

# BEHAVIOUR FOR LEARNING POLICY

Date of Issue	September 2021
Review Date	September 2023
Ratified by	Policy Committee
Date	June 2022 (reviewed)
Produced by	School
SLT responsible:	Assistant Headteacher (Pastoral)
Signatures: Chair of Governor  Headteacher	



FEARNHILL SCHOOL

## **Aims**

- To promote the highest standards of behaviour from all members of the school community at all times
- To make clear to students, parents/carers, governors and staff that we have the highest expectations of all in the community

## **Audience**

This document is intended:

- For the guidance of staff
- For the guidance of parents/carers, students and governors
- To link with other statements of school policy e.g. the uniform rules; permanent fire notices, staff handbook and governing body policy.
- To be read in association with other school policies such as the Attendance policy; Equality policy

## **Objectives**

- To create conditions for an orderly community in which effective learning and teaching can take place, in which there is mutual respect between all members of the school community and where there is proper concern for the environment
- To reinforce expected behaviour in students by using rewards, praise and encouragement
- To ensure that unacceptable behaviour is not tolerated and that students understand why certain behaviours are unacceptable
- To help students learn positive behaviour within a structure that maintains their personal dignity and allows all members of the community to feel supported, valued and respected
- To develop in students a sense of self-discipline and an acceptance of responsibility for their own actions.
- To provide a clear framework for staff in the application of rewards and sanctions
- To ensure all members of the school community (staff, students, parents/carers, governors) are aware of the school's policies
- To build on our partnership with parents and carers
- To ensure that the adults in our community model high standards of behaviour including common courtesy and respect

## **Part 1: Code of Conduct**

This code of conduct was drawn up by a working group of staff and ratified by students via the Student Voice, following a consultation with members of the Parent and Community Group.

We all expect each other to:

- Tell the truth
- Take responsibility and be held accountable for own actions
- Help each other
- Treat each other fairly
- Look after the school and school property
- Respect people's beliefs, colour, race sexual orientation, disabilities, personal appearance or academic abilities.
- Accept that we are all equally different.

We aim to acknowledge those whose behaviour matches up to these expectations. We do not tolerate:

- Prejudice
- Bullying
- Cheating
- Dishonesty
- Cruelty
- Stealing
- Deceit
- Irresponsibility
- Discourtesy

Those who infringe our school's code of conduct can expect the school's sanctions to be used.

## **Part 2: Standards of Behaviour**

Everyone in our school is entitled to respect and courtesy. These should be shown in a friendly approach, in speech and good manners, in helping others in time of difficulty.

The respect shown to students and staff should apply equally to visitors and newcomers to the school.

We expect all members of the school community to take pride in their appearance and to look clean and smart at all times.

We insist that everyone respects, cares for and takes responsibility for the school environment. Those found not adhering to this expectation will be held accountable for any damage and vandalism and will be required to substantially contribute towards costs and repairs.

We expect cooperation from every community member to actively contribute to a well-ordered, friendly environment in which everyone can work effectively. Praise and rewards will be given to those who do so; for those who do not there will be consequences.

## **Part 3: School Rules**

Our expectations of students are expressed in these simple school rules. Every one of these rules has a valid reason behind it. Consequently, we expect all school community members to abide by them without questioning and members of the wider community to support us in their enforcement. School rules apply at any time within the school community and at any time when community members are representing the school.

### **Lessons**

All students must:

- Be with their classes whilst the school is in session
- Bring necessary equipment to all lessons ('5 a day', and PE kit)
- Follow the instructions of members of staff at all times and without questioning
- Come to lessons prepared to learn to the best of their ability, at times in cooperation with other students and at other times on their own and in silence
- Meet the school's expectations in responding to SHINE and 4 Voices

### **Movement around the school**

Students must:

- Keep left in the corridors to ensure smooth passage for all students

- Abide by the rules concerning no entry and no exit doors
- Enter the school by the designated doors
- Ensure that they and their bags or belongings do not impede the movement of others
- Never run inside the school building
- Ensure that at all times movement around the school does not interfere with the teaching and learning of others

### **Personal appearance**

Students must be clean, tidy and dressed appropriately for school work and in the correct uniform. The school uniform is designed to ensure this is easy to achieve. Parents and carers, in sending their sons and daughters to our school, agree to abide by the uniform code. In particular, students must:

