quality first 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 the school's management information system 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. 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. The above are all discussed at the appropriate meetings and monitored by the Deputy Headteacher responsible for behaviour.

Appendix

Appendix 1 - Protecting Learning Document

Appendix 2 – Behaviour For Learning Document

Updated July 2024