



Climate for Learning Policy

**Including
School Discipline,
Student Behaviour,
Exclusions
and
the Positive Learning Strategy**

October 2018

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Aims

Beckfoot School believes that in order to enable effective teaching and learning to take place, good behaviour in all aspects of school life is absolutely essential. It seeks to create a caring and stimulating learning environment in the School by:

- promoting good behaviour and discipline;
- promoting self-esteem, self-discipline, proper regard for authority and positive relationships built on mutual respect;
- ensuring consistency of response to both positive and negative behaviour;
- providing a safe environment free from disruption, violence, bullying and any form of harassment;
- encouraging positive relationships with parents and carers to improve outcomes for all students.

Roles and Responsibilities

The Board of Directors will establish in consultation with the Headteacher, staff, parents and students, the policy for the promotion of good behaviour and keep it under review. It will ensure that it is communicated to students and parents, is non-discriminatory and that the expectations are clear. The Board of Directors will support the School in maintaining high standards of behaviour.

Frances Wace (Assistant Headteacher) will be responsible for ensuring the implementation and day-to-day management of the policy and procedures, supported by Gill Halls the Headteacher. Together, both will oversee support for staff encountering any forms of challenging behaviour.

All staff, including teachers and support staff, will be responsible for ensuring that the policy and procedures are followed and that they are consistently and fairly applied. Mutual support amongst all staff in the implementation of the policy is essential. They also have responsibility for creating a high-quality learning environment, teaching good behaviour and implementing the agreed policy and procedures consistently. Staff have a key role in advising on the effectiveness of the policy and procedures.

The Board of Directors, Headteacher and staff will ensure that there is no differential application of the policy and procedures on any grounds, particularly ethnic or national origin, culture, religion, gender, disability or sexuality. They will also ensure that the concerns of students are listened to and appropriately addressed.

Parents and carers will take responsibility for the behaviour of their child both inside and outside the School. They will be encouraged to work in partnership with the School to assist in maintaining high standards of behaviour and achievement. They will have the opportunity to raise with the School any issues arising from the operation of the policy.

Students are expected to self-regulate and in doing so, take responsibility for their own behaviour; they will be made fully aware of the school policy, procedures and expectations. This includes behaviour on their way to and from school; students are expected to be positive ambassadors for Beckfoot when traveling to and from school. Students also have a responsibility to ensure that incidents of disruption, violence, bullying and any form of harassment are reported appropriately.

Procedures:

The procedures arising from this policy will be developed by the Assistant Headteacher in consultation with the staff. These will make clear to students how acceptable standards of behaviour can be achieved and will be supported by a clear set of principles which are made explicit to staff, students and parents/carers. The procedures will be consistently and fairly applied and promote the idea of personal responsibility and that every member of the School has a

responsibility towards the whole community. These procedures will be publicised and brought to the attention of students, parents and staff at least once a year.

Expectations of Students

Students are expected to come to school every day, on time, ready to learn and in full uniform.

School Uniform

UNIFORM

We will wear:

- ▲ White Beckfoot polo shirt with school logo (black optional at phase 2).
- ▲ Blue (phase 1), black (phase 2) Beckfoot sweatshirt with school logo.
- ▲ Plain grey or black trousers or skirt of traditional school style.
- ▲ Traditional dress should be black or navy blue.
- ▲ Sensible black shoes appropriate for school.
- ▲ One chain, up to two small earrings and one nose stud if we wish to do so.

Additional:

- ▲ Our hairstyle must be appropriate for school and natural in colour.
- ▲ We can use mobile phones in school at break and lunch times in designated areas only. We will keep them out of sight and switched off at all other times.

Where a student arrives out of uniform we will provide spares where we can. If this occurs regularly then the student will receive a consequence deemed appropriate by the head of year or Assistant Headteacher for the phase.

If parents believe that there is a good medical reason for a student not to comply with the uniform code, a medical note from a GP or hospital supporting a parent note in their planner is required.

