



THE ARCHBISHOP'S SCHOOL  
CANTERBURY

# Behaviour for Learning Policy

[July 2021]

[Revised: date: July 2021

Date of next review: July 2022

Authorised by: Mr D. Elliott

Governing Body Ratified]

## Legislation and Statutory Requirements

This policy is based on advice from the Department for Education (DfE) on:

- Behaviour and discipline in schools
- Searching, screening and confiscation at school
- The Equality Act 2010 ([www.gov.uk/government/publications/equality-act-2010-advice-for-schools](http://www.gov.uk/government/publications/equality-act-2010-advice-for-schools))
- Use of reasonable force in schools
- Supporting students with medical conditions at school ([www.gov.uk/government/publications/supporting-pupils-at-school-with-medical-conditions--3](http://www.gov.uk/government/publications/supporting-pupils-at-school-with-medical-conditions--3))

It is also based on the Special Educational Needs and Disability (SEND) Code of Practice ([www.gov.uk/government/publications/send-code-of-practice-0-to-25](http://www.gov.uk/government/publications/send-code-of-practice-0-to-25)).

In addition, this Policy is based on:

- Section 175 of the Education Act 2002 ([www.legislation.gov.uk/ukpga/2002/32/section/175](http://www.legislation.gov.uk/ukpga/2002/32/section/175)) which outlines a school's duty to safeguard and promote the welfare of its students.
- Sections 88-94 of the Education and Inspections Act 2006, ([www.legislation.gov.uk/ukpga/2006/40/section/88](http://www.legislation.gov.uk/ukpga/2006/40/section/88)) which require schools to regulate students' behaviour and publish a behaviour policy and written statement of behaviour principles, and give schools the authority to confiscate students' property
- DfE guidance ([www.gov.uk/guidance/what-maintained-schools-must-publish-online#behaviour-policy](http://www.gov.uk/guidance/what-maintained-schools-must-publish-online#behaviour-policy)) explaining that maintained schools should publish their Behaviour Policy online

## Links with Other Documents

This Behaviour Policy is linked to the following:

- Behaviour Principles Written Statement
- Child Protection and Safeguarding Policy
- SEN and Disability Policy and SEN Information Report
- Anti-Bullying Policy
- School Exclusion Policy
- Statement of uniform expectation
- Statement of Attendance and Punctuality expectation

## Monitoring and Review

This Policy will be reviewed annually, in line with Department for Education guidance. At each review, it will be presented to the Full Governing Body for consideration and approval.

# Enter to Learn: Go Forth to Serve

## Our Vision

'Together with God, we enable all to flourish and fulfil their potential. Within our inclusive and aspirational learning community, we nurture creativity and inspire minds to be ready for the next step. Following the example of Jesus, we forgive, act wisely and treat all with dignity and respect, preparing our hearts and minds to be generous and compassionate pilgrims in the world.'

## Introduction

At The Archbishop's School we forgive, act wisely and treat all with dignity and respect by being generous and compassionate to all. We recognise each and everyone's potential; strengths are celebrated. We encourage self-development while embarking on a learning journey together. By becoming more self-aware we take responsibility for our own behaviours and learn to appreciate the impact of our words and actions on those around us.

The Archbishop's School is a safe place for each member of our community; no one is isolated. Students attend school knowing they are listened to and heard; confident they have every opportunity to learn without disruption or upset. Staff attend school knowing they have every opportunity to teach, support, guide, develop and encourage throughout their working day.

Our behaviour policy guides staff to teach self-discipline and not blind compliance. It echoes our core values with a strong emphasis on:

- Compassion to allow us to understand each other's journeys,
- Wisdom to make good choices, and
- Forgiveness to allow us to learn from our mistakes in a safe and secure setting.

## Aims and objectives

- To create a culture of exceptionally good behaviour: for learning, for community, for life.
- To ensure that all students are treated fairly and shown respect.
- To promote good relationships and trust.
- To help students take control of their behaviour and be responsible for the consequences of it.
- To build a community which values wisdom, forgiveness, perseverance, hope and compassion.
- To promote community cohesion through improved relationships.

## Purpose of the Policy

To provide simple, practical procedures for staff and students that:

- Recognise appropriate behaviours
- Positively reinforce appropriate behaviours
- Promote self-esteem and self-control
- Teach appropriate behaviour through positive interventions

## Our Behaviour Principles

### READY, RESPECTFUL AND SAFE

These three principles should guide students' behaviour at The Archbishop's School.

- Every student should be **ready** to learn and aim to put in their best effort.
- All members of the school community should be **respectful** towards others at all times.
- All members of the school community should feel **safe** and be free from discrimination, harassment, victimisation and any other conduct that is prohibited by or under the Equality Act 2010.

We expect our students to demonstrate the following qualities and characteristics during the school day.

#### Ready:

- Attendance – aim to be at school all day, every day to give yourself the best opportunity to learn and achieve
- Punctuality – aim to be at school and in lessons on time every day to ensure there is no opportunity for lost learning and to develop good habits of punctuality that will help in your future working life
- Appearance – wear your uniform correctly and smartly throughout the day and with pride
- Equipment – organise yourself to have the correct equipment so you can engage in every aspect of learning
- Participation – take advantage of the many different opportunities that the wider curriculum in school offers.

