



Learner Behaviour Policy

Date	Review Date	Co-Ordinator	Senior Leadership Team
15/7/19	15/1/19	Michelle Smith	Ian Wyles

We believe this policy should be a working document that is fit for purpose, represents the school ethos, enables consistency and quality across the school and is related to the following legislation:

- Children Act 1989
- Education Act 1996
- Crime and Disorder Act 1998
- School Standards and Framework Act 1998
- Education Act 2002
- Anti-social Behaviour Act 2003
- Education Act 2005
- Education and Inspections Act 2006
- Education (Parenting Contracts and Parenting Orders) (England) Regulations 2007
- Education (Penalty Notices) (England) Regulations 2007
- Education and Skills Act 2008
- Apprenticeships, Skills, Children and Learning Act 2009
- Equality Act 2010
- Education Act 2011
- Education (Penalty Notices) (England) (Amendment) Regulations 2012
- School Discipline (Learner Exclusions and Reviews) (England) Regulations 2012
- Education (Penalty Notices) (England) (Amendment) Regulations 2013
- [Education \(Independent School Standards\) \(England\) \(Amendment\) Regulations 2014](#)

The following documentation is also related to this policy:

- Behaviour and discipline in schools - Advice for headteachers and school staff (DfE 2014)
- Equality Act 2010: Advice for Schools (DfE)
- Race Disparity Audit - Summary Findings from the Ethnicity Facts and Figures Website (Cabinet Office)

We have a duty under the School Standards and Framework Act 1998 to have in place a behaviour policy that is annually reviewed, made available to all stakeholders and is consistent throughout the school.

We believe that we promote good behaviour by creating a happy caring school environment where everyone feels valued, respected, secure and free from all forms of anti-social behaviour.

We realise learner's behaviour improves and they feel safer and happier in school if school personnel consistently apply this policy and maintain regular classroom routines.

We encourage learners to achieve in a learning environment where self-discipline is promoted, and good behaviour is the norm. Any form of low-level misbehaviour during lessons is not accepted as we believe learners will achieve their full potential in a happy, stimulating school environment.

We are aware that during a school inspection the inspection team will make a judgement on behaviour and attitudes by evaluating whether:

- we have high expectations of learner's behaviour and conduct and whether these expectations are applied consistently and fairly;
- learners:
 - have a positive attitude to their education;
 - are committed to their learning;

- know how to study;
- are resilient to setbacks;
- take pride in their achievements;
- attendance and punctuality are good.

- the relationships between learners and school personnel reflects a positive and respectful culture;
- school personnel and learners have created a school environment where all forms of bullying are not tolerated;
- school personnel deal with incidents of bullying quickly and effectively and they work hard to prevent bullying from spreading.

We strongly endorse the banning of all forms of corporal punishment which has been defined as 'the use of physical force causing pain, but not wounds, as a means of discipline'.

We believe that our students should be treated as adults to prepare them for the outside world. It is therefore Liberty Training's policy not to use reasonable force to control or restrain learners in order to prevent personal injury, damage to property or the prevention of a criminal offence being committed. If situations such as these arise, the police will be contacted, and students and staff will be moved to a place of safety. However, Liberty Staff are trained in conflict management, self-defence and breakaway techniques to ensure their personal safety and that of other learners and may implement these techniques in extreme circumstances.

Any learner who is upset, distressed or acting in an unsafe manner will have the opportunity to move to a vacant room to allow them to calm down. School personnel will offer individual learners the opportunity to talk about their concerns or worries or just to calm them down if something has upset or angered them but will respect their need for space when requested.

We have a duty to ensure that all parents are aware of our 'legal powers to use parenting contracts, parenting orders or penalty notices to address poor attendance and behaviour in school.' Parents have a duty to ensure their children are well behaved and attend school regularly as 'good behaviour and attendance are essential to children's educational prospects'.