Student Planner

A planner is provided for every student at Beckfoot. Students must carry their planner around with them at all times. Planners are used to record homework, sanctions, detentions, and communication between school and home.

Parents/ Carers will check and sign planners every week.

Students who forget their planner need to take ownership of this and report to the heads of year before school to get a replacement for the day. This will not result in any consequences. If it is reported later in the day then a break or lunch time detention will be set.

Students should look after their planners and not graffiti or damage them. Damaged planners will need to be replaced.

Student Lanyard

A lanyard is provided for every student at Beckfoot. Students must wear their lanyard around their neck at all times.

Students who forget their lanyard need to take ownership of this and report to the heads of year before school to get a replacement for the day. This will not result in any consequences. If it is reported later in the day then a break or lunch time detention will be set.

Students should look after their lanyards and not graffiti or damage them. Damaged lanyards will need to be replaced.

Attitude to Learning

We expect our students to demonstrate excellent attitude to learning on a day to day and lesson by lesson basis. This will be measured every lesson and staff will input a grade into SIMs. This is discussed regularly with students and is communicated home via reports.

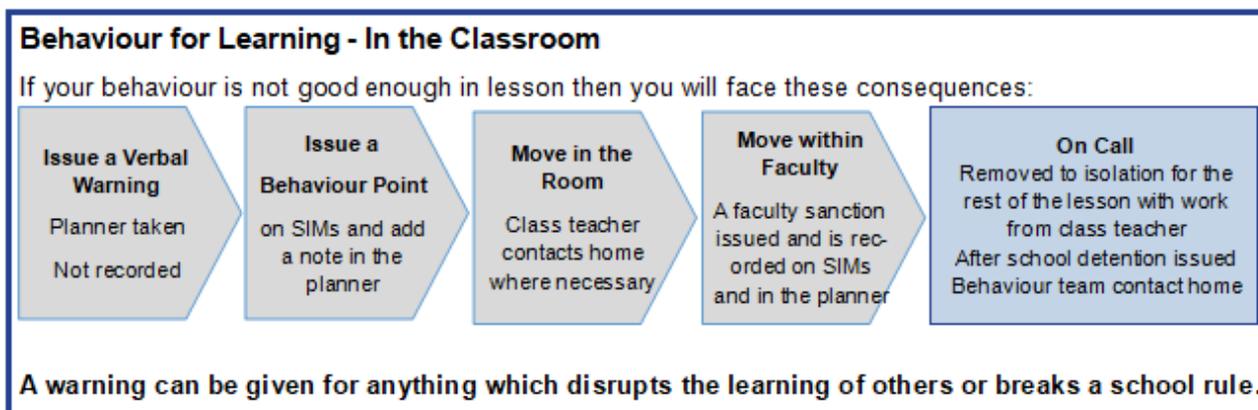
How is your attitude to learning?	
1	In today's lesson, I was a World Class Learner . I was a proactive, enthusiastic learner who worked independently and thrived on challenge.
2	In today's lesson, I participated and worked consistently well. I demonstrated a desire to improve . I worked independently .
3	In today's lesson, my attitude to learning was not good enough . I was often off task and needed prompting to get on with my work. I did not listen to instructions.
4	In today's lesson, my attitude to learning was poor . I frequently disrupted the learning of others . I did not complete my work.

Behaviour for Learning

We also expect our students to demonstrate excellent behaviour for learning.

Every Lesson	
✓ We line up quietly before our lessons	✓ We respect each other
✓ We enter our lessons calmly	✓ We try our hardest and never give up
✓ We get out our planners and equipment straight away	✓ We help each other to succeed

Where behaviour in a classroom is not good enough, staff will follow these steps.



Behaviour around school

The following expectations of student behaviour around school were written by our students.



