



Samuel Cody School
Behaviour for Learning Policy
May 2023

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Review date	By whom	Summary of changes made	Date implemented
Apr 23	TLP Comm	Addition of protected characteristics under Table 1 - Red	

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1. Introduction

- 1.1 The way in which members of the school behave towards one another should enable the following:
- Effective learning
 - Positive and kind relationships
 - Respect for themselves and their own property
 - Respect for others and their property
 - Raised self-esteem
 - Respect for the environment
- 1.2 It is a primary aim of our school that every member of the school community feels included and supported and that each person is valued, respected, and treated well. We are a caring community, whose values are built on mutual trust and respect for all. The school 'Behaviour for Learning' policy is designed to enable members of the school community to work together in a supportive way. It aims to promote an environment where everyone feels happy, safe, and secure.

2. Our Aims

- 2.1 At Samuel Cody School, we aim to:
- Promote and support students to demonstrate a high standard of behaviour
 - Promote self-awareness, self-control, respect for authority and acceptance of responsibility for our own actions
 - Create and maintain a positive and safe school environment where effective learning can take place and all students can grow socially, emotionally, and academically, with mutual respect between all members of the school community, for personal belongings and for school property
 - Offer a Therapeutic approach to managing behaviour based on trauma informed practices in cases where students may have had adverse childhood experiences
- 2.2 Our aims are achieved by:
- Clear expectations are agreed, understood, and accepted through regular activities which define what is considered acceptable and unacceptable behaviour
 - A school atmosphere is created which is consistent, kind and caring
 - Students are encouraged to make responsible behaviour choices and accept responsibility for their behaviour
 - Students are provided with excellent role models

- Students and parents/carers understand that inappropriate behaviour choices have consequences, which are applied consistently and fairly within the school in a calm, considered manner

3. Modelling behaviours

One way that children learn about both appropriate and inappropriate behaviour is by observing others. Children model their own behaviour on other people's responses; therefore it is important that they are given the opportunity to observe positive role models. Samuel Cody School is committed to providing positive models for our students:

- Staff model appropriate, positive behaviour at all times
- Staff highlight and praise students' appropriate behaviour, explaining why this was a good choice
- Older students are given opportunities to act as positive role models to younger students (E.g. having a position of responsibility or mentoring role; House Captain)
- Students are given first-hand experience of a wide range of aspirational role models from outside of the school (e.g. invited guests, business leaders, work experience, Governors)

4. Encouragement, praise and positive reinforcement

4.1 As a school we recognise that encouragement, praise and positive reinforcement teaches students that appropriate behaviour choices have good outcomes. This can be used to recognise and reinforce appropriate behaviour and encourage students who are choosing inappropriate behaviour to make different choices.

4.2 Positive reinforcement may take the form of:

- Acknowledgement of good behaviour
- Certificates of achievement
- Positive messages communicated to parents/carers
- House points which are totalled each week and contribute to an annual prize for best House
- Subtler forms of praise for students who find overt praise difficult to accept

4.3 Consistent use of modelling, encouragement, praise and positive reinforcement is used to:

- Create a positive school environment
- Increase students' self-esteem and self-efficacy (i.e. a students' belief in their own capability to succeed within a certain situation or on a particular task)
- Promote a model for appropriate behaviour and positive relationships

Consistency of approach and the use of a common language to reflect this is essential; the staff team work collaboratively to define and develop their professional practice

through training and shared endeavour, to maintain this consistency in keeping with the school ethos.

