

Whole School Behaviour for Learning Procedures



The school's behaviour policy was adopted by the Governing body on <DATE OF ACCEPTANCE>.

1. Communication

Adeyfield ensures that parents/ carers, students, staff, including new students and new staff are fully informed of the behaviour policy by communicating it through the following:

- Home school agreement
- New parents handbook
- School prospectus
- School website
- School assemblies
- Learning Charter –Non negotiables
- Classroom notice boards
- The behaviour diamond
- Newsletter
- Staff handbook and planner
- Non-contact policy – check physical restraint

Adeyfield seeks to ensure that all staff and students are consulted regularly about the policy and procedures through staff meetings, school forum and parent forum and associations.

Adeyfield communicates the Behaviour Policy to all teaching and non-teaching staff by providing copies of the policy and through the staff training and induction programmes.

2. Acceptable and unacceptable behaviour

Adeyfield believes strongly that acceptable behaviour is one which promotes a learning ethos. It also believes courtesy, co-operation, consideration and care for the learning environment from all students in terms of their relationship with other students within and outside the school, teaching staff and visitors is important in helping to create this ethos.

Adeyfield identifies examples of unacceptable behaviour as that which includes:

- Disruption to learning
- Defiance
- Failing to wear or wear correctly school uniform
- Name calling
- Verbal abuse
- Threatening language or behaviour
- Intimidation,
- Physical abuse
- Bullying and harassment, including cyber bullying
- Misuse of social networking and social media sites
- Discrimination, including racist, sexist, homophobic and transgender abuse
- Abuse related to disability, gender, sexuality, race or religion
- Damage to the fabric of the building or environment through vandalism or graffiti
- Radicalisation and extremism.

3. Recognition, Rewards, Support and Sanctions

Adeyfield promotes good and improved behaviour and good attendance through our rewards system. This includes the following:

- Praise and positive feedback
- Prize giving ceremonies
- House coins
- Headteacher postcards
- House Points
- Letters to parents and carers
- Celebration assemblies
- Positive Governor Panel meetings
- Attendance certificates
- Form prizes
- Individual prizes
- Improvement awards

Adeyfield also uses a wide variety of support for students who struggle to meet the required expectations and/or fail to sign up to the Adeyfield ethos. Adeyfield will also use a variety of sanctions against students who regularly fail to meet those expectations and in turn become at risk of a fixed-term exclusion. Measures include:

- Learner support
- Mentoring
- Individual Education Plans
- Pastoral Support Plans
- Outreach support
- Referral to DESC (Dacorum Education Support Centre)
 - Rapid Response
 - At risk programme
 - Phoenix/Opening Minds programme and Life course
 - Personalised learning programmes
- School Counsellor
- Educational Psychologist
- Connexions Interviews
- Curriculum resources at college
- Modification of curriculum and alternative curriculum
- Home Learning Club
- Behaviour Reviews
- School Reporting System
 - Yellow = Form Tutor
 - Orange = HoY
 - Light Blue = PSP report
 - Red = Senior teachers

- Learning Sanctuary Room/Inclusion Room
- Site Duties
- Faculty Reports
- Family support workers
- Pastoral support
- Time out cards
- Meet with parents/ carers

- Governor Support and Discipline panels
- Behaviour Groups
- Anger management
- Positive learning report
- Detentions – The Hub
 - Break
 - Lunchtime
 - Faculty
 - Whole School
 - Headteacher Detention
 - Headteacher and SLT
- Truancy Report
- Trip Ban
- Confiscation of property including jewellery and mobile phones
- Involve the police and PCSO
- Behaviour contracts on re-admission
- Governors Panel Meeting
- Managed Move
- Modified/reduced timetable
- Fixed Term Exclusions

This list is not exhaustive and Adeyfield School and the Leadership team also reserve the right to implement any strategies they consider appropriate to support the student.

As a last resort or when an incident is so serious then the school will use a permanent exclusion. (See section 'Permanent Exclusion' for examples).

4. Interventions

Adeyfield develops measures to encourage students to take responsibility for their own behaviour and to help them to recognise the consequences of inappropriate behaviour. This is a basis on which any behaviour improvement intervention is made.

The school provides appropriate training for all staff in order to promote positive and consistent behaviour standards. This includes training for new staff as part of the induction process.