The Role of Parents/Carers

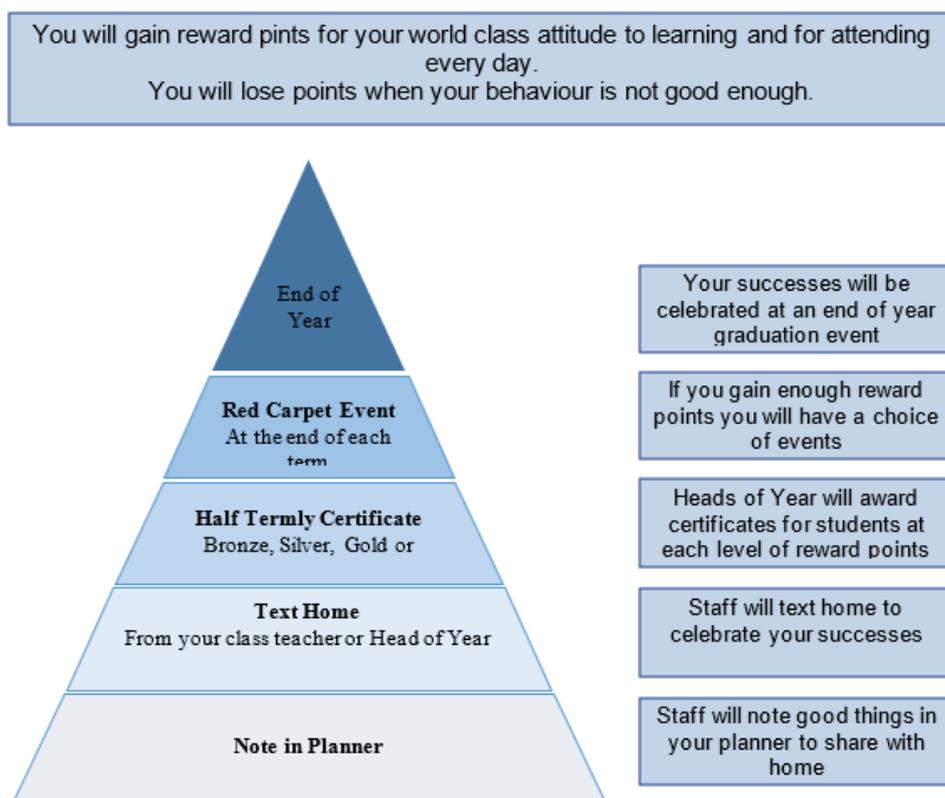
Parents/carers and Beckfoot staff work in partnership to ensure excellent behaviour of all of our students. Playing an active role in your child's education is key for this.

- Keeping a close eye on your child's planner and signing it every week
- Talking to your child about their learning
- Supporting the school with sanctions imposed for behaviour that is not of the level expected
- Ensuring your child is in full uniform, arrives on time every day and is ready to learn
- Attending all parents' evenings, options evenings and other opportunities to discuss your child's learning

There is more detail in our home school agreement.

Rewards

Our school ethos of encouragement and the celebration of success and achievement of students at all levels is central to the promotion of good behaviour. This has a motivational value in helping the students to realise that good behaviour is valued and rewards are clearly defined within the procedures.



