

BEHAVIOUR FOR LEARNING POLICY

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Produced by	School
SLT Responsible	Deputy Headteacher - Behaviour
Signature of Chair	
Signature of Headteacher	

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
- To be read in association with the Student Behaviour Staff Response document
- To be read in association with the Ready to Learn Day script
- To be read in association with the Behaviour Curriculum resources

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 in the correct classroom whilst the school is in session
- Bring necessary equipment to all lessons (3 pens, 3 pencils, 1 green pen, 1 30 cm ruler, 1 pencil case, 1 Casio calculator, a school bag 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:

- Ensure that movement in the corridors is respectful of people and property
- 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, for example, by being quiet when walking past lessons that are underway

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 outdoor coats inside the school building
- Hoodies should not be worn during the school day (except when permission is explicitly given)
- 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–If in doubt please contact the school prior to embarking on a hair style change
- Students must not wear any jewellery, make up, false lashes, nail polish, gel nails or nail extensions. One small stud per ear is allowed for those students with pierced ears. Nose studs are not permitted. This includes transparent spacers. (Students may wear a standard watch; and a Kara of reasonable size for practising Sikhs),
- Smart watches are not permitted in school

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, though the school

endeavours to take a supportive approach and allows students some grace days to correct some unavoidable short-term uniform issues.

(See also guidance on Uniform and Personal Appearance).

Personal possessions

Lockers are provided. All students are expected to pay the deposit and hire fee for the year. Lockers are not transferable nor should they be shared.

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, vapes, 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 seen or used by students on the school site unless directed to do so by a teaching member of staff. This also includes breaktime and lunchtime and before and after school.
- Phones must always be switched off [not on silent mode] and kept in students' bags (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 for 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. Teachers will make reasonable requests to students to pick up litter and students are expected to comply with these requests.

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 and vaping are prohibited on school premises also when travelling to or from school or whilst wearing the school uniform, 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.

Lateness

If students arrive after 8.30am to register, they must sign into school at reception. This is the record that they are on the school premises. Similarly, students will receive a sanction if marked late to any lesson.

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. Students must use a plastic tray provided to collect and carry their food. Students may not take food or drinks (other than water) out of the dining hall.

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.

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**
 - 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 such as a single lesson (an after school detention will be set for this by the subject member of staff) or for periods up to 2/3 weeks for a specific subject. 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, further sanctions will follow.

- **Supported Study Room (Level 4 behaviour)**

This is used with students who are involved in serious misbehaviour or sustained disruptive behaviour. Students are withdrawn from lessons for part of the day or for the full day and work in the Supported Study Room (SSR) under the supervision of a member of staff. Their break time and lunchtime is also set at an earlier time than the rest of the school. Please note that Supported Study for a day will last 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 SSR 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. Additionally, sustained disruptive behaviour that hinders the learning of others will lead to suspension. The head teacher (or deputy acting in their 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 persistent breaches and/or a serious breach of the school's behaviour policy and code of conduct; and where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others such as staff or pupils in the school.

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 (including but not limited to name calling, insulting, racist, homophobic or sexist 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 alleged 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 alleged 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
- discriminatory 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/
- www.ChildLine.org.uk

APPENDIX 1 - Behaviour Ladder

	Behaviour	CONSEQUENCE
W	Warnings are used to remind students of expected behaviours, giving them an opportunity to correct those behaviours quickly.	VERBAL WARNING Made clear and specific to the student Teacher may move student within the room
L1 1 behaviour point	A. Failure to follow instruction or rules in lesson B. Failure to follow staff instruction or rules outside of lesson C. Mobile phone not in bag D. Failure to show respect or kindness E. Poor attitude to learning after warning given F. Inappropriate actions and/or language G. Incorrect uniform issue H. Incorrect or missing PE kit I. Incorrect equipment issue J. Late to registration or lesson	30 MINUTE DETENTION Reason made clear and specific to the student All sections recorded on SIMS by teacher, including a description in the incident box
L2 Homework Detention	No homework without good reason	45 MINUTE DETENTION
L2 2 behaviour points	A. Serious/persistent failure to show respect or kindness B. Serious/Persistent failure to follow instructions or rules in lesson C. Serious/Persistent failure to follow instructions or rules outside of lesson D. Initial defiance E. Failure to respect the school environment F. Failure to attend 30-minute detention G. Low level discriminatory behaviour H. Being in an 'out of bounds' area of the school site I. Breach of health and safety procedures J. Abusive/offensive language in the classroom or around school K. (SSR after school DT)	45 MINUTE DETENTION All sections recorded on Edulink by teacher, including a description in the incident box. Parents are notified via Edulink.
L3 - On-Call 3 behaviour points	Failure to respond to Warning, L1 & L2 and/or serious breach of school rules resulting in removal from lesson.	45 MINUTE DETENTION If removed , 'On Call' students may be taken to an alternative lesson. Parents are notified via Edulink.



