



*William Brookes Academy Trust*

# Behaviour for Learning Policy

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January 2018

We believe that to achieve the aspirations of William Brookes School, and to enable effective teaching and learning to take place, good behaviour in all aspects of school life is necessary.

William Brookes Academy Trust's Behaviour for Learning Policy aims to develop a student's sense independence and take responsibility for their own actions and ensure that they do not affect the education of others due to poor behaviour.

Each member of staff has responsibility for upholding standards of behaviour in school, both within the classroom and around the school site, as well as implementing this policy both fairly and consistently.

This policy will be abided by staff members and students at all times and reviewed regularly.



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William Brookes Academy Trust  
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This policy is due for review in 12 months

## **Introduction**

At William Brookes School the governors and staff believe that good behaviour in all aspects of school life is necessary in order to enable effective teaching, learning and personal development to take place. They seek to create a caring, supportive learning environment in the school, where every child matters by:

- Promoting good behaviour and discipline;
- Promoting self-esteem, self-discipline, proper regard for authority and positive relationships based on mutual respect;
- Ensuring equality and fair treatment for all;
- Encouraging consistency of response to both positive and negative behaviour;
- Promoting early intervention;
- Providing a safe environment, free from disruption, violence, bullying and any form of discrimination or harassment;
- Encouraging positive relationships with parents and carers, to develop a shared approach, involving them in the implementation of the school's policy and associated procedures;
- Ensuring that the 5 Every Child Matters outcomes provide the framework for policy and practice.

## Roles and Responsibilities

The governing body has overall responsibility for:

- the implementation of this policy;
- ensuring that this policy does not discriminate on any grounds, including but not limited to, ethnicity/national origin, culture, religion, gender, disability or sexual orientation;
- for handling complaints regarding this policy, as outlined in the school's Complaints Policy

The governing body will establish, in consultation with the Head, students and parents, 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. Governors will support the school in maintaining high standards of behaviour.

The Head will be responsible for the implementation and day to day management of the policy and procedures. Ensuring that staff members faced with challenging behaviour are supported effectively is also an important responsibility of the Head.

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

The governing body, Head and staff members will ensure 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 assist the school in maintaining high standards of behaviour and will have the opportunity to raise with the school any issues arising from the operation of the policy. They will be expected to sign the home school agreement in recognition of their important role.

Students will be expected to take responsibility for their own behaviour and will be made fully aware of the school policy, procedure and expectations. They have a responsibility to ensure that incidents of disruption, violence, bullying and any form of harassment are reported. They will be expected to sign the home school agreement in recognition of their responsibilities.

The procedures arising from this policy will be developed by the Head in consultation with staff members. The procedures will make clear to the students how acceptable standards of behaviour can be achieved and will have a clear rationale which is made explicit to staff, students and parents. 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.

## Definitions

William Brookes School defines “serious unacceptable behaviour” as: any behaviour which may cause harm to oneself or others, damage the reputation of the school within the wider community, and/or any illegal behaviour, including, but not limited to:

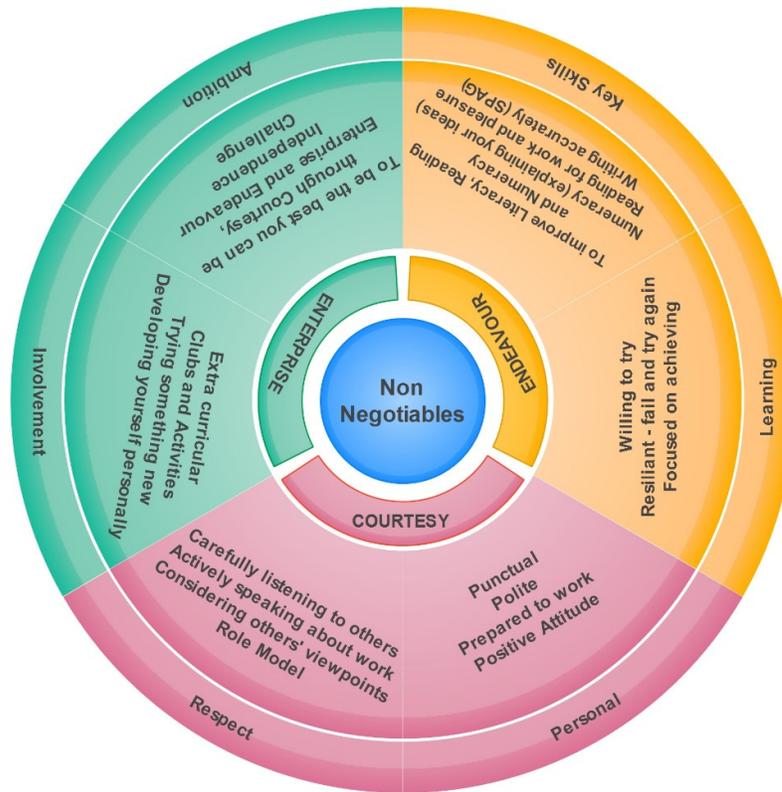
- Discrimination – not giving equal respect to an individual on the basis of disability, gender, race, religion, age, sexuality and/or marital status
- Harassment – behaviour towards others which is unwanted, offensive and affects the dignity of the individual or group of individuals
- Vexatious behaviour – deliberately acting in a manner so as to cause annoyance or irritation
- Bullying – a type of harassment which involves criticism, personal abuse or persistent actions which humiliate, intimidate, frighten or demean the individual
- Cyberbullying – the use of electronic communication to bully a person, typically by sending messages of an intimidating or threatening nature
- Possession of legal or illegal drugs, alcohol or tobacco
- Arriving at school under the influence of drugs or alcohol
- Possession of banned items
- Truancy
- Smoking
- Refusing to comply with disciplinary sanctions
- Theft
- Swearing
- Fighting
- Any other illegal behaviour

William Brookes School defines “low level unacceptable behaviour” as: behaviour which may disrupt the education of the perpetrator and/or other pupils, including, but not limited to:

- Lateness
- Low level disruption and talking in class
- Failure to complete classwork
- Rudeness
- Lack of correct equipment
- Refusing to complete homework, incomplete homework, or arriving at school without homework
- Disruption on public transport
- Use of mobile phones without permission
- Graffiti

“Low level unacceptable behaviour” may be escalated as “serious unacceptable behaviour” depending on the behaviour breach.

The school rules are based on the 'Non-negotiables' information posters.



These non-negotiables are general statements of our expectations and there is no intention for this document to cover all examples of misbehaviour or suitable sanctions.

William Brookes organises its sanction system on the theory of 'Waves of Intervention' with sanctions being applied by the class teacher in the first instance and then escalating in severity and in who decides on the sanction to be applied. Sanctions will be applied according to the nature of the severity of the rule infringement.

**Wave 1: Subject Teacher/Form Tutor**

Examples of Misbehaviour	Examples of Interventions
<ul style="list-style-type: none"> <li>• Lateness to lessons/registration - one off</li> <li>• Lack of equipment in class – one off</li> <li>• Missed homework – one off</li> <li>• Disruption in class – one off</li> <li>• Infringement of Uniform Code or Code of Conduct</li> </ul>	<ul style="list-style-type: none"> <li>• Verbal warning</li> <li>• Award a 'Red Dot'</li> <li>• A short period of time outside the room (2 minutes maximum)</li> <li>• Note on Class Charts</li> <li>• Lunch time 'catch-up' for missed work</li> </ul>