5. General School Rules

- 5.1 All students are expected to follow the Samuel Cody School Rules which are:
1. We are kind to each other
 2. We try our best at all times
 3. We follow instructions given to us by the school staff
 4. We respect others, their property and the school facilities
 5. We move safely and sensibly in and around the school and stay on site
 6. We have excellent attendance
- 5.2 Samuel Cody School staff will do the following to help our students follow these rules:
1. We will make sure that students have heard us and will give them enough thinking time
 2. We will help students to find ways to manage difficult emotions in an appropriate way by listening to them and offering additional support where necessary.
 3. We will work with students and parents/carers and negotiate what is the best course of action to achieve the best possible outcomes for all
 4. Individual classroom rules will be agreed by tutors and teachers at the beginning of each academic year and discussed with students at the earliest opportunity
 - 5.
- 5.3 When students do not follow the rules, all staff are expected to manage the situation in a calm and consistent manner. Staff will consider the context of the incident and whether the student is able to make a conscious choice. It is important that students are supported to regulate their behaviour and understand that inappropriate behaviour choices will lead to a supportive intervention.
- 5.4 Furthermore, we believe that students should always be positively acknowledged; it is the students' behaviour choices that are inappropriate, not the student. Please see Table 1 below– Behaviour Support Strategies
- 5.5
- Interventions can follow sometime after an event, when the student is regulated and able to reflect upon their behaviour. In such circumstances, staff should inform the student that their behaviour is inappropriate and that it will be spoken about later. Reactions to a behaviour will never involve taking away a previously earned reward.
- 5.6
- Teaching staff will avoid any action which lead to shaming or humiliation of the student. We understand that such approaches are detrimental to the student's self-esteem and wellbeing and can result in increased inappropriate behaviour.
- 5.7
- The specific needs of the student will be considered when deciding appropriate actions, which will be individual to the student; we recognise that a 'one size fits all' approach is not appropriate for our students and that strategies to manage behaviour should not impede future learning.

- 5.8
- After a student receives an action, it is important to maintain positive staff-student relationships. Staff must reassure the student that the inappropriate behaviour has been dealt with and that all parties will move on and start afresh. In addition to behaviour interventions, where appropriate, students will be supported to reflect on their behaviour choice and be given an opportunity to make amends, for example they may be supported to make a sincere apology, replace something that has been broken, replace displays or tidy a classroom that has been disrupted.

6. Persistent Inappropriate Behaviour

- 6.1 It is expected that teachers and students begin each day afresh with optimism and encouragement for success. If there is persistent inappropriate behaviour, then there are a variety of options that may be taken:
- 6.2
- We prefer to use restorative conversations to help manage behaviours where possible, and 'catch up' sessions to enable students to complete work that they may have not completed earlier in the day for example by not being in class on time
- 6.3
- For students who need on-going support to help them to manage their behaviours, the student may attend a behaviour meeting with their Tutor where a target for their behaviour will be set. The Tutor will work collaboratively with the student to identify any reasons, concerns or difficulties which may be leading them to make inappropriate behaviour choices. The Tutor will then work with the student to address these issues.
- 6.4
- If after an agreed time the student is still struggling, the student will attend a meeting with the Head of Year or Pastoral Lead. At this time the Tutor will inform the student's parent/carer of the situation and share the student's behaviour target with them.
- 6.5
- If the student continues to struggle to make appropriate behavioural choices, a member of the Senior Leadership Team will arrange a meeting with their parent/carer to discuss their behaviour.
- 6.6
- The Headteacher may decide that it is in the student's best interests to give them some supported time away from their class.
- 6.7 The school has a strong commitment to inclusion. However, it is important for all parties to understand the impact of consistently poor behaviour, including how it can affect a student's learning, the learning of their peers, and the health and safety of themselves and others.

7. Serious Incidents

- 7.1 In cases of severe misbehaviour, as laid out in Table 1, the Senior Leadership Team will be informed and they will manage the situation. In such cases the parents/carers would be notified of the incident and informed as to what action was taken, as outlined in accordance with the list of possible outcomes in annex 1 below.

- 7.2 All serious incidents will be recorded using CPOMS (Child Protection Online Management System) or file notes when necessary as well as any appropriate forms needing to report incidents to County.

8. Break-time Supervision

- 8.1 Samuel Cody School staff are on duty throughout social times, supervising students and their activities. Students should be reminded how to move around the school in a safe and sensible manner and how to engage with their peers appropriately.