<p>L4</p> <p>4 behaviour points</p>	<p>High level behaviours such as those below, may result in suspension (L5) or may be downgraded at the school's discretion to an L4.</p> <ul style="list-style-type: none"> A. 2 on-calls in one day B. Serious breach of school rules in lesson C. Persistent defiance or Truancy D. Verbal abuse or threatening behaviour E. Theft F. Physical conduct unbecoming a Fearnhill Student G. Serious failure to respect the school environment H. Failure to attend a 45-minute detention I. Poor behaviour in detention J. Use of banned substances K. Bringing the school into disrepute L. Other extreme behaviour M. Mobile phone use N. Severe failure to show respect or kindness O. High level discriminatory behaviour 	<p>Time in Supported Study room and 45 minute detention</p> <p>Decision taken and logged by Senior Leadership and Pastoral team. Parents are notified by the pastoral team.</p>
<p>L5</p> <p>10 behaviour points</p>	<p>In addition to the behaviours above, serious incidents which may lead to a SUSPENSION include:</p> <ul style="list-style-type: none"> A. Verbal abuse/threatening behaviour against an adult B. Serious verbal or physical assault of another student C. Deliberate theft of, or damage to, property D. Possession and/or use of vaping or smoking paraphernalia E. Gross disobedience towards members of staff F. Repeated serious breach of school rules G. Severe or repeated discriminatory behaviour H. Breach of law e.g. drug/alcohol/offensive weapon threat I. Repeated bullying behaviour J. Sexual misconduct K. Defiance L. Persistent or general disruptive behaviour 	<p>SUSPENSION</p> <p>Decision taken by the headteacher and parent notified by the office, Senior Leadership Team or Pastoral Team.</p>
<p>L6</p>	<p>Serious incident which may lead to a PERMANENT EXCLUSION including but not limited to:</p> <ul style="list-style-type: none"> A. Serious verbal or physical assault of a member of staff B. Serious violence against another student, including sexual violence/assault C. Serious breach of law e.g. supplying of illegal drugs, alcohol, carrying an offensive weapon D. Multiple suspensions E. Very severe or ongoing discriminatory behaviour F. Behaviour which severely compromises the health and safety of the pupil or others such as staff or students in the school. G. Inciting or organising widespread disruption. 	<p>PERMANENT EXCLUSION</p>

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.

APPENDIX 2 - behaviour codes and sub-categories for internal analysis and reporting to stakeholders

	Code
Expectations	
Lateness	Ex1
Uniform issue	Ex1
Equipment issue	Ex1
Mobile phone	Ex1
Mobile phone use	Ex4
Unkindness	
Failure to show respect or kindness	Un1
Persistent failure to show respect or kindness	Un2
Failure to follow instructions or rules	Un1
Persistent failure to follow instructions or rules	Un3
verbal abuse/ threatening behaviour	Un5
Disruption	
Failure to follow instructions or rules in lesson	Ds1
Persistent failure to follow instructions or rules in lesson	Ds2
On-call	Ds3
2 x on-calls	Ds4
Serious breach of school rules	Ds4
Defiance	
Defiance	Df1
Persistent or serious defiance or Truancy	Df4
Defiance related to DT	Df5
Bringing school into disrepute	Df4
Environment	
Failure to respect the school environment	En2
Serious failure to respect the school environment	En4
Homework	
Failure to complete homework	Hk2
Other	
Failure to attend L1 DT	O2
Failure to attend L2 DT	O4

APPENDIX 3**Dealing with Bullying Allegations – Suggested Protocol****Bullying report received**

(If victim feels in danger, keep away from alleged perpetrator(s) until matter resolved)



1. Add to CPOMS as 'Alleged bullying incident' – keep file up to date.



2. Speak to the alleged victim.



3. Alleged victim to write factual statement, including specific incidents.



4. Discuss the desired outcome with the victim.



5. Speak to the victim's parents to inform them of the report (if not from them) and start investigation.



6. Get statements from alleged perpetrator(s) and witnesses.



7. Speak to alleged victims, perpetrators and witnesses about their statements as required.



8. Decision. If bullying, decide on the 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 the victim's parent/carer and advise them of action taken (non-specific).



11. Speak to the victim and advise them of action taken (non-specific).



12. Consider additional support for the victim/perpetrator.

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.