### Wave 2: Subject Leader

Examples of misbehaviour	Examples of Interventions
<ul style="list-style-type: none"><li>• Lateness to lessons - repeated</li><li>• Lack of equipment in class – repeated</li><li>• Missed homework – repeated</li><li>• Disruption in class – repeated</li></ul>	<ul style="list-style-type: none"><li>• Note on Class Charts</li><li>• Subject detention (lunchtime 30 minutes)</li><li>• Communication Home (Class Charts)</li><li>• 'Time Out' in another teaching room</li></ul>

Misbehaviour that is dangerous, abusive, violent, significantly disruptive or deemed a refusal to follow instructions should result in a 'Respite' call so the student can be removed from the classroom. 'Respite' results in students being removed from the lesson to work somewhere else. A further sanction, usually a detention, is then applied.

Some misbehaviour will need discussion between the Subject Leader and Class Teacher and may also need referral to the House Leader or Learning Zone Leader (AHT).

### Wave 3: House Leader

Examples of misbehaviour	Examples of Interventions
<ul style="list-style-type: none"><li>• Minor misbehaviours across a range of subjects</li><li>• Truancy</li><li>• Out of lesson issues</li><li>• Uniform issues</li><li>• Equipment issues</li><li>• Punctuality and/or attendance issues</li><li>• Misuse of electronic devices</li><li>• Failure to attend subject detention</li></ul>	<ul style="list-style-type: none"><li>• Zonal Detentions</li><li>• Communication with home and parental meetings</li><li>• Referral to BSR</li><li>• Tutor or House Report</li><li>• Recorded on Class Charts</li></ul>

Form Tutors should play a supporting role for Heads of House and deal with most issues such as uniform, equipment and attendance as soon as they emerge.

### Wave 4: Assistant Head or Leader of Inclusion Support

Examples of misbehaviour	Examples of Interventions
<ul style="list-style-type: none"><li>• Gross disobedience/refusal</li><li>• Aggression</li><li>• Bullying</li><li>• Smoking</li><li>• Missed Zonal Detentions</li></ul>	<ul style="list-style-type: none"><li>• Parental meeting</li><li>• BSR referral</li><li>• Note in student planner/letter home</li><li>• After school detentions</li><li>• Recorded on Class Charts</li></ul>

Examples of gross disobedience, ie, theft, vandalism, swearing, dangerous 'horseplay', misuse of ICT facilities and repeated issues are normally dealt with by House Leaders.

### Wave 5: Deputy Head/Head

Examples of misbehaviour	Examples of Interventions
<ul style="list-style-type: none"><li>• Fighting</li><li>• Swearing at staff</li><li>• Persistent gross disobedience/refusal</li><li>• Supplying Drugs</li><li>• Endangering others</li></ul>	<ul style="list-style-type: none"><li>• BSR referral</li><li>• Fixed Term Exclusion</li><li>• Parental meeting</li><li>• Permanent Exclusion</li></ul>

The Waves of Intervention link to either the seriousness of the misbehaviour or the repeated nature of that misbehaviour. It is likely that most low level misbehaviours will be dealt with by Class Teachers and Form Tutors using 'Red Dots' as the key sanction. Students are aware of the key areas that would result in 'Red Dots' and in that getting a 'Red Dot' would subtract one House Point from that student's total, and thus reduce both the total of the Tutor Group and House that the student belongs to.

The list of gross disobedience and significant misbehaviours is on display in Leadership Offices and could be referred to if any student misbehaved in a manner that warranted interventions above Wave 3.

### Detentions

Detentions are a valuable sanction but overuse can undermine the ability of this sanction to work effectively. Given this, it is important that if teachers ask students to return at lunchtime to catch up on missed classwork or to complete homework, such interventions are not detentions but rather 'intervention sessions'. This is a supportive process rather than punishment.

Students who are sanctioned by teachers for disruption, missing 'interventions' or repeated underperformance should use the word 'Detention' as this suggests a form of punishment as well as support. Similarly, Zonal Detentions are a sanction for the accumulation of Red Dots, missing a subject detention or other incidents of misbehaviour and thus need to be treated as such. Detentions will only be used after other interventions have failed or behaviour is serious.