- Wear school uniform for all activities unless informed otherwise
- Not wear or carry outdoor coats inside the school building
- Ensure they arrive to school and leave the school premises in shoes and NOT trainers
- Ensure their hairstyles conform to that which is acceptable by the school. In particular, hair should not be dangerously long, garishly dyed or have patterns shaven into the scalp. If in doubt please contact the school prior to embarking on a hair style change
- In the interest of health and safety, students must not wear any jewellery (except for a watch; and a Kara of reasonable size for practising Sikhs), make up, nail polish, gel nails or nail extensions. One small stud per ear is allowed for those students with pierced ears

In all matters concerning dress and appearance, students and parents/carers should be aware that the school's judgement of what is or not acceptable must remain final in borderline cases.

Students who come to school without the correct uniform and without a note from parents/carers (or a doctor in the case of shoes) may be withdrawn from lessons or sent home to change.

(See also guidance of Uniform and Personal Appearance, which is sent to parents/carers annually).

### **Personal possessions**

Lockers are provided. All students are expected to pay the appropriate deposit and hire fee for the year.

All uniform and equipment must be labelled. Lost property is kept in the school office and is displayed once per half term before being disposed of.

Personal electronic equipment and other valuables are not allowed in school at any time. In addition, tools (such as penknives, miniature and leather man-style multi-tools etc.) and smoking materials (such as lighters, matches etc.) are not allowed in school.

- **Mobile Phones:**

Pupils are allowed to have a mobile phone with them in school under the following conditions:

- Phones must not be used in school between the hours of 8.30am and 3.00pm [e.g. phoning, texting, surfing the internet, taking photographs, checking the time, taking videos etc.] unless directed to do so by a teaching member of staff. This also includes breaktime and lunchtime
- Phones must always be switched off [not on silent mode] and kept out of view (unless being used with the instructions of a teacher). If a pupil breaches these rules, the phone will be confiscated and given in to the pastoral office. It will be kept until the end of the day. If the phone has been confiscated three times in a half term, parents will be able to come and collect the phone
- Phones must not be taken into examinations

In cases of emergency the school office can contact parents/carers at any time.

- **Lost Property:**

- If your child loses anything, ensure they have reported it to their Form Tutor and to the office
- Ask at Reception for any lost property
- The school cannot accept any responsibility for loss or damage to students' property whilst on the school site

### Care of the environment

It is the responsibility of every member of the school community to ensure the proper upkeep of the school's physical environment. Litter must not be dropped at any time anywhere within the school building and school grounds. We expect our students to make a positive contribution by helping to pick up litter. Litter picking may form part of the students' pastoral time routine.

Any damage to the school environment must be reported to a member of staff immediately.

### Eating

Eating is only allowed in the dining rooms at break and lunch times. Other areas may be open for eating at other times but care must be taken not to leave litter. Students must leave their place clear and tidy when leaving the dining room.

**Chewing gum is not allowed in school at any time.**

### Health and safety

All accidents on school premises must be promptly reported to a member of staff. Students are reminded:

- Smoking is prohibited on school premises also when travelling to or from school, or engaged in any offsite school activity
- The school actively takes steps to promote a healthy lifestyle
- The bringing of any dangerous or inflammable materials to school is prohibited. This includes all knives or any other items that can be classed as weapons as well as drugs or alcohol
- Students must carefully read the fire notice and fire drill arrangements posted in tutor rooms

Many of the other school rules (e.g. attendance procedures, movement around the school eating etc.) exist in order to safeguard the health and safety of all members of the school community.

### Attendance

(Please also refer to our Attendance Policy)

If students become unwell at school, they must report to the school office (if this happens during lesson time, they must have a note from their teacher before going to the office). On no account must students go off site without informing the office.

A letter or a phone call from the parents/carers must explain all absences from school, failure to bring correct uniform or equipment. A note from the doctor is required for incorrect shoes or for failure to do PE.

Parents/carers are asked to inform the form tutor or reasons of any absence on the FIRST day of absence and every day after.

Permission for leave of absence during term time, for holidays or similar activities will not be granted. Permission for leave will only be considered for wholly exceptional or unavoidable circumstances.

