



Behaviour for Learning Policy

Policy Preface

NCEA Duke's Secondary School is a Christian learning environment at the heart of its communities. We promote care and respect, and expect high standards in all aspects of our academy life.

As a part of a Church of England Academy Trust, we aim to build communities clearly based on the Christian values of love, forgiveness and reconciliations, integrity and the unique value of each individual. We aim to build self-esteem, model conflict resolution, protect the weak and are committed to justice and compassion. Mutual respect and trust are central within NCEA Duke's Secondary School and the NCEA Trust.

This policy, and its associated procedures and protocols, is based on these key principles.

| | |
|---------------------------|--|
| Lead person | Principal |
| Creation date | July 2020 |
| Version | 2 |
| Last updated and approved | November 2020 |
| Next review due by | July 2021 |
| Approved by | |
| Statutory Requirement | Yes |
| Linked to | Exclusions Policy; Anti-bullying Policy |





Behaviour for Learning Policy

1. Introduction and Aims

NCEA Duke's Secondary School and Sixth Form is dedicated to ensuring that our school environment supports learning and the wellbeing of pupils and staff through a strong sense of belonging. Our core values of Love, Inclusivity, Goodness, Hope and Truth are the foundations of our community and we work hard to provide a safe school where pupils feel included in every aspect of school life, and comfortable to voice their opinions.

This policy outlines what we expect from all our pupils in terms of their behaviour, and the sanctions that will be enforced if this policy is not adhered to. It extends to all members of our school community and is written in line with the NCEA Trust's principles and expectations. Good behaviour and self-discipline have strong links to effective learning, and are vital for pupils to carry with them both during and after their school years.

NCEA Duke's Secondary School believes that all pupils should be aware of the standards of behaviour that are expected of them, and promotes these standards. We hope that by encouraging positive behaviour patterns we can promote good relationships throughout the school built on our core LIGTH values and the gospel expectation of treating others as we would wish to be treated ourselves. Through the use of this policy we can support all of our pupils in developing a high level of social awareness, and our aim is to ensure that all our pupils leave the school with the key skills they need to continue to progress to the best of their ability in all areas of life, to "let their LIGTH shine"!

2. School Code of Conduct

Our expectations of conduct reinforce our demand for a positive learning culture and are simply encapsulated in our Three R's:

- Ready
- Respectful
- Responsible

3. Standards of behaviour

3.1 School

The first step to modelling good behaviour is to lead by example, which means that all staff, volunteers, and anyone else who comes to the school must act responsibly and professionally. We work hard to ensure that discipline is consistent across the school so that behaviour boundaries and sanctions are clear to all and are applied fairly, proportionately, and without discrimination. We take into account additional educational needs and disabilities, and the vulnerabilities that some pupils face, but our expectations of behaviour are consistently high for all pupils. Staff are trained to deal with behavioural strategies as part of their continual professional development, and are well informed of the extent of their disciplinary authority.



Behaviour for Learning Policy

We work with parents/carers to understand their children and their behaviour and believe that in conjunction with behaviour boundaries and sanctions, good support systems, praise and rewards for good behaviour are an important part of building an effective learning community. The school will report behaviour, good and bad, to parents regularly through our online ClassCharts platform. We encourage parents to communicate with the school if they have a concern about their child's behaviour, and we will do as much as is possible to support parents as and when they need it. We promote good behaviour within the school curriculum and reminders of expectations are displayed around the school.

Staff are a constant presence around the school, in-between classes, during breaks in the school day, and at lunchtimes, to check that pupils are using the building and grounds respectfully, and behaving appropriately.

We recognise that some pupils with identified additional needs may require support to manage their behaviour. A *Learner Passport* will be used for pupils whose needs and/or disabilities cause them to display challenging behaviour.

The school will take all reasonable measures to ensure the safety and wellbeing of all pupils and staff and this includes protection from bullying. We aim to combat bullying and other harmful behaviour using, amongst others, preventative strategies through the active development of pupils' social, emotional, behavioural and spiritual awareness and abilities.