Consequences

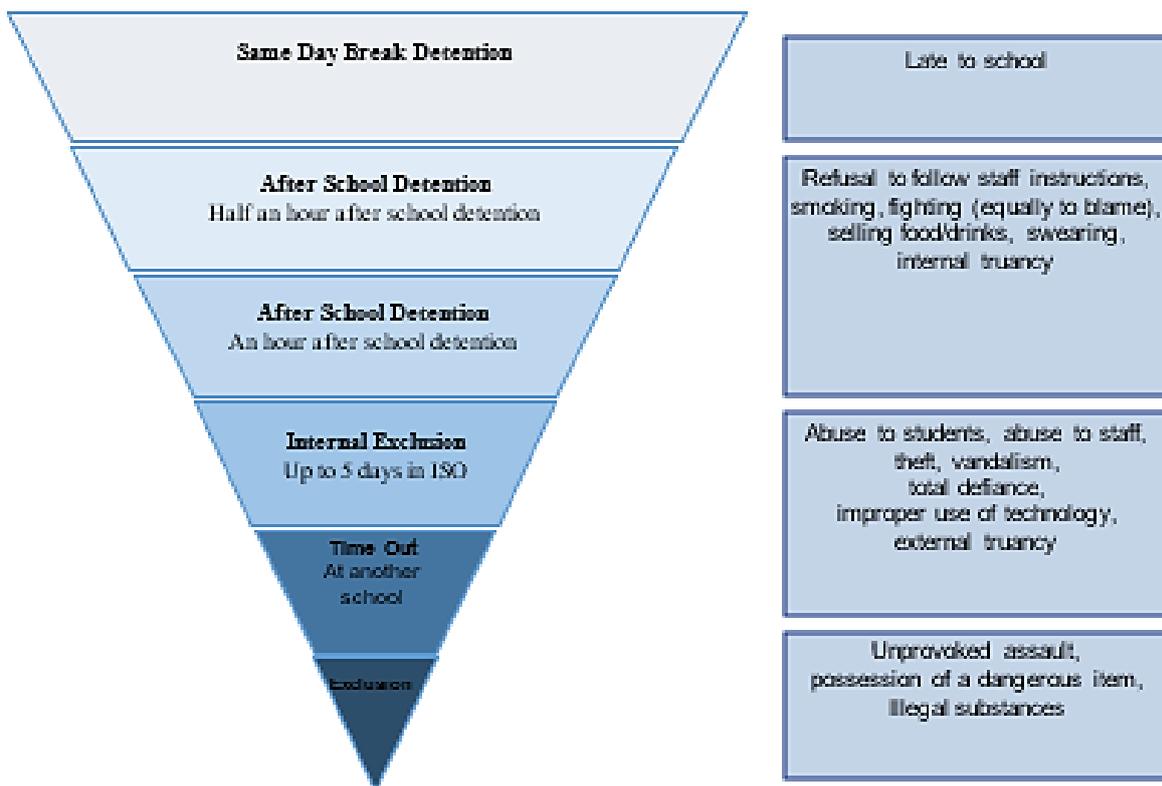
Consequences are needed to respond to inappropriate behaviour. A range of consequences are clearly defined in the procedures and their use will be characterised by clarity as to why the consequence is being applied and what changes in behaviour are needed to avoid further consequences. The procedures make a clear distinction between the consequences applied for minor and for major offences.

Confiscation may also be used as a disciplinary sanction. This includes seizure and, as appropriate, the retention and disposal of certain items. The aim pursued in confiscating property is maintaining an environment conducive to learning, one which safeguards the well-being and rights of other students to be educated.

Under certain circumstances it may be necessary to use reasonable force to prevent a student from committing a criminal offence, injuring themselves or others, damaging property or acting in a way that is counter to maintaining good order and discipline at Beckfoot.

Behaviour For Learning - Consequences

If your behaviour in lessons or around school is not good enough then you will get a Behaviour Point. Two Behaviour Points in a week will lead to an **after school** detention.



Any of the above may result in an immediate exclusion

Repeat offences at any level will lead to the next level of consequences.

Five detentions will lead to a day in isolation.

In some **instances** a parental meeting will take place.

Persistent offending will lead to a monitoring period and a personalised contract.

Police

The school will involve the police in all matters where criminal activity has taken place or is suspected of having taken place. In addition, the school will inform the police of any intelligence which may support them in preventing or tackling criminal activity.

A student and his or her family have the right to contact the police if they feel that a criminal offence has been committed.

Safer Schools Partnership Officer

A Safer Schools Partnership (Police) Officer (SSPO) is employed to work at the school. A Safer Schools Partnership is a formal agreement between the school and police to work together in order to keep young people safe, reduce crime and fear of crime and improve behaviour in the academies and their communities. This involves a police officer working regularly at school to ensure:

- the safety of pupils, staff and the school site and surrounding area;

- help for young people to deal with situations that may put them at risk of becoming victims of crime, bullying or intimidation, and to provide support to those who do;
- focused enforcement to demonstrate that those who do offend cannot do so without facing consequences;
- early identification, support and where necessary challenge of pupils involved in or at risk of offending;
- improved standards of pupil behaviour and attendance, and less need for exclusions;
- more positive relations between young people and the police and between young people and the wider community; and
- effective approaches to issues beyond the school site that negatively impact on pupil safety and behaviour.