9. Expectations

- 9.1 The school expects all members of the community to adhere to the principles as set out in the Behaviour for Learning Policy and therefore to behave in an appropriate manner within school. Incidents of verbal or physical aggression towards staff by parents/carers of students in the school will be reported immediately to the Headteacher who will take appropriate action. (Please see Parents/Carers Code of Conduct)

10. Searching Students (and/or their possessions)

- 10.1 If information has been received or there is a well-founded belief that inappropriate items or material have been bought into school, the school will carry out searches of students and/or their possessions.
- 10.2 The consent of the student will usually be sought before conducting a search unless the Headteacher and authorised members of staff reasonably suspects that an item has been, or is likely to be, used to commit an offence or cause personal injury to others or damage to property. The Headteacher does not need the consent of parents to carry out a search, and in most cases, students are happy to comply with the request.
- 10.3 All personal searches will be conducted by two senior members of staff. A search may also be conducted off school premises where the student is in the lawful control of the school, for example whilst on a trip or off-site activity.
- 10.4 Items which may be searched for include any item banned under the rules of the school and any other item identified as such by law. If the item is an electronic device, the school may examine and erase any data from the device, if the school considers there to be good reason to do so, unless advised by Children's Services or Police, in which case the device would be retained. Parents/carers will be informed of any search conducted of their child and/or their child's possessions. The school will keep records on CPOMS or file notes of all searches carried out, including the results of the search and any follow up action taken.

11. Mobile Phones

- 11.1 Mobile phones are to be handed in to Heads of Year or Form Tutors on arrival to school in the morning. These will be handed back to students at the end of the day. They will be locked safely away during the school day. Mobile phones must not be used in the classroom, nor to watch inappropriate material at break times. Parents/carers are asked to ensure that their child's mobile phone and other electronic devices are not

used to cause offence to others during evenings, weekends and holidays. We appreciate that some students use a mobile phone when travelling to and from the school, but the use of them during the school day is not necessary and can lead to distraction and safeguarding issues.

- 11.2 If a phone is not handed in at the start of the day, and the school determines that it was in the possession of the student, the student will be asked not to bring it in the following day.
- 11.3 If parents/carers have any concerns regarding the management of mobile phones, please they should contact the child's tutor.

12. The Role of Parents/Carers

- 12.1 Parents/carers have a vital role to play in their children's education. It is very important that parents/carers support their child's learning and co-operate with the school to promote good behaviour. The school is very conscious of the importance of having strong links with parents/carers and good communication between home and school. Thus, the school works collaboratively with parents/carers. The school will ensure that parents/carers are kept informed as to their child's behaviour at school, so that students receive consistent messages about how to behave at home and at school.
- 12.2 The School's Behaviour for Learning Policy is accessible to all parents/carers via the school website and parents/carers and students are asked to sign a home/school agreement when enrolling at the school.
- 12.3 If the school has to take action as a result of inappropriate student choices, parents/carers should support the actions of the school. If parents/carers have any concern about the way their child has been treated, they should initially contact the form tutor.

13. Table 1: Behaviour support strategies – RAG (red, orange, green) rated stages of implementation

The precise nature of what strategy will be used will vary from student to student and from incident to incident, the table below is to be used as a guide. It is not definitive of any action that may be taken:

Green	Restorative Conversation	<p>This system will be used to manage:</p> <p>Inappropriate behaviour seen on a daily basis, such as:</p> <ul style="list-style-type: none"> • Refusing to follow adult instructions, • Isolated incidents of inappropriate language • Refusing to go into tutor time or leave the playground when requested. • Disrupting the learning of others • Being unkind or rude to others
Green	Catch-up session at break or lunch or after school	<p>This system will be used to manage:</p> <p>Inappropriate behaviour seen on a daily basis, such as:</p> <ul style="list-style-type: none"> • Not completing work set in class • Repeatedly preventing others from learning • Truancing class
Yellow	Behaviour Report – Tutor Or Behaviour Intervention – HOY/SLT and Meeting with parents/carers	<p>This system will be used to manage:</p> <p>More serious inappropriate behaviour such as:</p> <ul style="list-style-type: none"> • Using aggressive language towards staff or students • Leaving the school site • Repeatedly refusing to hand in mobile phone or other electronic device • Repeated incidents of inappropriate language • Low level damage to school property
Red	Removal from class activities Or Temporary suspension from school	<p>This system will be used to manage:</p> <p>Very serious inappropriate behaviour such as:</p> <ul style="list-style-type: none"> • Bullying • Serious malicious behaviour towards staff or other students including but not limited to the protected characteristics of age, disability, gender reassignment, marriage, civil partnership, maternity and pregnancy, race, religion or belief, sex and sexual orientation • Repeated verbal abuse to students, staff and others