3.2 Pupils

The school expects all of its pupils to show respect to one another, to school staff, and anyone else that they may meet. Incidents of bullying, belittling, or bringing intentional harm to other pupils or staff will not be tolerated. Pupils are ambassadors of our school even when off school premises, and we expect them to act accordingly. They are expected to obey school rules, listen, follow instructions by staff, and accept and learn from any sanction they receive as a consequence of their actions. This extends to any arrangements put in place to support their behaviour, such as behaviour management plans or behaviour contracts. School work and homework should be well presented, completed to a high standard, and handed in on time. Failure to hand in work on time will lead to disciplinary sanctions. If pupils are struggling to meet the requirements of their workload for any reason, they should discuss this with their form tutor who will work with them to support them. The school asks that pupils carefully read the **home-school agreement and sign the admission application** to show that they have understood what is expected of them and acknowledge the responsibility that they have for their own behaviour.

Under no circumstances will illegal or inappropriate items be tolerated in school, and all pupils will respect and look after the school premises and environment. The following behaviour is regarded as completely unacceptable and will result in disciplinary actions, such as exclusion, depending on the circumstances however it may not be limited to this list:



Behaviour for Learning Policy

- Repeated disruption to learning
- Repeated disruption to the smooth running of the school
- Verbal abuse to staff and others including threatening acts of violence
- Verbal abuse to pupils
- Physical abuse or attack on staff
- Physical abuse or attack on pupils
- Threatening/aggressive behaviour
- Bullying (to the extent not covered above)
- Indecent behaviour
- Damage to property
- Possessing, supplying or misusing illegal drugs or other substances including “legal highs”
- Theft
- Serious actual or threatened violence against another pupil or a member of staff
- Sexual abuse or assault
- Carrying an offensive weapon
- Arson
- Unacceptable behaviour which has previously been reported and for which school sanctions and other interventions have not been successful in modifying the pupil's behaviour.
- Conduct towards a member of the school community which brings the school into disrepute.
- Inappropriate use of social media and/or technology, including serious cases of bullying
- Malicious accusations against a member of staff
- Extreme rudeness
- Extreme defiance
- Breach of school rules

Exclusion can also be used where one of the following is evident:

- Parents causing serious or repeated nuisance on the school premises, acting aggressively towards staff (including via social media or electronic communication) or bringing the school into disrepute
- Serious disagreement (on the part of the parents or the pupil) with, or contravention of, the school's policies on social inclusion, diversity or equality

3.3 Parents

Parents play a big part in ensuring that their children are responsible for their own behaviour in school. We ask that parents sign the **admission application / home-school agreement** to indicate that they will respect and support the school's behaviour policy and the authority of the school staff. Building school life into a natural routine – ensuring that your child is at school on time, appropriately dressed, rested, and equipped – will encourage your child to adhere to school rules and procedures.

We ask parents to work with the school in support of their child's learning, which includes informing the school of any special education needs or personal factors that may result in their child displaying unexpected behaviour. We ask that parents be prepared to attend meetings at the school with staff



Behaviour for Learning Policy

or the Principal to discuss their child's behaviour and to adhere to any behaviour contracts put in place.

In the case of exclusions, parents are expected to provide appropriate supervision for their child during the time that they are excluded from school, ensure that their child is not present in a public place during school hours without reasonable justification and attend a reintegration interview at the school with their child prior to the child returning.

If a student fails to meet any of our expectations during lesson their name will be written on the whiteboard by way of a formal warning and the member of staff leading the lesson will briefly explain to the student, why their name has been written on the board. The second time during a lesson that a student fails to meet these expectations they will be sent to our Learning Recovery Centre (LRC) for a period of one working day. Failure to arrive within 3 minutes of being sanctioned or refusal to go to the LRC will result in a one day fixed term exclusion with the day in LRC completed upon their re-admittance to the school.