#### Respectful:

- Recognise the importance of allowing others time to work without interruption
- Listen to each other
- Use positive body language and eye contact
- Be kind, in both words and actions
- Recognise and understand the importance of following instructions
- Care for our environment by picking up litter and leaving school spaces clean and tidy
- Be polite and respectful to members of the community on our way to and from school

#### Safe:

- Report concerns to tutors, teachers or members of the student support team when worried about ourselves or others
- Always attend the timetabled lessons
- Communicate worries.
- Only use phones during free time at break, lunch and before/after the day starts/ends
- Keep all privacy settings limited on all ICT devices/equipment to make sure no one can access any personal data
- Do not bring weapons, alcohol or drugs onto school site.
- Do not use electric scooters to get to/from school and wear a helmet travelling to/from school on a bicycle

## Consistency

The behaviour principles (ready, respectful, safe) underpin the approach of all staff. We understand that where students feel treated as valued individuals, they respect adults and accept their authority. Staff model the good practices we expect within our school in line with our behaviour principles.

### All staff:

1. Meet and greet at the classroom door
2. Refer to 'Ready, Respectful, Safe' regularly
3. Model positive behaviours and build relationships
4. Plan lessons that engage, challenge and meet the needs of all students
5. Use rewards in each lesson
6. Are calm and give 'take up time' when addressing behaviour
7. Follow up every time, retain ownership and engage in reflective dialogue with students
8. Will stop to address any form of disruptive or unacceptable behaviours seen outside of the classroom.
9. Communicate with the homes of students to offer praise or discuss barriers to the student's learning

### Subject Leads & Directors of Learning/Progress:

Subject Leads & Directors of Learning/Progress are not expected to deal with behaviour referrals in isolation. Rather they stand alongside colleagues to support, guide, model and show a unified consistency to the students.

Subject Leads & Directors of Learning/Progress will:

1. Be a visible presence in the Department to encourage appropriate conduct
2. Refer to 'Ready, Respectful, Safe' regularly
3. Support staff in returning students to learning by sitting in on restorative meetings and supporting staff in conversations
4. Regularly celebrate staff and students whose efforts go above and beyond expectations
5. Encourage use of the rewards systems
6. Ensure staff training needs are identified and targeted
7. Use behaviour data to target and assess interventions
8. Work with the Pastoral Team on developing interventions, policies and practices to ensure that any identified areas of weakness within systems are improved collaboratively.

### Senior Leaders

Senior Leaders are not expected to deal with behaviour referrals in isolation. Rather they are to stand alongside colleagues to support, guide, model and show a unified consistency to the students.

Senior Leaders will:

1. Meet and greet students at the beginning of the day
2. Refer to 'Ready, Respectful, Safe' regularly
3. Be a visible presence around the school site and especially at changeover time
4. Celebrate staff and students whose effort goes above and beyond expectations
5. Regularly share good practice
6. Support subject leads & directors of learning/progress in managing students with more complex or entrenched negative behaviours
7. Use behaviour data to target and assess school wide behaviour policy and practice
8. Regularly review provision for students who fall beyond the range of written policies

## **The Student Support Team:**

To support students' academic studies, the Student Support Team work to ensure students are ready for learning. Any areas impacting students' ability to engage in lessons successfully will be identified, monitored and appropriate support strategies will be implemented. Student Support Managers will work to maintain a high level of information sharing regarding their cohort of students with all relevant staff.

The Student Support Team are not expected to deal with behaviour referrals in isolation. Rather they are to stand alongside colleagues to support, model and show a unified consistency to the students.

Student Support Managers will:

1. Meet and greet students at the beginning of the day
2. Be present around school and on the corridors during changeover of lessons
3. Refer to 'Ready, Respectful, Safe' regularly
4. Model positive behaviours and build strong relationships with students and parents
5. Be calm and give 'take up time' when addressing students behaviours
6. Work with students to build self-esteem and self-confidence through daily praise and recognition of student successes regardless of how small they may seem
7. Support staff in learning about, and understanding, individual students' needs and requirements for the classroom
8. Ensure that any relevant information about students is shared with teaching staff so that teaching staff are aware of any information impacting the student's ability to engage in their lesson
9. Engage with parents/carers when appropriate regarding behaviour collectively across the subjects
10. Monitor data logged by staff regarding students' behaviour
11. Work closely with the Attendance Officer to ensure that attendance of all students is high and punctuality is excellent.

The School recognises its legal duty under the Equality Act 2010 to prevent students with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour may be differentiated to cater to the needs of the student.

The School's Special Educational Needs Coordinator will evaluate a student who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met. Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs. When acute needs are identified in a student, we will liaise with external agencies and plan support programmes for the student. We will work with parents to create the plan and review it on a regular basis.

## **Student Support Systems**

The following student support systems are in place. Some/all are engaged with every student in the School to ensure all levels of support are provided.