The school is legally required to keep accurate records of absence, lateness and the reasons for these. It is therefore important that absence and late notes are brought in promptly.

If possible, routine appointments at the doctor or dentist should be arranged out of school hours. If this is not possible, any student needing to leave the school site during the day may only do so by bringing written permissions from home, obtaining a green slip from their tutor and reporting to the main office as they leave. On return, they must report to the school office. It is essential, for safety reasons that these procedures are adhered to.

- **Lunch Passes**

- Students may not go home for lunch unless they have permission from school. Those who go home for lunch will have a lunch pass issued to them, which they will be required to show to staff if asked. Lunch passes are only issued under exceptional circumstances. In order to obtain a lunch pass parents/carers must make a written request to the head teacher at the start of each academic year clearly outlining the special circumstances and giving details of the parent/carer who will be in charge of the student whilst at home for lunch. If a lunch pass is issued, the student will be expected to go home EVERY lunchtime. The issue/withdrawal of a lunch pass is at the discretion of the head teacher

Students must not remain on school premises beyond 4.00pm unless they have permission and are under the supervision of a member of staff.

If students arrive after 8.30 am to registration, they will be marked late in the register. If they arrive after 8.50 am, when registration is finished, they MUST sign the late sheet at the main office. This is the only record that they are on the school premises. Similarly, students will receive the appropriate sanction if marked late to any lesson. If students arrive very late in the morning, after 9.00 am, they will be marked as late after the register is closed, which is an official absence for the morning session.

#### Transport and journeys to and from school

The following rules are in the interest of the safety of students and other users of the school site.

As a 'Healthy School' we would encourage our students wherever possible to walk or cycle to school.

Students will not remain outside the school gate at the beginning and end of the school day. At the start of the day they will go directly either to the back door or the front door. At the end of the day they will line up by the bus shelters, wait for their parents/carers by the hedge past the bicycle shed or go directly away from the school grounds.

The bicycle sheds will be out of bounds between 8:55am and the end of the school day. Students who need their bicycle to go home for lunch or go home early, must sign the shed key out from the school office.

Bicycles must be kept in good condition and locked (individually) when in the bicycle shed. Dangerous bicycles will be impounded. The school cannot accept responsibility for any loss or damage to students' bicycles. Students must walk their bicycles whilst on school premises. Students should not cross the car park for any reason.

### Lunchtime arrangements

Students must line up in single file at the entrance to the food hall at their allotted time. Bags must not be brought into the food area but instead must be put on the hooks provided. STUDENTS MAY NOT TAKE FOOD OR DRINKS (OTHER THAN WATER) OUT OF THE DINING ROOM.

**School field:** students may as a privilege, use the school field at break and lunch times but only when it is dry enough. For most of the winter, the field will be out of bounds and only the playground and upper tennis courts may be used outside. The Key Stage 3 & 4 areas are always open for students, as is the library (on a year group rotation).

Students need to respond to notices in tutor rooms about arrangements for dry and wet lunch times.

### Part 4: Praise, Recognition and Encouragement

There are many ways in which staff will praise and recognise students' achievements. The following list is by no means exhaustive:

- **House points** are accessible to all students and not just the most able. The giving of house points is relative to the individual rather than to any absolute standard
- Outstanding effort/achievement certificates will be issued once a term following the issue of assessment data to those students who demonstrate exceptional effort in a range of subjects. These are given during termly Key Stage rewards assemblies
- **Postcards** will be sent home to students' parents/carers as a form of congratulations on a particular student's special achievement relating to any aspect of the student's time at school
- **Awards**
  - For the first 25 House points gained, students are rewarded with a prize from the 'rewards bucket'. After this, bronze, silver and gold certificates are awarded
  - Students with the most House points across a Key Stage are also recognised in the termly Key Stage rewards assemblies
  - Students are recognised termly for either outstanding attendance (Autumn term) or ATL (Spring term) through rewards trips e.g. to the local cinema
- **Fearnhill Celebration of Achievement** ceremonies are held every year. Awards are presented to all deserving students in the presence of staff, students, governors and parents/carers. The ceremonies will include all year groups and awards are presented on the recommendation of staff to recognise outstanding achievement and effort in a number of different activities, for example:
  - Outstanding academic achievement
  - Outstanding effort and progress during the year
  - Services to the community
  - Sporting achievements
  - Outstanding success in public examinations
  - Excellent and outstanding achievement in terms of attendance

At these ceremonies, department badges are also issued to the two nominated students in each year group for each subject.