If a student is sent to LRC, the member of staff who sent the student out will meet with the student at the end of the day for a 'Restorative Conversation' where they will be made aware of what they did wrong, why it disrupted learning and what needs to be done differently next lesson. To allow this to take place students sent to LRC will be required to remain in school until 3.30pm that day

4. Expectations of all pupils at all times

The following are expectations of all pupils at all times in order to maintain an orderly and safe environment in which to learn:

- Always be on time.
- Keep your appearance smart and tidy, and wear specified school uniform at all times to and from school.
- Good hygiene habits
- Rude, derogatory, racist, homophobic or defamatory language will not be tolerated.
- Be considerate of your peers and the extended community. Do not run through the building, do not shout out during lessons, or shout to one another in corridors, or when in public places.
- Be polite and respectful at all times towards staff, other pupils, any visitors to the school, and to members of the general public.
- Take care of your environment, both on the school site and outside, and keep it tidy. Do not litter and do not vandalise property in any way.
- Unauthorised absence from school will not be tolerated.
- Health and safety equipment is only for use in emergency situations and should not be tampered with under any circumstances.
- Refusing to follow the instructions of staff is not tolerated.
- The following items are not allowed in school under any circumstances:
 - Alcohol and drugs including "legal highs"



Behaviour for Learning Policy

- E-Cigarettes, Cigarettes, matches, and lighters
- Chewing gum
- Weapons of any kind or instruments/substances intended to be used as weapons
- Material that is inappropriate or illegal for children to have; such as racist or pornographic material
- Mobile phones must be switched off and out of sight during the school day.
- Responsibility for the safekeeping of the phone belongs to the student
- At all times, student mobile phones must be switched off during the School day (8.15am – 3.30pm)
- If a student refuses to hand their mobile phone or other device over when asked, they will be sent to LRC for a period of one working day. Continued refusal to submit their phone whilst in LRC will result in the student being excluded for a fixed period of time until parents/carers are met with by the relevant member of staff
- Refusal to go to LRC will result in a one day fixed term exclusion with the day in LRC completed upon their re-admittance to the school

4.1 Drugs

The school will not tolerate drug use of any sort on school property or during off-site school activities. The school takes its anti-drugs stance very seriously and will discipline any person found to be in possession of drugs. This includes solvents and any other substance that can be misused or harmful. Pupils should expect to be permanently excluded if they are found to be involved in drug-related incidents. This includes supplying, possessing, or taking drugs.

Prescription drugs

Carrying, supplying or taking prescription drugs illegitimately could result in a permanent exclusion.

Non-prescription drugs

Some over-the-counter drugs can be harmful if misused. We advise that pupils should not carry these in school. If they need medication they should go to the appropriate Key Stage Team who will arrange for home to be contacted.

Medication

We are aware that it may be necessary for some pupils to take medication during the school day. Parents/carers should make the school aware of this using the appropriate NCEA Trust form, available from the website and from reception, and by following our medication procedure.

4.2 Alcohol

Consuming, carrying or supplying alcohol is strictly prohibited. Any pupil involved in any alcohol-related activity may be permanently excluded.

All of these rules also apply when travelling to and from school.

5. Bullying



Behaviour for Learning Policy

NCEA Duke's Secondary School wants to make sure that all pupils feel safe at school, and accepted into our school community. Our ethos is one of inclusion and equality; bullying of any kind is regarded as a serious breach of our behaviour policy and will not be tolerated.

Bullying can be verbal or physical, by person or by electronic, on-line or written means and can be directed at both staff and pupils. The school practices a preventative strategy to reduce the chances of bullying, and our anti-bullying policy is instilled in our curriculum and everything we do at the school. It is made very clear to pupils what is expected of them in terms of respecting their peers, members of the public, and staff, and any intentional breach of this will result in disciplinary action.

A separate Anti-Bullying Policy is in place to outline our approach in this area.

6. Disruption Free Learning

“No student has the right to intentionally disrupt the learning of others. All classrooms will be disruption free allowing teachers to teach and students to learn.”