- Dedicated Student Support Managers
- Displays and notices to promote wellbeing and direction for self help
- Regular communication between home and School
- Pastoral Support Plans (PSPs)
- Support from the SENCO, identified teaching assistants and teachers
- Small group work or 1:1 support in self-esteem, emotional literacy
- Multi-Agency Referrals
- Access to trained counsellors
- Referral to the school nursing team

## **Celebration and Reward**

As a School, we recognise the importance of developing strong, resilient, confident, considerate and competent learners and individuals. We believe that developing students' confidence and self-belief through recognition of effort and outcomes is of the utmost importance.

Achieving exceptional levels of student behaviour hinges on, amongst other things, the School's ability to motivate and engage students. Research shows that behavioural difficulties often stem from low self-esteem. Therefore, the School believes that praising and rewarding its students is a critical factor in achieving the desired levels of motivation and behaviour.

It is the responsibility of all staff to recognise and praise positive engagement and behaviour consistently across the School.

We reward students in the following ways:

- Regular comments of praise, both in and out of lessons
- Praise points logged on our data system
- Phone calls home
- Praise emails
- Celebration assemblies
- Celebration lunches

## **Sanctions**

The School uses a wide range of strategies and sanctions that are proportional and reasonable to manage student behaviour. Where students continue to display challenging behaviour, or repeated difficulties, the School has a duty to provide individualised responses and adjustments. We utilise a range of strategies and, where appropriate, adopt a multi-agency approach. These interventions and potential supports are intended to help work with students and their families to enable the students to achieve success within the school and within their studies.

We understand that it is important for sanctions to be used consistently and for teachers and other staff to make it very clear to the recipient why a sanction is being applied.

Sanctions will include:

- Detentions – set for break/lunch and before/after school
- Community service activities
- Set periods of time for completion of missed work
- Report cards – a variety of reports are used but the report card will be appropriate for the improvement/monitoring required
- Morning/after school check in with the student support team
- Internal exclusion
- Fixed term exclusion
- Managed move
- Permanent exclusion

## **Consequences of unacceptable behaviour**

### **Behaviour in the classroom**

Teachers are responsible for student discipline and the quality of students' work in the classroom. In all lessons, teachers quickly identify disruptive behaviours with the student. Teachers gently encourage

students to change the behaviour or distract the student from the behaviour with engagement in the learning activity. Teachers offer a reminder of the expectations: ready, respectful, safe.

When incidents of unacceptable behaviour continue past the above point, staff use their wisdom and professional judgement to implement the **VEDO** system.

- **Verbal warning(s):** A minimum of two verbal warnings should be given depending on the level of unacceptable behaviour encountered.
- **Exit** from the lesson: A student will be asked to wait outside the classroom for a maximum of five minutes. Before re-admittance, the staff member in charge of the classroom will see the student to briefly discuss the issue causing a need for the student to be exited. It is expected the incident is discussed and expectations for the students returning to the classroom are clear. This opportunity will also allow any consequence of further poor behaviour to be outlined clearly by the staff member.
- **Detention\*:** if poor behaviour continues following the above two actions, the teacher will set a detention for a maximum of 15 minutes. The teacher is responsible for communicating the detention and the reason it has been issued to the student and the student's carers/parents. (A restorative meeting should take place during this time in detention. If the reconciliation is unsuccessful, the teacher should call on support from their line manager who will support the reparation process).
- **On Call: (1)** Each department utilise an 'exit room' for students who continue to fall short of classroom expectations and cannot remain in their classroom due to persistent disruption following the above steps. **(2)** For the odd 'in extremis' incident the student will be removed to the Student Support Team (SST) to await further action. A log of on-call events will be maintained by the SST.

\*(A detention **cannot** be issued unless the first two stages of the procedure have been followed).

Failure by a student to attend the detention set will result in the detention being reset. Following two non-attendances, a referral will be made by the teacher to the Lead Teacher (LT) or the Director of Learning (DoL).

The LT/DoL will then set a detention for the student. It is the responsibility of the LT/DoL to communicate the detention with the carers/parents of the student. Failure to attend will result in the detention being reset. Following two non-attendances, a referral will be made by the LT/DoL to the Student Support Team (SST).

The SST will then arrange a detention after school for a period of up to 60 minutes. The SST will be responsible for communicating with the carer/parent. Should the student not attend the detention with the Student Support Team, a period of internal exclusion will be set and the details of this will be communicated with carers/parents. A parental meeting will be held to discuss the situation further and a Student Support Plan will be developed and implemented.

All detentions set are logged on SIMS to ensure a full record is held for the student should their conduct need to be discussed in more detail at any other point.

Detentions are set as a sanction; however, the detention is used to determine/discuss any factors causing the unacceptable behaviour that require additional support. In line with the School Value of Forgiveness, detentions provide an opportunity to restore positive relationships and to develop in the student an understanding that mistakes are simply learning opportunities and that with every lesson comes a fresh start.

## **Behaviour outside of the classroom**

Staff never ignore or walk past students who are behaving in an unacceptable fashion. Staff address any behaviours that are deemed disruptive or unacceptable to stop any such behaviours immediately. If the behaviours witnessed are deemed to be of a more serious nature the staff member will refer the student to



the student support team. This referral is completed in person in the student support offices or through an electronic referral.