## Part 5: Consequences

Consequences are applied in cases where students fail to comply with the school's expectations and rules and in cases where students' actions interfere with the teaching and learning of themselves and other students. Every effort is made to ensure the consequences are both proportional and equitable.

**PLEASE SEE BEHAVIOUR LADDER AT THE BACK OF THIS DOCUMENT.**

- **Removal from Lesson**

This is a consequence applied with students whose behaviour is disruptive and interferes with the teaching and learning of other students or presents a health and safety risk. This may be for a short time (an after school detention will be set for this by the subject member of staff) or for periods up to 2/3 weeks. Parents/carers will be informed of any withdrawal from a particular subject which lasts for more than a week.

- **Report**

Students whose behaviour or work rate causes serious concern over time are put on report. This involves staff writing a comment and giving a grade for the student's behaviour for learning (BFL) for each lesson and during registration. Tutors and parents/carers also asked to sign to say that they have seen the report. Normally students are on report to their tutor, their mentor or their Head of Key Stage. In very serious cases, students will be put on report to the Senior Leadership Team. If students do not meet their targets on the report, sanctions will follow.

- **Internal Isolation (Level 4 behaviour)**

This is used with students who are involved in serious misbehaviour). Students are withdrawn from lessons for the day and work in isolation under the supervision of a member of staff. Their breaktime and lunchtime is also set at an earlier time than the rest of the school. Please note that isolation for a day will last from Period 2 until an hour after school. Arrangements will need to be made by the parents/carers for the collection of the students from school at the end of the isolation period.

- **Suspension (Level 5 behaviour) - (for one or more days).**

This is for very serious offences such as physical or verbal abuse of staff or assaults on other students. The head teacher (or Deputy acting in her absence) is responsible for suspensions. Following a suspension parents/carers must bring the student back to school for a readmission meeting before the student is allowed to return to lessons. During this meeting the school and parents/carers work together in order to support the young person.

Please note: students refusing to attend isolation will be excluded BUT the isolation for the original issue still stands and the students will not be allowed to lessons until the original isolation is carried out.

- **Permanent Exclusion (Level 6 behaviour)**

This is a final sanction and is never undertaken lightly. It is for repeated and/or serious breach of the school rules and code of conduct.

Please note that all cases of suspensions and permanent exclusions are reported to the Chair of the Governors, the Attendance Improvement Officer, parents/carers and the Local Authority.

In applying all of the above consequences, we expect the cooperation and support of parents and carers.



## Part 6: Bullying

Bullying is an issue which deeply concerns students, parents/carers and staff and the policy of the school includes the following principles:

- To consult widely (with parents/carers, staff, governors and students) on its nature and effects and how we should deal with it
- To make it part of the whole school's priorities, via the curriculum as well as the pastoral system and then
- To communicate clearly to all concerned what to do if incidents occur

Bullying takes different forms and different strategies for dealing with each type will be appropriate. The important thing is to recognise that all members of the school community are entitled to expect to be able to work in a safe, secure and happy environment and to have someone to go to who will help them if they feel threatened or unhappy.

If students or parents/carers suspect or know that the following are occurring – physical abuse (hitting, kicking, play fighting or bundling, taking belongings); verbal abuse (name calling, insulting, racist remarks, threats); indirect bullying (spreading nasty stories about someone, excluding someone from social groups); sexist or other discriminatory behaviour – they **must** report it to a member of staff.

Whoever is approached to deal with the problem will try to establish exactly what has happened and take action to ensure that the 'victim' feels happier and more secure and that it is very clear to the perpetrator that any abuse must stop. This may involve both 'help' and sanctions for the bully.