This policy has been designed to ensure that all students are given the upmost opportunity to achieve their potential. Lessons will be disruption free 100% of the time allowing teachers to teach and students to learn.

Conduct in lessons

- Line up quietly outside the classroom in the designated location prior to the start of the lesson
- Enter, stand silently behind their desks and be seated when invited to by the member of staff leading the lesson
- Sit silently and read whilst the register is taken
- Listen in silence whilst the member of staff leading the lesson speaks
- Raise their hand to ask a question without calling out
- Work hard without disrupting any other student learning

Behaviour Management - How disruption free learning works

One act of poor behaviour in class results in student's name on the board. If the same student offends again, s/he is asked to leave the class. The teacher records this on Class Charts and the student has 3 minutes to make his/her way to the LRC room. Students spend a full school day in the LRC. This applies whichever period they arrive. So a student arriving Period 2 on a Wednesday will be in the room until the end of Period 2 on the Thursday. On arrival in the LRC room the students are 'Triaged' they are asked two questions, 'Why are they there' and 'Did they get a warning?' We allow the students to unload their feelings about what happened, we listen. Students then complete a



Behaviour for Learning Policy

reflection sheet explaining why they are there and what they could do better next time (15 minutes). Students then work in silence through prepared work packs for English, Maths and Science.

Students are given 2 sheets of paper for each period they are in the LRC. Students must complete 3 sides of A4 per hour/period. Failure to complete 3 sides in an hour results in being given an extra 3 sheets to complete. Further failure results in FTE and a repeat of the LRC.

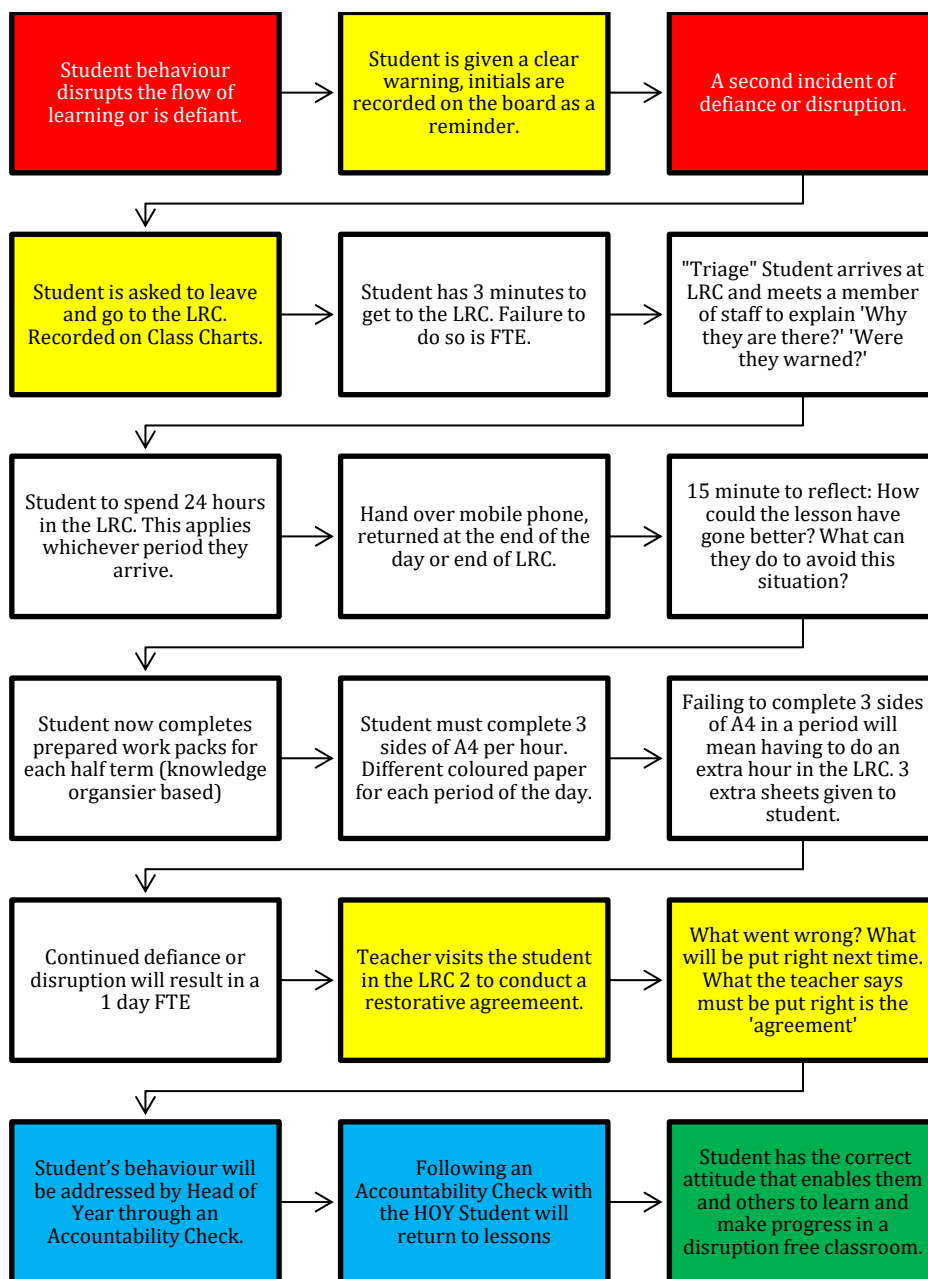
Students stay in the Learning Recovery Centre (LRC) room 30 minutes beyond the end of the school day. During this time, the teacher who has referred them comes to the LRC and discusses the issue with the students. The reflection sheet forms the basis of this conversation. (Or do we say restorative happens within the 24-hour period)