The behaviour and conduct of students will be a regular focus at year team and faculty meetings. Teams will monitor how they respond to student issues through the behaviour reports to help achieve consistency of practice in dealing with poor behaviour and promoting good behaviour.

Parents and carers will be contacted promptly by the school on the same day or within 48 hours to notify them of any reported serious incidents of misbehaviour in which their child has been involved.

5. Investigating student incidents

Adeyfield investigates and takes written statements from students and witnesses on reported incidents of student misbehaviour. Wherever possible the school will follow those guidelines laid down by the local authority as laid out in "Guidelines for school disciplinary investigations and interviewing of pupils ". A copy of the results of all investigations

undertaken will be held on record until such time as the student leaves the school. Where an investigation finds there is no case to be heard, the report will be held in the student file.

6. Training and professional development for all staff

Adeyfield has a comprehensive behaviour management training programme which has been reviewed to ensure that it is appropriate to the needs of staff and the circumstances of the school. Where behaviour management is an issue and problems are identified appropriate support will be given. This is undertaken as follows:

- Staff inset
- Staff induction
- Staff planner/ handbook
- Lead practices/Lead Practitioners
- Mentoring
- Modelling – best practice
- Lesson observation / peer observation
- Self-evaluation analysis of behavioural support systems

The health, welfare and safety of all staff are reviewed regularly and provision is made for professional and personal support. The school counsellor is available to all staff. Relevant information and training on behaviour management are offered to all groups of staff. They include:

- All Support Staff including Teaching Assistant, Site Team, Technicians
- All other school staff
- Newly qualified teachers
- Trainee teachers undertaking programmes of initial teacher training
- Supply teachers
- Class teachers
- Management and the Senior Leadership Team

Adeyfield provides for the training and development of all staff on behaviour management matters through induction for all new staff where appropriate, whole school inset and specific planned and tailored training. Annual reviews of the continuous professional development are undertaken, meeting the needs of all staff through performance management and line management meetings, and the daily diet monitoring programmes. Adeyfield also provides opportunities for staff to develop their knowledge and skills in relation to such issues as:

- Techniques for promoting positive behaviour
- Child protection and safeguarding training including PREVENT
- De-escalation training (STEP)
- British values INSET
- E Safety INSET
- Implementing the schools behaviour policy
- Logging incidents, analysis of recording processes and subsequent action planning
- Lunchtime supervision
- Classroom management
- Educational trips including residential trips
- Pastoral support
- Equal opportunities
- External issues affecting student behaviour

- Substance misuse
- Equality and diversity issues
- Learning barriers
- Family conflict
- Cyber bullying
- Clear roles and responsibilities

At Adeyfield we ensure that all staff job descriptions include appropriate reference to the schools Behaviour Policy and the safeguarding of students.

The Governing body are advised of the implications of the Behaviour Policy for their own practice and relevant committees recognise their responsibilities under the terms of the policy and any other regulations and Government guidance. The impact of behaviour strategies and effectiveness of behavioural systems are monitored through weekly leadership, half term and governor's personnel meetings.

7. Utilising support from external agencies

Adeyfield undertakes reviews of student needs prior to identifying suitable educational plans, strategies and alternative educational provision for students. Adeyfield has established a large pool of these resources from which it can draw, this includes provision that can be on site at Adeyfield, and this could be delivered by school staff or the use of outside agencies coming onto school site or even students having access to provision offsite. It will then undertake regular monitoring and review of this provision for both internal and external arrangements. Agencies used could include:

- Student counsellors
- Attendance improvement officers
- Education support centres
- Educational Psychologists
- Family Support workers
- ESTMA
- School nurse and other health care providers
- Social services including child protection
- The police
- Youth offending team
- Youth workers
- PREVENT
- Drug Counselling agencies
- Learning mentors
- Child and Adolescent Mental Health Service
- Youth Connexions
- Independent Advocates
- Any other agency that the school feels could be of benefit to our students

Adeyfield maintains appropriate records of the use of any referrals, using the relevant referral forms and measures the impact. The school then ensures that the form tutor, student and parent are informed in full of the outcome of any referral. Depending on the referral, the outcomes will be shared with the relevant persons. If this is in doubt it will be discussed with the Headteacher and the Safeguarding Team.

8. Resources

Adeyfield undertakes an annual review of the resources needed to ensure the effective implementation of the Behaviour Management Policy. This includes:

- Staffing issues
- Record keeping
- Curriculum review and alternative provision
- Outside agencies

9. Curriculum

Adeyfield's curriculum is appropriate to the needs of the student and is regularly reviewed as the school continually refines its curriculum content.

