

RIPLEY ST THOMAS

A CHURCH OF ENGLAND ACADEMY



Behaviour for Learning Policy

Originator: Mr P Wilson
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Believe.....

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Underpinning rationale

As a Church of England Academy we aim to foster a culture of respect for all, based on the conviction that every human being is created in the image of God and is of unique and eternal value.

With this principle in mind we strongly believe that high standards of behaviour, which allow young people to develop their potential, lie at the heart of a successful school. All members of the school community have the right to feel safe at all times and be able to work and relate confidently with each other. In dealing with issues of behaviour we aim to reflect our Christian ethos which recognises the need for justice, mercy and forgiveness.

Compliance

This discipline and behaviour policy has been prepared with regard to the following statutory provisions and guidance:-

Education (Independent School Standards) Regulations 2014

Education and Inspection Act 2006

Equality Act 2010

School Information (England) Regulations 2008

The Schools Behaviour (Determination and Publicising of Measures in Academies) Regulations 2012

Department for Education's advice "Behaviour and Discipline in Schools" January 2016

1. Aim

Our aim is to ensure a caring and disciplined environment where standards of behaviour are impeccable and where all our pupils can thrive.

About this policy

Ripley St Thomas believes pupils should be taught to take responsibility for their own actions and have a sense of understanding and respect for others - both in Ripley St Thomas and the world outside - so that they may contribute responsibly and constructively to society.

Ripley St Thomas also recognises that sometimes negative behaviours can be displayed as a result of Special Educational Needs and Disabilities (SEND). In such cases, the SEND policy will be applied and reasonable adjustments made to the application of this policy.

This policy will be published on the school website and can be made available in hard copy upon request.

2 Principles

- The best kind of discipline is self-discipline; this is fundamental to the personal and academic development of young people.
- Rewards are always preferable to sanctions and are powerful motivators.
- All pupils have the right to learn and the responsibility to let others do the same.
- Sanctions should be proportionate, consistent and used to engender self-discipline.
- A small number of pupils may need intensive, specific support to help them manage their behaviour at times during their school career.
- Pupils thrive when parents and school work together to address issues around behaviour.

3 Roles and Responsibilities

Our expectations of pupils and staff are as follows:

Pupils must:

1. Do as they are asked by staff at all times.
2. Not refuse a reasonable request from an adult.
3. Arrive on time for lessons.
4. Treat staff and other pupils with respect.
5. Bring the correct equipment to lessons.
6. Listen in silence when someone else is talking to the class.
7. Do the work set to the best of their ability.

Staff at this academy will:

1. Seek to maintain and uphold high standards of behaviour in their classrooms, using the Academy Behaviour Policy when necessary.
2. Treat pupils with respect and dignity.
3. Provide opportunities for pupils to be listened to so that any worries or difficulties can be talked through and be dealt with more easily.
4. Seek to encourage and reward good behaviour wherever possible.
5. Not ignore behaviour which falls short of what is expected at Ripley, whether during lessons or around the school site at any other times.
6. Staff will also identify if any poor behaviour is due to any unmet educational or other needs and provide support in a timely manner where appropriate.

4 Encouraging Good Behaviour

Good discipline in lessons and around the academy allows all members of the school community to learn and to thrive. Good discipline provides security for teachers and pupils alike. If poor behaviour is ignored, or tolerated, it impacts on teaching and learning and on the life of the school community. Positive behaviour will be rewarded through our Reward System in school and through regular rewards events. Ripples are shared with pupils through our Ripples boards in each classroom and parents are informed about Ripples awarded through the Parent Portal on School Synergy. Positive postcards are used to highlight excellent work and conduct and our pupils' achievements are regularly celebrated in assemblies and Progress Tutor time.

Our behaviour management system focuses on choice and consequence. Clearly laid down

consequences of behaviour are designed to help pupils make wise choices and to support the learning and good behaviour of all. Poor behaviour disrupts the learning of pupils in lessons. This is not acceptable.

The most common forms of misbehaviour are talking out of turn, calling out, not paying attention and other forms of behaviour that interrupt learning. The consequences of these and other more serious negative behaviours are outlined below.

This table details our system of consequences and gives examples of some of the unacceptable behaviours which may trigger these consequences:

5 Consequence system

Consequences	Unacceptable behaviours
Behaviour Reminder	<p>A behaviour reminder may be given to settle and refocus either an individual or a class, for example, for:</p> <ul style="list-style-type: none"> • Poor levels of work • Talking to another student across the classroom • Deliberate distraction of others
B1 (First Formal warning)	<p>A first formal warning (B1) may be issued for unsatisfactory behaviour, for example:</p> <ul style="list-style-type: none"> • Continued talking • Failure to settle to work • Distracting others • Making silly noises
B2 (Second Formal Warning)	<p>A B2 (second formal warning) may be issued for continuing unsatisfactory behaviour as defined above.</p>
<p>B3 (Third formal warning)</p> <p>A B3 sanction will trigger a detention at either break or lunchtime. Parents will be notified via email. Failure to attend at break or lunchtime will become a B3 after school detention in the department area.</p>	<p>A B3 (Third formal warning) may be issued if poor behaviour continues after the previous B2 warning.</p>

