



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 2018
Version	1
Last updated and approved	November 2018
Next review due by	July 2019
Approved by	CEO
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 LIGHT 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 LIGHT 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 Ps:

- Be prepared
- Be polite
- Persevere

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



Behaviour for Learning Policy

deal with behavioural strategies as part of their continual professional development, and are well informed of the extent of their disciplinary authority.

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 draw up a support plan. The school asks that pupils carefully read and then sign a **home-school agreement** 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



Behaviour for Learning Policy

completely unacceptable and will result in disciplinary actions and possibly in an exclusion, depending on the circumstances:

- verbal abuse to staff and others
- verbal abuse to pupils
- physical abuse to/attack on staff
- physical abuse to/attack on pupils
- 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.

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 **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 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.

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.



Behaviour for Learning Policy

- Keep your appearance smart and tidy, and wear specified school uniform at all times to and from school.
- 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”
 - 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.

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



Behaviour for Learning Policy

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

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. Disciplinary Sanctions

Some pupils may choose not to follow the expectations of the school, and a series of sanctions are in place as a consequence of choosing behaviours which prevent our lights from shining. This is in accordance with Section 91 of the Education and Inspections Act 2006, which introduced a statutory power for teachers and certain other staff to discipline students. NCEA Duke's Secondary School operates using a clear consequence system.

- C1: A verbal warning is given
- C2: A break-time detention is given
- C3: An after school detention is given
- C4: Removal from the lesson to a holding room or to the Learning Recovery Classroom (LRC)
- C5: An exclusion from school

Staff will use these consequences consistently, including the use of the terminology, and will make it clear to a pupil when they are receiving a C1, C2 etc. The first sanction is to write the name of the pupil on the board when they receive a verbal warning, and, thereafter, each time a consequence is given a mark should be placed next to the pupil's name. This will ensure that the pupil is fully aware that a particular consequence has been given.

We place hope and inclusivity within our core values, and this is shown by each lesson beginning with a 'clean slate'. However, senior staff monitoring behaviour across a day will keep a log of pupils who are given more serious sanctions and may act on this with a removal to the Learning Reflection Classroom.

Staff will not 'use-up' consequences quickly or lightly. Other tried and tested methods of establishing classroom control are used before the first consequence is applied, and also used



Behaviour for Learning Policy

between the various sanctions. The consequences complement good classroom management, and do not act as a substitute for it.

Where a particular incident merits it, a pupil can be fast-tracked to C5 and removed from a lesson.

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

6.1 Detentions

Parents/Carers will be informed of the detention via text message on the day that the detention is to take place. 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 text 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 Reflection Classroom, the detention will take place on the same day.

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.

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



Behaviour for Learning Policy

referred by members of the Key Stage Team or a member of the Senior Leadership Team to the 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 authorises 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