The school's curriculum provides an opportunity for students to talk about behaviour issues and to formulate personal and group strategies to minimise and avoid conflict. These opportunities also occur through:

- Reviews
- Every Second Counts
- Tutor time
- Student forum
- School assemblies
- Work experience
- Enrichment programme
- Support groups
- PSHE

10. Reviewing effectiveness – Class Charts

The prompt and accurate reporting of incidents is considered particularly important to the effectiveness of the school's behaviour policy. The school maintains a behaviour data base (SIMS and Class Charts) and records positive and negative aspects of behaviour. The initial behaviour is recorded on standard reporting forms and entered onto the database by the appropriate pastoral administrator or member of staff. The school advises all staff for the need for timelines, accuracy and completeness in the recording of behaviour management incidents and has advised staff of the correct procedures for recording statements. This is carried out through:

- Staff training
- Staff briefings
- Staff meetings
- Line management meetings
- Leadership meetings
- Governor meetings
- Head of faculty and year team meetings
- New staff induction

Adeyfield deploys appropriate administrative staff to undertake routine administration and record keeping.

11. Monitoring and evaluation

Adeyfield School monitors and reviews all behaviour strategies in order to identify issues, trends and impact. Staff receive individual and collective feedback on behaviour

management issues and the outcome of referrals. Adeyfield monitors incidents of unacceptable behaviour in terms of the type of incident, including:

- Racism
- Sexism
- Bullying
- Homophobic and transgender
- Critical times of the day/week
- Critical places within and outside school
- Students involved
- Profile of students ethnicity
- Gender
- Age
- Special Educational Needs Disabilities
- Free School Meals
- Children Looked After
- Pupil Premium
- Staff
- Outcomes

The school ensures that its student record keeping systems provide analysis of the impact of the Behaviour Policy on particular groups of students and in respect of special educational needs, disability, ethnicity, gender and children looked after.

Adeyfield assures appropriate levels of confidentiality within its monitoring and reporting arrangements, working on a “need to know basis”. Adeyfield evaluates its policy against key improvement objectives which include:

- Individual measures for well being
- Improvement of individual behaviour
- Academic progress
- Inclusion
- GDPR Compliant
- Class/faculty/whole school measures
- General behaviour patterns
- Balance of use of rewards
- Staff support and training needs
- Curriculum access and academic progress
- Equal opportunities
- Behaviour management trends over time
- Effectiveness of the policy in encouraging positive behaviours (House Points)

Adeyfield provides details of issues and trends to staff and the governing body as a basis for effective decision making regarding school improvement and training requirements. Adeyfield shares good practice gleaned from:

- Reviews of individuals practice
- Student forum
- Reviews of faculty practice
- Reviews of whole school practice
- Reviews from other schools
- Integration Panels (DESC)
- Every Second Counts

- External audits i.e. SIP
- Questionnaires
- Specialist training
- Cohorts reviewed and different strategies put in place

Annex 1

Use of exclusion

Under the law, the Headteacher, Governing Body and LEA and independent appeals panel must have regard to the relevant DfE guidance when deciding:

- When to exclude a student or where applicable uphold an exclusion
- The period of exclusion
- Whether to direct the Headteacher to reinstate an excluded student where applicable

The Governing Body and Headteacher of the school are responsible for promoting good behaviour and discipline on the part of the school's students and for securing an orderly and safe environment for students and staff.

The school's response to challenging, disruptive and violent behaviour will be made in the context of the behaviour policy, and will encompass a range of strategies, with exclusion as one option. The school will ensure that the interests of the whole school are considered with any action taken and the decision is made within the context of the exclusion guidance. Only the Headteacher or, in their absence, a member of the senior leadership team acting with their authority, can exclude a student from the school. The decision to exclude a student is a matter of judgement for the Headteacher, who will take into account the likely impact of the misconduct on the life of the school. This may include behaviour on or off school premises which is in breach of the standards of behaviour expected by the school. The Headteacher would not normally use an exclusion as a sanction for relatively minor breaches of discipline such as failure to wear school uniform. However where such breaches are persistent and in open defiance of the school rules then it may be used as an exception.

