



Behaviour for Learning Policy

(Incorporating the Student Exclusions Policy)

SLT Oversight	RVE & PBE
Adopted by the LGB	FEB 21
Review Date	FEB 24

Policy Aims

This policy sets out our approach to encouraging good behaviour and positive relationships based upon mutual respect for each other.

We offer a clear set of expectations that are understood by all and which are focused on supporting effective teaching and learning, as well as ensuring student safety and well-being. In addition, our behaviour expectations and standards represent a model for students' wider lives in the community.

It is vital that achievements are recognised and academic and personal progress celebrated at various points during the school year.

Our Behaviour for Learning Policy is designed around supporting the development of our 4 core school values:

OUR VISION

1557
Tadcaster
Grammar School

**BE YOUR
BEST SELF**

CORE VALUES

Ambition To have a desire to achieve success.	Resilience To show a determination to achieve success.
Responsibility To take ownership of our actions.	Respect To be considerate to ourselves and others.

Tadcaster Grammar School

Principles for the Successful Implementation of the Policy

Recognise The Positive	<p>The positive behaviour element of the policy is the most important and seeks to recognise students for their achievements in lessons and around school.</p> <p>We want to let the vast majority of our students know that we are aware of how well they are working and value this above all else.</p>
Clear Rules & Expectations	<p>It is important that all students know what is expected of them and the limits.</p> <p>Rules that are ambiguous or not consistently enforced, set students up to fail.</p> <p>We want to be open and fair with our students, presenting them with clear rules and expectations that are about supporting teaching and learning, recognising them for their successes, but having clear and consistent sanctions for when standards are not met.</p> <p>We believe our <i>Ask:Tell:Sanction</i> procedure supports this consistent approach.</p>
Using Our Professional Skills	<p>How we implement the policy is crucial to its effectiveness.</p> <p>A confrontational approach with students is not necessary to ensure rules are respected and adhered to and standards upheld.</p> <p>A positive approach, a sense of humour and willingness to listen are very important qualities, alongside all staff modelling what we expect from students in their practice.</p> <p>Appropriate reasonable adjustment may be used.</p>
Restorative Practice	<p>We are a restorative school and aim to repair harm caused to relationships and communities by conflict.</p> <p>We believe this is best achieved by focusing upon the harm caused, rather than just assigning blame and applying sanctions which, on its own, fails to address the needs of those most affected.</p>

Roles and Responsibilities

Maintaining, managing and promoting positive relationships and behaviour is the shared responsibility of all staff, students, governors and parents/carers.

The Role of the Governing Body

- Approves the written statement of behaviour principles
- Provides informed challenge and evaluates the effectiveness of the policy

The role of the Senior Leadership Team

- Ensure that the policy and procedures are being implemented
- Meet and greet students at all opportunities
- Be a visible presence at transition periods and social times
- Use data to assess the effectiveness of policy and practice
- Review provision and support for students on a regular basis

The role of Year Leaders and Pastoral Leaders

- Establish and maintain positive relationships with parents and carers
- Ensure staff training needs are identified and supported
- Be a visible presence at transition periods and social times
- Identify, coordinate and monitor intervention and support for students
- Use data to ensure a consistent approach is applied by staff to all students

The role of teaching and associate staff

- Model positive behaviours and build relationships
- Plan/support lessons that engage, challenge and meet the needs of all learners
- Be a visible presence at transition periods and social times
- Use the behaviour policy and procedures fairly and consistently to recognise and reward positive behaviours which reflect our values

The role of the students - to develop the 4 core student values

- Ambition - to have a desire to achieve success
- Responsibility - to take ownership of their actions
- Resilience - to show a determination to achieve success
- Respect - to be considerate to ourselves and others

The role of Parents/Carers

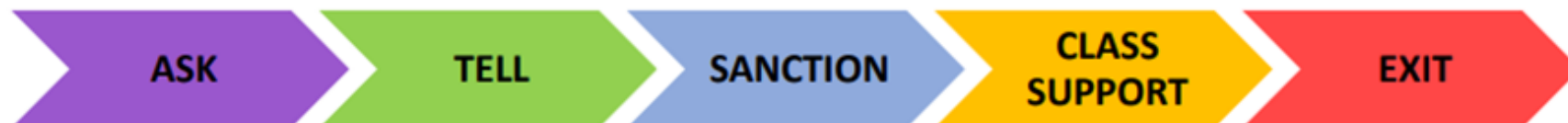
- Support the school in promoting our shared values
- Ensure students come to school every day, on time and ready to learn
- Support learning at home
- Support the school through attendance at parent meetings and school events
- Approach the school early with concerns and work with staff to resolve them
- Support good communication between home and school with respect, kindness and care

The Procedures Supporting the Behaviour for Learning Policy

Behaviour for Learning – Student Expectations

Your teachers and other classroom staff will expect only the highest level of behaviour for learning from you at all times. If your behaviour is a cause for concern in a lesson, the classroom staff will use the following procedure.