Detentions should be for 20 minutes if a teacher detention and 30 minutes if a subject or zonal detention and will take place over lunchtime. Parents should be informed via Class Charts if their child has been given a detention. If a student fails to attend a detention for a Zonal Detention then a School Detention should be issued. School Detentions may also be issued for significant misbehaviour or gross disobedience, but only by members of the Leadership Team. Leadership Detentions take place after school for one hour and parents given 48 hours written notice and advised of the time, date and reason for the detention.

Failure to attend an after school detention will result in the student having a day in the Behaviour Support Room (BSR) followed by another after school detention the following week.

## **Behaviour Support Room (BSR)**

The BSR allows students to be isolated from mainstream school whilst allowing them to be safely supervised and able to continue with their studies. Students have access to lesson materials through Class Charts and other online resources. Isolation within BSR can be for part or whole days. Where a student has been placed in the BSR for a full day, this will end at 15.30 and will include break and lunch times.

Students returning from fixed term exclusion will also spend time in the BSR and will remain there until the Student Support Team members are satisfied with the student's behaviour and attitude. As above, regular lesson work will be completed by students as supplied by their subject teachers. Following the period with the Student Support Team, the student will re-join their normal lessons but will be placed on report (pink) in order for their behaviour to be monitored.

## **Reports**

The school operates five levels of report:

- Subject (white), monitored by Subject Leader (Wave 1 or 2 intervention)
- Tutor (yellow), monitored by Tutor (Wave 1 or 2 intervention)
- House (green), monitored by House Leader (Wave 3 intervention)
- Punctuality (purple), monitored by House Leader (Wave 3 intervention)
- Leadership (red), monitored by AHT for Learning Zone (Wave 4 intervention)
- Student Support (pink), monitored by Student Support Team (Wave 4 or 5 intervention)

## **Attendance**

Attendance concerns are dealt with by Form Tutors in the first instance, then referred to House Leaders and finally to the Education Welfare Service (EWO) if necessary.

## **Supporting Students and Interventions**

Part of our aim to improve Behaviour for Learning and help students to develop into well rounded, thoughtful and respected young adults necessitates various channels of support for students. This support may range from a referral for counselling (e.g. CAMHS), linking to the SEND team for learning barriers and in-house workshops to support emotional and behaviour development (e.g. 'Chill Skills').

See our Supporting Children with Medical Needs Policy and our Special Educational Needs & Disability (SEND) Policy for further details.

Our aim is to identify potential areas that students may require support and intervene to provide this before students' behaviour escalates to those detailed in the table for Wave 4 or 5. It is our aim to help students to improve their attitude and performance and not just sanction them.

## Items banned from school premises

Fire lighting equipment:

- Matches, lighters, etc.

Drugs and smoking equipment:

- Cigarettes
- Tobacco
- Cigarette papers
- Electronic cigarettes (e-cigs)
- Alcohol
- Solvents
- Any form of illegal drugs
- Any other drugs, except medicines covered by the prescribed medicines procedure

Weapons and other dangerous implements or substances such as:

- Knives
- Razors
- Catapults
- Guns (including replicas and BB guns)
- Laser pens
- Knuckle dusters and studded arm bands
- Whips or similar items
- Pepper sprays and gas canisters
- Fireworks
- Dangerous chemicals

Other items:

- Liquid correction fluid
- Chewing gum
- Caffeinated energy drinks
- Offensive materials (i.e. pornographic, homophobic, racist etc.)