Additional sanctions, such as fixed term exclusions, are issued to students who fail to make their way to the LRC or who misbehave in the LRC. Students in the LRC room take their breaks and lunch at different times to the rest of the school.



Behaviour for Learning Policy

DFL Flow Chart



Repeated poor behaviour choices or receiving Fixed Term Exclusions (FTE) will result in the student being moved through the behaviour stages with escalation in the duration of FTE. Stages illustrated in table on next page.



Behaviour for Learning Policy

| Stage 1 | |
|---|--|
| 3 x LRC or Fixed Term Exclusion | <ul style="list-style-type: none"> • Head of Year – support may include: • Meeting with parents/carers (mandatory) • Targets/Head of Year report • Peer mentor/weekly mentoring with Head of Year • Staff Champion – staff to support • Thrive support |
| ↓ | |
| Stage 2 | |
| Repeated exclusion or Supervised Learning Failure to meet Stage 1 targets Persistent defiance | <ul style="list-style-type: none"> • Head of Year – support may include: • Head of Year report • Behaviour contract/Student Support Plan • Consider HUB/TAF/SEN • Pastoral support team mentor • Intervention programme? |
| ↓ | |
| Stage 3 | |
| e.g. Further Fixed Term Exclusions Failure to meet Stage 2 targets Persistent defiance | <ul style="list-style-type: none"> • SLT– support may include: • Report/Behaviour contract/Student Support Plan/ reviews • Meeting with parents/carers (mandatory) TAF, SEN • Staff Champion - extention • Pastoral support/mentoring in school or external • Negotiated transfer considered. |
| ↓ | |
| Stage 4 | |
| e.g. Exclusions, Failure to meet Stage 3 targets. Persistent extreme defiance | <ul style="list-style-type: none"> • SLT – support may include: • Continuation of support in place • SLT mentor • Consider external support/multi-agency • Alternative provision considered |
| ↓ | |
| Stage 5 | |
| Student is receives a 'Final Warning' from the Head Teacher/SLT behaviour panel meeting | |
| Stage 6 | |
| Student is permanently excluded | |

The consequences of poor choices mirror the rewards of positive choices, and rewarding positive behaviours is an expectation of all staff.