	Action	Consequences
Stage 1	You choose not to behave in an appropriate way.	Your teacher will ASK you to correct your behaviour. At this stage, your teacher may warn you that if you do not correct your behaviour, you will be given an 'in-class sanction'.
Stage 2	You choose not to correct your behaviour after your teacher HAS ASKED you to.	Your teacher will now TELL you to correct your behaviour. At this stage your teacher may tell you, for example, to move seats, to stop a practical activity or to leave the classroom and wait outside.
Stage 3	You choose not to correct your behaviour after your teacher HAS TOLD you to.	You will receive a SANCTION , usually a detention, which will be recorded. Your parents/carers will be informed and a discussion may take place about your unacceptable behaviour.
Stage 4	You choose not to correct your behaviour after your teacher HAS SANCTIONED you.	Your teacher will call for CLASS SUPPORT to remind you that you are 1 step away from being removed from the lesson. The class support may sit with you in the classroom to support you in refocusing.
Stage 5	You choose not to correct your behaviour after you have received CLASS SUPPORT intervention	Your teacher will call for class support to return in order to EXIT you from the lesson. After numerous opportunities and support, you have continued to not correct your behaviour and act appropriately.



Recognition System

RECOGNITION VALUE	POINTS REQUIRED	HOW TO ACHIEVE POINTS
Ambition	125	Show desire to achieve in the classroom
Resilience	125	Show determination during pressured times
Responsibility	125	Take ownership of school tasks
Respect	125	Show consideration to others

Lapel and certificate awarded once student reaches milestone

AMBITION

RESILIENCE

RESPECT

RESPONSIBILITY

School Detentions

On occasion, students will sometimes be involved in incidents of unacceptable behaviour. Sanctions must be applied against such individuals, but these must be fair and proportionate. Detention is one such sanction that will be applied for misdemeanours either inside or outside the classroom.

A detention provides an opportunity for reflection. It also offers a chance for restorative practice to take place between staff and students, to discuss what has happened and agree strategies to limit future incidents.

The Legal Position

As stated in the 2011 Education Act:

The Education Act 2011 removes the legal requirement to give parents 24 hours' notice before keeping pupils after school. The Act confirms schools powers to use detentions by making it lawful for schools to put pupils in detention without parental consent after school hours.

- Whilst we currently do not hold after-school detentions, we reserves the right to issue an after school detention if it is deemed appropriate to do so.
- Whilst it is no longer statutory, Tadcaster Grammar School will give parents 24-hours' notice in **most cases**. This period is intended to inform parents of where their child is expected to be and to allow parents an opportunity to make alternative arrangements for travel for their child.
- No-notice after school detentions will only be used in exceptional circumstances as a response to noncompliance with the normal detention system or as deemed appropriate by a member of the Senior Leadership Team.

Detention procedure

Stage 1 - Break time detention

- These detentions will be used for organisational issues (missed homework, no PE kit etc.).
- Breaktime detentions are for 10mins, allowing students an opportunity to get a drink and use the toilet before their next lesson.

Stage 2 - Lunchtime detention

- These detentions will be used for missed stage 1 detentions, repeated instances of organisational issues and negative behaviour displayed either inside or outside the classroom.
- Lunchtime detention will be for 25 minutes, allowing students time to eat food and use the toilet, if required, before their next lesson.

Stage 3 - After school detention

- These detentions will only ever be used in exceptional circumstances and if deemed appropriate by a member of the Senior Leadership Team.
- These detentions will be used for repeated negative behaviour displayed either inside or outside the classroom, refusal to attend stage 2 etc.
- We will give parents 24-hours' notice in most cases.

Student Exclusions Policy [\[active link\]](#)

Student exclusions will be used in accordance with the prevalent government guidance:

Exclusions from maintained schools, academies and pupil referral units in England 2017 [\[link\]](#)

Legislation and Statutory Requirements

This policy is based upon Department for Education (DfE) expectations [\[active links\]](#):

- Behaviour and discipline in schools 2016
- Searching, screening and confiscation at school 2018
- The Equality Act 2010
- Use of reasonable force in schools 2013
- Supporting pupils with medical conditions at school 2015
- Special educational needs and disability (SEND) code of practice 2015

End of document