<p>B4 (Pupil sent to foster classroom for the lesson)</p> <p>A B4 sanction will trigger a one hour after school detention in the department as soon as possible following the incident.</p> <p>Parents will be notified through email.</p> <p>Pupils who fail to attend a department detention will be given an SLT detention which will be run on Friday after school between 15:05 and 16:45 in the dining room.</p>	<p>A B4 sanction may be issued if behaviour continues to be unacceptable. The pupil will be sent to a foster classroom for the remainder of the lesson.</p> <p>This will also include inappropriate language and conversations in lessons.</p>
<p>B5 (Internal Exclusion)</p> <p>A B5 sanction will trigger the pupil spending the rest of the day and the following day until 4 pm in The Reflection Centre.</p> <p>We use internal exclusion as it is action short of suspension for moderate and/or persistent breaches of this behaviour policy.</p> <p>Pupils will be set their curriculum work to complete throughout their time in The Reflection Centre and will be expected to also complete a set of reflection tasks on day two.</p> <p>Where a serious incident has taken place, pupils may also be required to write a statement during their time in The Reflection Centre.</p> <p>Parents/guardians will be contacted by telephone by a Progress Leader, Assistant Progress Leader or member of SLT. Parents/guardians will also be notified by email on School Synergy.</p>	<p>A B5 sanction may be issued either for disruptive behaviour in the foster classroom or for other serious incidents inside or outside the classroom.</p> <p><i>(If a B5 sanction is issued for poor behaviour in a lesson, a member of on call staff will be called to remove the pupil.)</i></p> <p>The following behaviours are likely to lead to a B5 sanction (more serious incidents of this nature are likely to lead to B6 twilight suspension or a B7 suspension):</p> <ul style="list-style-type: none"> • Disruptive behaviour in a foster classroom • Severe breach of the code of conduct – including inappropriate behaviour to and from school • Truancy/deviance • Refusing a reasonable request / defiance • Severe or persistent misbehaviour when placed on red report • Refusal to obey instructions including failure to attend detentions • Physical or verbal aggression including confrontational behaviour towards another student • Breaches of health and safety rules • Walking away from a member of staff • Aggressive language • Found in possession of banned items and pending further investigation <p>To complete the consequence and re-enter the community, pupils must complete the allotted time in the Reflection Centre without breaking the code of conduct.</p> <p>If a pupil does not follow the code of conduct whilst in The Reflection Centre they will be suspended for an appropriate period of time and then be required to complete their allotted sanction time before returning to lessons.</p>

<p>B6 (Twilight Suspension)</p> <p>A B6 sanction will trigger the pupil attending school the day following the incident in the Reflection Centre from 8am until 4pm.</p> <p>Parents/guardians will be contacted by telephone by a Progress Leader, Assistant Progress Leader or member of SLT.</p> <p>Parents/guardians will also be notified by an email on School Synergy and written letter.</p>	<p>A B6 may be issued:</p> <ul style="list-style-type: none"> • For a serious incident which doesn't warrant a fixed term suspension. • For a serious incident committed by a pupil who rarely displays negative behaviour and who shows obvious and clear remorse. • Following the fifth B4 or B5 (and thereafter, see below). <p>On the 5th B4 and or the 5th B5 the pupil will receive a B6 (Twilight Suspension). Following this, every B4 or B5 sanction will result in a B6 (Twilight Suspension) or B7 Suspension. The length of each suspension will be dependent on the circumstances and is the discretion of the Principal/Senior Assistant Principal.</p> <p>A 'realignment' meeting will be held following the 3rd B4/B5 to ensure adequate support is in place to improve behaviour and then again at timely intervals where appropriate.</p>
<p>B7 (Suspension)</p> <p>A B7 sanction will trigger a period of the pupil being suspended from school.</p> <p>Parents will be notified by telephone and a letter will be either posted home or sent with the pupil. Parents may be asked to collect the pupil from school where appropriate.</p> <p>Following any suspension there must be a reintegration meeting held with the pupil, parents and a progress leader or member of SLT. This will be arranged for the day the pupil returns to school. If parents are unable to attend the pupil will be placed in The Reflection Centre until this meeting takes place.</p>	<p>A suspension is a serious sanction and is only issued where the breach of the Academy rules is serious.</p> <p>The following are examples of when a B7 may be issued:</p> <ul style="list-style-type: none"> • Repeated refusal of a reasonable request • Breaches of health and safety rules • Verbal abuse of staff, other adults or students • Possession of drugs and/or alcohol related offences • Wilful damage to property / vandalism / graffiti • Incidents of homophobia/transphobia/biphobia abuse • Peer on peer abuse • Sexual harassment • Theft • Making a false allegation against a member of staff • Behaviour within or outside school which calls into question the good name of the academy • Persistent defiance or disruption • Fighting/assault towards another member of the community • Disruptive behaviour whilst in the Reflection Centre • Smoking or using an e-cigarette on school site or in school uniform • Misuse of the fire bell • As stated above, following repeated B4 and B5 sanctions