It is impossible and undesirable to treat every incident according to a formula. However, typical ways of responding to particular forms of behaviour include the following:

- Name calling and other verbal abuse: the student will be spoken to (possibly with the 'victim' present) and may be punished with a Level 1 detention or community service. Parents/carers may be informed, especially if this is not the first instance of such behaviour
- Persistent verbal abuse of other students: Further punishment – Level 2 detention. Parents/carers will be informed and asked for their support. Student may be placed on report
- Racist abuse: this will normally result in internal isolation or suspension
- Assault on a fellow student (including play fighting): this will normally result in suspension

The above recognises that a simple punitive approach is not always the best way of dealing with a problem. Bullying is a complex issue and one where getting the individual to recognise the feelings of others can often achieve far more than punishment. In some cases, we may attempt to use the 'no-blame' approach. This has proved effective especially with younger students: it is an attempt to get victim and bully together and to get the perpetrator to understand the harm they are doing. Another facility, which may be provided, is the possibility of victim and /or bully speaking to a professional counsellor. These approaches will not necessarily always be regarded as suitable. Whatever happens, we will always aim to keep all parties, including parents, informed of what action we have taken or are proposing to take.

Other helpful resources are:

- A booklet produced by Hertfordshire County Council entitled 'Bullying at School – what you can do if you think your child is being bullied or is bullying others – Advice for Parents and Carers' available from County Hall (Telephone : 01923 471555)
- [www.dfes.gov.uk/bullying/](http://www.dfes.gov.uk/bullying/)
- [www.ChildLine.org.uk](http://www.ChildLine.org.uk)

**APPENDIX 1**

	<b>NEGATIVE BEHAVIOUR</b>	<b>CONSEQUENCE</b>
<b>W</b>	<ul style="list-style-type: none"> <li>a. Failure to follow school rules</li> <li>b. Failure to follow staff instructions</li> <li>c. Disruption of teaching and learning</li> <li>d. Failure to show respect to students, staff or the school environment</li> <li>e. Poor attitude to learning</li> </ul>	<p align="center"><b>VERBAL WARNING</b></p> <p>Made clear and specific to the student Teacher may move student within the room</p>
<b>L1 1 behaviour point</b>	<ul style="list-style-type: none"> <li>a. Failure to follow rules after warning given</li> <li>b. Failure to follow staff instructions after warning given</li> <li>c. Disruption of teaching and learning after warning given</li> <li>d. Failure to show respect to students, staff or the school environment after warning given</li> <li>e. Poor attitude to learning after warning given</li> <li>f. Inappropriate actions and/or language</li> <li>g. Incorrect uniform issue</li> <li>h. Incorrect equipment issue</li> <li>i. Late to registration or lesson</li> </ul>	<p align="center"><b>30 MINUTE DETENTION</b></p> <p>Made clear and specific to the student</p> <p>All sections recorded on SIMS by teacher, including a description in the incident box</p>
<b>L2 Homework Detention</b>	No homework without good reason	<b>45 MINUTE DETENTION</b>
<b>L2 2 behaviour points</b>	<ul style="list-style-type: none"> <li>a. Persistent failure to follow rules</li> <li>b. Persistent failure to follow staff instructions</li> <li>c. Persistent disruption of teaching and learning</li> <li>d. Persistent failure to show respect to students, staff or the school environment</li> <li>e. Persistent poor attitude to learning</li> <li>f. Abusive/offensive language in the classroom or around school</li> <li>g. Deliberate defiance of staff</li> <li>h. Breach of health and safety procedures</li> <li>i. Failure to attend L1 detention</li> <li>j. Being in an 'out of bounds' area of the school site</li> </ul>	<p align="center"><b>45 MINUTE DETENTION</b></p> <p>Made clear and specific to the student, and parent spoken to</p> <p>All sections recorded on SIMS by teacher, including a description in the incident box</p>
<b>L3 on-call 3 behaviour points</b>	Failure to respond to Warning, L1 & L2 and/or serious breach of school rules resulting in removal from lesson.	<p align="center"><b>45 MINUTE DETENTION</b></p> <p>If removed 'On Call' students may be taken to an alternative lesson</p>
<b>L4 4 behaviour points</b>	<p align="center"><b>Serious incident which may lead to an ISOLATION</b></p> <ul style="list-style-type: none"> <li>a. Persistent repeated L2 behaviour</li> <li>b. Serious verbal or physical aggression towards another student</li> <li>c. Racist, sexist or homophobic behaviour</li> <li>d. Swearing or abuse at or about a member of staff</li> <li>e. Damage to property</li> <li>f. Persistent defiant behaviour towards a member of staff</li> <li>g. Serious breach of school rules</li> <li>h. Bringing the school into disrepute</li> <li>i. 2 on-calls in one day</li> <li>j. Failure to attend L2 detention (end of p4/ lunchtime isolation)</li> <li>k. Discriminatory behaviour</li> <li>l. Bullying behaviour</li> </ul>	<p align="center"><b>ISOLATION</b></p> <p>Recorded on SIMS by HMN or SLT</p> <p>HMN informed and arrangements made for work and support.</p>
<b>L5 10 behaviour points</b>	<p align="center"><b>Serious incident which may lead to a SUSPENSION</b></p> <ul style="list-style-type: none"> <li>a. Swearing directly at a member of staff</li> <li>b. Serious verbal or physical assault of another student</li> <li>c. Deliberate theft of, or damage to, property</li> <li>d. Possession and/or use of vaping or smoking paraphernalia</li> <li>e. Gross disobedience towards members of staff</li> <li>f. Repeated serious breach of school rules</li> <li>g. Severe or repeated discriminatory behaviour (including, but not limited to, racist, homophobic, transphobic, sexual harassment, online sexual abuse)</li> </ul>	<p align="center"><b>SUSPENSION</b></p> <p>Decision and SIMS Logged by pastoral team/SLT</p>