Behaviour for Learning Policy

6.1 Detentions

Parents/Carers will be informed of the detention via Class Charts App message on the day that the detention is to take place or in notice of an arranged time. The law relating to detentions is very clear and the Department for Education guidance to schools in 2016 states that “parental consent is not required for detentions... it does not matter if making [suitable travel arrangements] is inconvenient for the parent.” (*Behaviour and discipline in schools: Advice for headteachers and school staff: DfE, January 2016*). Therefore, the message that we send to parents/carers regarding a detention is to inform that the detention is due to take place, and is not a request for consent. A detention may be re-organised if there is an exceptional circumstance and this will be discussed with the parent/carer should the situation arise.

If a pupil has been removed to the Learning Recovery Centre, the detention will take place on the same day. The member of staff who removed the student will meet them in the LRC to have a restorative conversation.

6.2 Restorative Conversations

We offer forgiveness and restoration to pupils who have chosen inappropriate behaviours, and restorative conversations take place after any major consequence has been applied. The aim of all restorative sessions is to restore the relationship between the student and the member of staff so that both parties can move forward positively. It is expected that staff inform the student exactly what they need to do to ensure they are not removed from lesson again.

6.3 Alternative Provision

The school works with a range of approved providers of alternative educational provision, and we may refer a pupil into alternative provision for a short time, or for a longer regular period if we feel that this is in the best interests of the pupil. This may help to give time out of the regular classroom routine to avoid an exclusion, or to give the pupil an experience of education that can supplement their learning at school.

Similarly, we may move a child into our Internal Alternative Provision, where pupils may be educated in a separate setting on a different timetable to enable them to engage with education more effectively.

7. Exclusions

Where instances of behaviour are persistently inappropriate, or where a single incident of extreme behaviour occurs, the Principal may choose to exclude a pupil. An exclusion may be issued for incidents taking place during the school day, when travelling to or from school, or for incidents that take place within the community which may affect the school or other pupils. The matter will be referred by members of the Key Stage Team or a member of the Senior Leadership Team to the



Behaviour for Learning Policy

Principal, who will make a decision on whether a fixed-term or permanent exclusion is appropriate, and the length of the exclusion if fixed.

- **Fixed-term exclusion**

A fixed-term exclusion is one of the most serious sanctions available to the school, and a pupil may be given an exclusion due to either a single incident, or a number of incidents of behaviour which are contrary to the expectations of the school. During the time of the fixed-term exclusion, the pupil may not enter any NCEAT property, and must not be present in public places during normal school hours. A reintegration meeting will take place before the pupil returns to school which must be attended by a parent/carer.

- **Permanent exclusion**

A permanent exclusion is the ultimate sanction, and will be the result of either a very serious single incident or a number of incidents of unacceptable behaviour. Where a permanent exclusion is given, parents/carers will be invited to attend a hearing with a panel of Governors. The Governors will decide whether to uphold the exclusion, or to reinstate the pupil. If the exclusion is upheld, the child ceases to be a pupil of the school and the Local Authority will assume responsibility for their education.

A separate Exclusions Policy is in place to outline our approach in this area.

8. Searching and confiscation

The Education and Inspections Act 2006 authorised our members of staff to use confiscation as a disciplinary sanction if it is lawful. This means that staff may confiscate or seize items in the possession of pupils that are illegal, or banned by the school. It is our first priority to ensure that pupils are in a safe and secure environment when they are in our care, and any items that may jeopardise the safety of other pupils or themselves will be taken off pupils without notice.

A teacher or someone who has lawful control of the child can search a pupil with their permission to look for any item that the school's rules say must not be brought into school. The Principal and other members of staff directly authorised by them have the power to search a pupil **without the pupil's consent** if they suspect they are in possession of 'prohibited items'. Prohibited items that can be searched for without consent include:

- knives or weapons
- alcohol
- illegal drugs
- "legal highs"
- stolen items
- e-cigarettes, tobacco and cigarette papers
- fireworks
- pornographic images
- articles that have been or could be used to commit an offence or cause harm.