Additional sanctions for other breaches of our expectations	
<p>Academy Detention (DET) (for poor behaviour outside lessons)</p> <p>Academy detention will trigger a one hour detention after school on the day after the incident.</p> <p>Parents will be informed by email.</p> <p>Pupils who fail to attend an academy detention will be given an SLT detention which will be run on Friday after school between 15:05 and 16:45.</p>	<p>Academy detention is given to a pupil whose behaviour is below expectations outside the classroom, for example:</p> <ul style="list-style-type: none"> • Not arriving for late detention at lunchtime • Persistent uniform/make-up issues • Dangerous behaviour • Shouting, chanting, pushing in corridors • Poor behaviour in tutor time • Chewing gum • Not respecting the school site, including the deliberate dropping of litter
<p>Sanctions for failure to bring equipment or to complete homework</p> <p>E 1–4 (failure to bring equipment)</p> <p>H 1-4 (failure to complete homework)</p>	<p>Failure to bring correct equipment or complete homework is disruptive to pupils’ learning. These instances will be dealt with by using the H1-4 and E1-4 Clicks on Synergy, using E1 as formal reminders, E3 lunch detention and E4 after school detention.</p> <p>Pupils who receive repeated E/H4 Clicks should be brought to the attention of subject leaders and progress leaders.</p> <p>Progress leaders will monitor homework and equipment sanctions.</p>

6 Detention

Detention is a well-established sanction for managing poor behaviour. We have set out above the situations in which detention may be issued at Ripley St Thomas.

The school does not need parental or pupil consent to issue a detention which runs after the PM session has concluded, although we will inform parents of after school detentions via School Synergy. Inconvenience for a pupil being picked up or taken home at the conclusion of the detention is not a reason for the detention to be cancelled. Ripley St Thomas will listen to representations but if it is determined that there is no identified risk to the safety of the pupil in being at the detention after school, it will stand.

A failure to attend detention will result in an escalation of sanction and will be classed as a breach of this behaviour policy.

7 Behaviour Beyond Academy Gates

Behaviour beyond the school gate may fall within our Behaviour Policy. Appropriate behaviour is expected of all our students beyond the school gate and applies to all of our students when:

- Taking part in any school-organised or school related activity
- Travelling to and from the school or wearing our school uniform
- In some other way identifiable as a pupil at our school
- Interaction between pupils online

The Principal is entitled to take into account behaviour outside the school gates when applying this policy.

All pupils have a responsibility to conduct themselves in accordance with our behavioural expectations at all times and so as not to bring our community into disrepute.

8 Direction off-site to improve behaviour

The Principal has the power to direct a pupil off-site to an alternative educational placement to improve behaviour. Parental consent is not required and attendance at the directed placement is compulsory. A placement will be commissioned based on the circumstances that have arisen leading to the sanction.

9 Suspension from school

The Principal has the power to suspend a pupil for a fixed period or permanently for persistent or serious breaches of this behaviour policy. Schools may suspend for up to 45 days in one school year.

It is not unlawful to suspend a child with special educational needs or a disability. However, the Principal will consult with the SENDCo before taking any decision to consider whether the breach of the behaviour policy that would ordinarily warrant suspension is a manifestation of the pupil's SEND. In the event that it is, the Principal may still believe suspension is warranted as it is a proportionate means of achieving a legitimate aim.

10 Permanent Exclusion

Permanent exclusion is an extremely severe sanction and is issued as a last resort. A permanent exclusion may also be used in response to persistent breaches which other sanctions, intervention and strategies have not been able to effectively manage, or a serious breach of this behaviour policy.

A permanent exclusion may be issued for:

- a) Persistent disruption and defiance.
- b) Persistent peer on peer abuse, including homophobic, biphobic, transphobic or racist.
- c) Possession of and/or use of an illegal drug or associated paraphernalia on the school premises.

- d) An offence which is not listed but is, in the opinion of the Principal, so serious that it will have a detrimental effect on the discipline and well-being of the academy community.
- e) A one-off offence which might include:
- Serious actual or threatened physical assault against another student or a member of staff
 - Sexual violence and/or harassment
 - Carrying an offensive weapon: offensive weapons include any knife, irrespective of length. In addition to knives, axes, BB guns, air guns, GATT guns, catapults, slings, etc., will also be deemed to be offensive weapons. Other types of offensive weapons will include lengths of pipe, bats, other blunt instruments, or items judged by the Principal to be carried with the intention to inflict injury on another individual
 - Making a malicious serious false allegation against a member of staff
 - Potentially placing students, staff and members of the public in significant danger or at risk of significant harm
 - Arson
 - Criminal offences committed on the Academy site, whilst representing the Academy or whilst on the way to or from the Academy

Information to pupils

All pupils will be made aware of the rules and expectations regularly throughout the school year in various ways.

We will endeavour to work with pupils, parents and third parties to develop intervention and strategies to support pupils to effectively manage their behaviour.