		<ul style="list-style-type: none"> • Stealing • Violence or threats of violence • Interfering with a hold • Possession of or using illegal substances at school including smoking and alcohol (this includes smoking paraphernalia) • Intentional and significant criminal damage (including broken windows and door locks)
<p style="color: red; font-weight: bold;">Red</p>	<p>Permanent exclusion from school</p>	<p>Permanent exclusion from school is an extreme action and is only administered by the Headteacher. The main categories of misconduct which may result in permanent exclusion include, but are not limited to:</p> <ul style="list-style-type: none"> • Repeated physical abuse to/attack on students, staff and others • Repeated inappropriate/sexual behaviour • Repeated deliberate damage to property including vandalism and computer hacking • Supply/possession/use of controlled or illegal drugs and solvents or their paraphernalia, or substances intended to resemble them • Repeated possession of alcohol or tobacco • Repeated supply of alcohol or tobacco • Blackmail, intimidation, racism or persistent bullying • Serious actual or threatened violence against another student or a member of staff • Sexual abuse or assault • Carrying or possession of a knife, or offensive weapon • Unacceptable behaviour which has previously been reported and for which school interventions have not been successful in modifying the student's behaviour • Other serious misconduct by a student which affects the welfare of a member or members of the school community or which brings the school into disrepute (single or repeated episodes) on or off school premises. • Repeated fixed term suspensions culminating in 40 days throughout the year.

14. Suspension and Exclusions

- 14.1 Suspending a student from school is an extremely serious matter, and one which only the Headteacher (or nominated member of staff in their absence) can undertake.
- 14.2 In reaching any decision to suspend a student from school, the Headteacher will take account of the Statutory Guidance available on the Department for Education web site. A student can only be suspended for a disciplinary matter.
- 14.3 In the event of student suspension the headteacher should:
- Make sure that an investigation has been carried out
 - Where possible give the student a chance to say what happened
 - Think carefully about the evidence available
 - Ensure that the suspension is for the shortest time necessary
 - Take into account the school's statutory responsibilities
 - Where necessary consult other professionals for advice
- 14.4 Any decision taken in this respect will be considered on the information available to the Headteacher at the time, including consideration of the needs of the student and the school's obligations to others within the school community. Information will be considered on the 'balance of probabilities.' This means that it must be found by the Headteacher that the student was more likely than not to have conducted themselves in the way described.

Please see below link to the DFE guidance.

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/921405/20170831_Exclusion_Stat_guidance_Web_version.pdf;

There are two types of suspension: a Fixed Term (up to a maximum of 15 days in any one term and 40 days in a year) and a Permanent Exclusion. The latter will only be used in exceptional circumstances.

For suspensions up to five days, work will be provided for students to complete at home. For students suspended for longer than five consecutive days, alternative provision will be provided.

The full DFE Guidance contains full details of the obligations of the school, Governing Body, and Local Education Authority in the event of suspension or exclusion, and the link will provide you with these details.

Appropriate paperwork will be completed in respect of any suspension, or exclusion, and retained as part of the school records.

Where a Fixed Term suspension has taken place, procedures for the student's return to the school, will be discussed with his parents/carers, to ensure there is suitable provision in place, to positively support the student to remain in school and continue with their education.