Exclusions

As outlined above, sometimes students will be excluded from school for a serious breach of the school's behaviour policy. Students can also be excluded if staying in school would seriously harm the education or welfare of the student or others in school, exclusion will be considered as a last resort.

The decision to exclude a pupil must be lawful, reasonable and fair. As a school, we have a statutory duty not to discriminate against students on the basis of protected characteristics, such as disability or race. We give particular consideration to the fair treatment of students from groups who are vulnerable to exclusion. Where exclusion becomes necessary, the most recent Government Guidelines for Exclusions from school will be followed:
(<https://www.gov.uk/government/publications/school-exclusion>)

An exclusion may be:

- Fixed term for a set number of days. Following a fixed term exclusion, at a re-admission meeting between the student, family and school will take place before the student is allowed to re-join our community. At this meeting, strategies will be developed to support the students return to school and to help them to manage their future behaviour
- Permanent. This is used in response to a serious breach, or persistent breaches, of the school's behaviour policy; and where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school

All exclusions will be at the decision of the Head teacher and will be reported to the Directors.

Provision of Education for Students Excluded for a Period Exceeding 5 days

We recognise the need to keep fixed term exclusions short wherever possible. It is therefore anticipated that in most cases exclusions would not exceed 5 days fixed term. Where it is necessary to exclude a student for a longer period, the school will ensure that provision is offered to the student from the 6th day onwards.

Appeals

Any decision to exclude a pupil can be appealed against by the pupil or parent. For appeals against an exclusion, then details of the process will be explained within the letter of exclusion. For further support, contact Bradford SEN department.

Training

The Board of Directors will ensure that appropriate high quality training on all aspects of behaviour management is provided to support the implementation of this policy.

Involvement of Outside Agencies

Beckfoot is committed to improving outcomes for all students and works proactively and positively with external agencies. It seeks appropriate and often bespoke support from them to ensure that the needs of the students are met by utilising the range of external support available.

Review

The Assistant Headteacher, in consultation with the staff and students, will undertake systematic monitoring and conduct regular reviews of the behaviour management policies and procedures in order to evaluate them to ensure that their operation is effective, fair and consistent. The outcome of the review will be communicated to all those involved, as appropriate.

Related Documents

- Positive Learning Strategy (latest version)
- Student Planner pages
- Year 7 New Starter Booklet for students/parents
- Students Exclusions – EB file
- Restraining students policy included below
- Anti-bullying Policy
- Attendance Policy
- Attendance information for parents/carers

Restraining Students Policy

The Education and Inspections Act 2006 reaffirms the legal power to use physical force to restrain or control students, where there is no alternative way of preventing them causing major disruptions in school or harming themselves or others.

Aim

To define the circumstances under which it would be reasonable to use physical force to restrain students and the procedures to be followed.

Any member of staff who has been authorised by the Headteacher to have control or charge of students is able to use force if necessary. This includes both teaching and non-teaching colleagues.

Reasonable force may be used to prevent a student from:

- committing a criminal offence
- injuring themselves or others
- damaging property
- acting in a way that is counter to maintaining good order and discipline at the school.

Detailed and up-to-date records will be kept of any incidents where force is used. Parents will be informed of such an incident and be given to opportunity to discuss it.

Records of incidents should include the following information:

- the name(s) of the student(s) involved
- when and where the incident took place
- why the use of force was deemed necessary
- details of the incident, including all the steps taken to diffuse the situations and resolve it without force and the nature of the force used
- the student's response
- the outcome of the incident
- a description of any injuries suffered by the student or others and/or any property damaged during the incident.