Behaviour for Learning Policy

The Education Act 2011 allows for staff seizing an electronic device to examine any data or files on the device if they think there is good reason to do so. These data or files may be erased before returning the item if they believe there is good reason to do this.

Any cigarettes, e-cigarettes or tobacco confiscated in school will be destroyed.

9. Use of force

Section 93 of the Education and Inspections Act 2006 enables school staff to use such force as is reasonable in the circumstances to prevent a pupil from doing, or continuing to do, any of the following:

- committing any offence (or, for a pupil under the age of criminal responsibility, what would be an offence for an older pupil);
- causing personal injury to, or damage to the property of, any pupil (including him or herself); or
- prejudicing the maintenance of good order and discipline at the school or among any pupils receiving education at the school, whether during a teaching session or otherwise.

NCEA Duke's Secondary School does not encourage the use of force and it will be used very rarely in special circumstances. There is no definition of when it is reasonable to use force, and every situation will have to be judged by the person in charge at that time. The degree of force used should be the minimum needed to achieve the desired result.

All staff at the school have the authority to use force when reasonable, and this extends to any other person whom the Principal has given the responsibility to be in charge or in control of the pupils. Staff can also use this power when they are lawfully in charge of pupils but off the school premises – i.e., on a school trip.

Following serious incidents involving the use of force, the school will speak to the parents concerned. It is up to schools to decide whether it is an appropriate occasion to report the use of force to parents.

Such serious incidents involving the use of force will also be recorded by the school.

10. Roles and responsibilities

10.1 The Board of Trustees

The Board of Trustees ("the governors") and the CEO are responsible for monitoring this Behaviour Policy's effectiveness and holding the Principal to account for its implementation.

10.2 The Principal



Behaviour for Learning Policy

The Principal is responsible for reviewing this Behaviour Policy and ensuring that the Assistant Principal(s) responsible for behaviour within the school apply the policy consistently.

10.3 Heads of Key Stage

The Heads of Key Stage will ensure that the school environment encourages positive behaviour and that Behavioural and Pastoral staff deal effectively with poor behaviour. They will monitor how all staff implement this policy to ensure rewards and sanctions are applied consistently.

10.4 Staff

Staff are responsible for:

- Implementing the Behaviour Policy consistently
- Modelling positive behaviour
- Providing a personalised approach to the specific behavioural needs of particular pupils
- Recording behaviour incidents

The Senior Leadership Team will support staff in responding to behaviour incidents.

10.5 Parents/Carers

Parents/Carers are expected to:

- Support their child in adhering to the school rules
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher promptly

11 Links

The principal legislation to which this policy relates is:

- The Education Act 2002, as amended by the Education Act 2011;
- The Education and Inspections Act 2006;
- The Education (Provision of Full-Time Education for Excluded Pupils) (England) Regulations 2007.

This policy is based on advice from the Department for Education (DfE) on:

- Behaviour and discipline in schools
- The Equality Act 2010
- Use of reasonable force in schools
- Supporting pupils with medical conditions at school



Behaviour for Learning Policy

12 Amendment to the policy due to Covid restrictions.

Detentions:

Currently all detentions are after school, as set by the teacher, head of year or member of SLT up to 90 minutes. C2, C2+ are therefore not set. The system is C3 only, behaviour warranting the award of a C2 is recorded on Class Charts, multiple C2 sanctions can result in a C3 award if a student is repeating poor behaviour choices.

Behaviour:

Unacceptable behaviour or similar that warrants sanctions/consequences are as follows:

- bubble breaking
- repeatedly failing to sanitise or wash hands effectively
- spitting
- purposefully invading someone's space
- Congregating in large groups / failing to socially distance when required.
- Failing to wear a face covering when directed to do so.
- mimicking coughing on someone
- any acts that could be deemed as putting other people at risk of infection

Any of these behaviours will result in sanctions such as a phone call home, detention or Fixed Term Exclusion.

Removal from Lesson: As per DFL