Before reaching a decision to exclude either permanently or for a fixed period, the Headteacher will:

- Consider all the relevant facts and such evidence as may be available to support the allegations made, taking into account the schools Behaviour and Equal Opportunities Policies
- Allow the student to give his or her version of events
- Check whether the incident may have been provoked, for example by racial or sexual harassment
- If necessary consult others, being careful not to involve anyone who may have a role in any statutory review, for example members of the Governing Body's Discipline Committee.
- Contact the DESC and integration officer

7:30-11:30 provision

Students' behaviour that is on the brink of exclusion yet a sanction deemed to be more beneficial than at home.

Fixed term exclusion

In the case of fixed term exclusions, the Headteacher may only exclude a student for up to five days at any one time. If a longer exclusion is considered to be appropriate, the Headteacher has responsibility for providing a full time education to the student through a variety of sources. A fixed term exclusion for misdemeanours will be given at the Headteacher's discretion and may include the following:

- Repetitive bullying of another student
- Continual disruption
- Theft
- Failing to respect support strategies
- Setting off a fire extinguisher
- Defiance
- Behaviour that could be considered disrespectful
- Assault of student/staff
- Harmful substances on site
- Serious breach/repeated breach to school code of conduct
- Damage to the school environment
- Acts of vandalism
- Misuse of technology to threaten or abuse
- Inappropriate behaviour to staff
- Bringing the school into disrepute

This is not an exhaustive list, and an exclusion remains at the discretion of the Headteacher or a member of the senior team acting under their authority.

Ideally parents will be informed of the exclusion and the reasons for this via a telephone call, if this proves difficult a recorded letter will be sent. The school will not exclude for truancy.

Permanent Exclusions

Permanent exclusions will normally be used only as a last resort when a range of other strategies have been exhausted. In exceptional circumstances, the Headteacher might consider it appropriate to permanently exclude a student for a first or one-off offence.

Such circumstances might include:

- where there has been serious actual or threatened violence against a student or member of staff
- supplying an illegal drug
- sexual misconduct towards students or staff
- carrying an offensive weapon

Re-admission

A re-admission meeting following the expiry of a fixed term exclusion will be arranged by the school prior to a student returning from a period of exclusion and in the case of any student who has been excluded from another school. The meeting will establish a risk assessment of the student and identify the resources needed to provide the necessary support to the student including opportunities to catch up on work lost. If any parent /carer cannot attend the re-admission, and although this is not ideal, this will not prevent the re-admission taking place with the student. The school will then attempt to set up another appointment for the absent parent or carer. At re-admission the student may be asked to

sign a Behaviour Contract, targeting expected areas of improvement: go on Red report so that behaviour targets can be set and then monitored closely or arrangements made with the parent/carer to set up a PSP* or ramp if required. In cases where longer fixed term exclusions have been used there may be a series of one to one support meetings put in place with our inclusion manager. Restorative work may also be discussed at the re-admission and an acceptance of this may be required from the student before re-admission can take place. In some cases working with DESC Outreach may be an option. The Headteacher reserves the right to extend a fixed term exclusion if the student during the re-admission fails to accept the terms laid down in the meeting. At the re-admission students should present any work set during the period of exclusion. This work will be collected and distributed to the relevant staff for marking.

Setting work

The Headteacher will provide an individual education plan for all students on roll who are excluded for a period of 15 consecutive school days and which will set out:

- how the student's education will continue during the period of exclusion
- how the time might be used to address the student's problems, and (together with the LA), what educational arrangements will best help with the student's readmission into school at the end of the exclusion.

The school will usually be expected to meet some of the costs for this but the exact arrangements will need to be agreed with the LA. In the case of a permanently excluded student, the Headteacher will plan for the student's continued education pending the Discipline Committee's meeting to consider the exclusion. If an appeal panel decides not to direct reinstatement, the student's name will be deleted from the school roll. It is the responsibility of the LA to provide education for any permanently excluded pupil from the sixth day. On making a decision for permanent exclusion, the school will immediately contact the integration team.

Informing parents/carers

The Headteacher will inform the parent/carer of the period of the exclusion (it may not run for an indefinite period) and the reasons for it. The parent/carer has the right to make representations about the exclusion to the Governors Discipline Committee. Where a parent/carer refuses to comply with the terms of exclusion, the school may notify the Social Services Department and the police if, in the Headteachers view, the student or any other person may be at risk as a result of a failure to meet the terms of the exclusion.