	<ul style="list-style-type: none"> <li>h. Breach of law</li> <li>i. Repeated bullying behaviour</li> </ul>	
<b>L6</b>	<p><b>Serious incident which may lead to a PERMANENT EXCLUSION including but not limited to:</b></p> <ul style="list-style-type: none"> <li>a. Serious verbal or physical assault of a member of staff</li> <li>b. Serious violence against another student, including sexual violence/assault</li> <li>c. Serious breach of law e.g. supplying of illegal drugs, alcohol, carrying an offensive weapon</li> <li>d. Multiple suspensions</li> <li>e. Very severe or ongoing discriminatory behaviour</li> </ul>	<p><b>PERMANENT EXCLUSION</b></p> <p>Decision and SIMS Logged by pastoral team/SLT</p>

**Please note**

At Fearnhill School, '**gross disobedience**' is defined as persistent and continued refusal to follow instructions given by an approved adult (including but not limited to external providers of services to students), or several members of staff where an incident has escalated, involving possible health and safety concerns or risk to others. This takes into account all reasonable adjustments made for students with identified special educational needs.

At Fearnhill School, '**persistent defiant behaviour towards a member of staff**' is defined as repeated refusal to follow any reasonable instruction given by a member of staff; it may involve rudeness or verbal aggression. This takes into account all reasonable adjustments made for students with identified special educational needs.

All examples of behaviour and all consequences shown above are for guidance only, and this list is neither exclusive nor exhaustive. Each incident will be judged on its own merits and there may be cases where it is deemed appropriate to deviate from the above guidance.

## Dealing with Bullying Allegations – Suggested Protocol

### Bullying report received

1. Add to CPOMS as 'Alleged bullying incident' – keep file up to date.
2. Speak to alleged victim.
3. Alleged victim to write factual statement, including specific incidents.
4. Discuss the desired outcome with the victim.
5. Speak to victim's parents to inform them of report (if not from them) and start investigation.
6. Get statements from alleged perpetrator(s) and witnesses.
7. Speak to alleged victim, perpetrators and witnesses about their statements as required.
8. Decision. If bullying, decide on course of action WITH victim (if not already done so).
9. Speak to perpetrator(s)'s parent/carer(s) and advise of sanction (in accordance with Behaviour Ladder - L2/L4 for one incident, L5 for more than one) AND requirements moving forward, including anti-bullying contract if required.
10. Speak to victim's parent/carer and advise them of action taken (non-specific).
11. Speak to victim and advise them of action taken (non-specific).
12. Consider additional support for victim/perpetrator.



FEARNHILL  
SCHOOL

Our Behaviour for Learning Policy is carefully and thoughtfully put together in order to ensure Fearnhill School remains an intensely caring and dynamic community with the highest expectations for all.