## Searching

- Staff members may use common law to search pupils, with their consent, for any item.
- Staff members may ask any pupil to turn out their pockets.
- Staff members may search any pupil's backpack or locker.
- Under [Part 2, Section 2 of the Education Act 2011](#), teachers are authorised by the Head to search for any prohibited item including, but not limited to, tobacco and cigarette papers, illegal drugs, and alcohol, without the consent of the student, provided that they have reasonable grounds for suspecting that the student is in possession of a prohibited item.
- Searches will be conducted by a same-sex member of staff, with another same-sex staff member as a witness, unless there is a risk that serious harm will be caused to any person(s) if the search is not done immediately, and it is not practicable to summon another member of staff.
- Staff members may instruct a student to remove outer clothing, including hats, scarves, boots and coats.

- A student's possessions will only be searched in the presence of the student and another member of staff, unless there is a risk that serious harm will be caused to any person(s) if the search is not done immediately, and it is not practicable to summon another member of staff.
- Staff members may use reasonable force, given the circumstances, when conducting a search for alcohol, illegal drugs or tobacco products.

### **Confiscation**

A staff member carrying out a search can confiscate anything they have reasonable grounds to suspect is a prohibited item. This includes legal highs and other potentially harmful materials which cannot immediately be identified. If necessary, the police will be called for the removal of the item/items.

### **Outside school and the wider community**

William Brookes School has developed a good reputation over the years and students must agree to represent the school in a positive manner. Guidance laid out in the school Code of Conduct applies both inside school and out in the wider community, particularly if dressed in school uniform. Complaints from members of the public about bad behaviour, by students at William Brookes School, are taken very seriously and will be fully investigated.

### **Controlled Substances**

William Brookes School has a zero tolerance policy on illegal drugs and legal highs.

Following the identification and confiscation of a controlled substance, the staff member will seal the sample in a plastic bag and include details of the date and time of the confiscation and any witness/witnesses present. The staff member will then pass the sample to the Head of Student Support for storage in a secure location. The incident will be reported to the police immediately. The police will then collect it and deal with it in line with their agreed protocols. The School will share all relevant information with the police and a full incident report will be completed. Any further measures will be undertaken in line with the school Safeguarding Policy.

Where controlled substances are found on school trips away from the school premises, the parents/carers/guardians of the student, as well as local police, will be notified.

## Rewarding Good Behaviour

Positive praise and rewards are key tools for staff in maintaining motivation for learning and good behaviour at William Brookes School. A reward does not necessarily have a material profit and can be as simple as positive verbal or written praise. Rewards at William Brookes School are linked to the House system and competition between Houses. Students are rewarded with House Points for a range of reasons including:

<b>Preparedness for Work</b>	<ul style="list-style-type: none"><li>• Being fully equipped for lessons</li><li>• Arriving on time</li><li>• Is ready to start work quickly</li><li>• Homework is completed</li></ul>
<b>Attitude to Learning</b>	<ul style="list-style-type: none"><li>• Active involvement in lesson</li><li>• Completes all tasks</li><li>• Involved in group work (willing participant)</li></ul>
<b>Independence</b>	<ul style="list-style-type: none"><li>• Willing to try things on their own first</li><li>• Asks questions as well as answer them</li><li>• Is resilient and willing to try again</li></ul>
<b>Desire to Improve</b>	<ul style="list-style-type: none"><li>• Completes all improvement foci (responding to comments)</li><li>• Seeks support in and out of lessons</li><li>• Work is completed to a high standard</li></ul>
<b>Literacy</b>	<ul style="list-style-type: none"><li>• Spells subject specific words correctly</li><li>• Uses punctuation and grammar well in extended written tasks</li><li>• Active listening so that all instructions can be followed accurately</li></ul>

House Points are also awarded for participation in or contribution to extra-curricular activities, completing Accelerated Reading tasks or meeting the ideals of Baron de Coubertin. The House Points are recorded electronically on 'Class Charts' and link directly to the House competition and the rewards given as part of this.

Other rewards that can be given are:

- Postcards home from the learning zone (with a weekly focus for teachers on specific year groups);
- Heads Commendations (for exceptional work or effort),
- Other subject specific or tutor group rewards.