We are aware that 'parenting contracts, orders and penalty notices for irregular attendance apply only to learners of compulsory school age who are registered at a school, but they can also be applied for misbehaviour by learners outside compulsory school age. While 'penalty notices for parents of learners found in a public place during school hours after being excluded also apply only to children of compulsory school age who are registered at a school.'

We have a duty to safeguard children, young people and families from violent extremism. We are aware that there are extremist groups within our country who wish to radicalise vulnerable children and to involve them in terrorism or in activity in support of terrorism. School personnel must be aware of the increased risk of online radicalisation, and alert to changes in learner's behaviour. Any concerns will be reported to the Designated Safeguarding Lead.

We are aware that under the 'Counter-Terrorism and Security Act 2015' we have the duty to have 'due regard to the need to prevent people from being drawn into terrorism'. This duty is known as the Prevent duty and we believe it is essential that school personnel are able to identify those who may be vulnerable to radicalisation or being influenced by extremist views, and then to know what to do when they are identified.

We provide a safe environment where we promote learners' welfare. Within this environment we work hard to build learners' resilience to radicalisation and extremism by promoting fundamental British values and for everyone to understand the risks associated with terrorism. We want learners to develop their knowledge and skills in order to challenge extremist views.

We understand that 'Headteachers and school personnel authorised by them have the statutory power to search learners or their possessions, without consent, where they have reasonable grounds for suspecting that the learner may have a prohibited item'.

We have decided that the following items are prohibited in this school namely knives or weapons, alcohol, illegal drugs, stolen items, fireworks, pornographic images, any item that could be used to commit an offence or personal injury or damage to property. Any learner found in possession of them will face disciplinary sanctions.

We wish to work closely with the Youth Participation Group (YPG) and to hear their views and opinions as we acknowledge and support Article 12 of the United Nations Convention on the Rights of the Child that children should be encouraged to form and to express their views.

We as a school community have a commitment to promote equality. Therefore, an equality impact assessment has been undertaken and we believe this policy is in line with the Equality Act 2010.

We all have a responsibility to ensure equality permeates into all aspects of school life and that everyone is treated equally irrespective of age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex and sexual orientation. We want everyone connected with this school to feel safe, secure, valued and of equal worth.

We acknowledge the findings of the Race Disparity Audit that clearly shows how people of different ethnicities are treated across the public services of health, education, employment and the criminal justice system.

The educational section of the audit that covers differences by region; attainment and economic disadvantage; exclusions and abuse; and destinations, has a significant importance for the strategic planning of this school.

We aim to be judged at least good in all school inspections by ensuring that standards for all learners are higher than schools of a similar size and that standards continue to improve faster than the national trend.

We believe it is essential that this policy clearly identifies and outlines the roles and responsibilities of all those involved in the procedures and arrangements that is connected with this policy.

Aims

- To create an ethos that makes everyone in the school community feel valued and respected.
- To promote good behaviour by forging sound working relationships with everyone involved with the school.
- To promote self-discipline and proper regard for authority among learners.
- To prevent all forms of bullying among learners by encouraging good behaviour and respect for others.
- To maintain consistency in applying this policy.
- To protect children from the risk of radicalisation and extremism.
- To ensure compliance with all relevant legislation connected to this policy.
- To work with other schools and the local authority to share good practice in order to improve this policy.

Responsibility for the Policy and Procedure

Role of the Directors

The Directors will:

- determine the detail of the standard of behaviour that is acceptable to the school;
- ensure all school personnel, learners and parents are aware of and comply with this policy;
- create an ethos that makes everyone in the school community feel valued and respected;
- promote good behaviour by forging sound working relationships with everyone involved within the school;
- promote self-discipline and proper regard for authority among learners;
- prevent all forms of bullying among learners by encouraging good behaviour and respect for others;
- ensure all stakeholders are absolutely clear about the expected standards of learners' behaviour,
- ensure school rules are displayed around the school and that all stakeholders know what they are;
- ensure school personnel apply this policy consistently;
- work hard with everyone in the school community to create an ethos that makes everyone feel valued and respected;
- promote good behaviour by forging sound working relationships with everyone involved with the school;
- model behaviour that he/she wants to see from school personnel;
- encourage good behaviour and respect for others, in order to prevent all forms of bullying among learners;
- ensure staff take individual children to a vacant room to talk about their concerns or worries or just to calm them down if something has upset or angered them;
- with all members of the Senior Leadership Team will:

- maintain a regular visible presence throughout the school day and especially when learners arrive and leave, at break times and lunchtimes
 - ensure learners move around the school in an orderly manner
 - praise good behaviour
 - celebrate successes
 - the good performance of school personnel
 - take action if school personnel do not follow this policy
 - inform parents of this policy
 - ensure school personnel praise good behaviour and work
 - ensure school personnel understand the additional needs of all learners in their care
 - monitor the number of sanctions and rewards given by individual school personnel
 - have in place clear strategies for learners who are likely to misbehave
 - ensure school personnel are aware of these strategies and apply them
 - have in place support mechanisms for learners with behaviour difficulties
 - ensure school personnel build and maintain positive relationships with the parents of learners with behavioural difficulties
- ensure the health, safety and welfare of all children in the school;
 - work with the YPG to create a set of school rules that will encourage good behaviour and respect for others;
 - implement the use of a parenting contract:
 - in cases of truancy/poor attendance;
 - when a learner has consistently misbehaved or has been permanently excluded or excluded for a fixed period;
 - when it is considered that parenting is a factor in the truancy or bad behaviour of a child and where the parent appears to be in need of support.
 - provide leadership and vision in respect of equality;
 - provide guidance, support and training to all staff;
 - monitor the effectiveness of this policy by analysing:
 - learner attitudes to school and learning
 - the views of learners, parents, school personnel and SLT
 - the number of fixed-period and permanent exclusions
 - incident logs, rewards and sanctions
 - the number of reported cases of bullying
 - strategies to improve behaviour and discipline
 - make effective use of relevant research and information to improve this policy;

Role of the Coordinator

The coordinator will:

- lead the development of this policy throughout the school;
- work closely with the SLT;
- provide guidance and support to all staff;
- provide training for all staff on induction and when the need arises;
- keep up to date with new developments and resources;
- work with the YPG;
- monitor school support systems;
- undertake classroom monitoring;
- organise a 'Buddy System';
- track learners through ILPs;
- create links with parents;
- deal with external agencies;
- review and monitor.

Role of School Personnel

School personnel will:

- comply with all aspects of this policy;
- maintain consistency in applying this policy throughout the school;
- welcome learners into the classroom;
- have in place clear classroom routines;
- maintain consistency in applying these routines;
- encourage good behaviour and respect for others;
- praise good behaviour and good work;
- ensure all work is differentiated;
- apply all rewards and sanctions fairly and consistently;
- work with learners to compile a Code Of Conduct;
- display the Code Of Conduct;
- promote self-discipline amongst learners;
- deal appropriately with any unacceptable behaviour;
- stay calm when dealing with unacceptable behaviour;
- apply any behavioural plans of individual learners;
- ensure support staff are aware of these plans;
- be aware of and understand the additional needs of learners in their care;
- take individual children when a situation arises to a vacant room to talk about their concerns or worries or just to calm them down if something has upset or angered them;
- have in place and will refer to a visual timetable;
- discuss learner behaviour and discipline regularly at staff meetings;
- provide well planned, interesting and demanding lessons which will contribute to maintaining good discipline;
- attend periodic training on behaviour management;
- maintain high standards of ethics and behaviour within and outside school and not to undermine fundamental British values;
- work in partnership with parents and carers keeping them up to date with their child's progress and behaviour at school;
- ensure the health and safety of the learners in their care;
- identify problems that may arise and to offer solutions to the problem;
- implement the school's equalities policy and schemes;
- report and deal with all incidents of discrimination;
- attend appropriate training sessions on equality;
- report any concerns they have on any aspect of the school community.

Role of Learners

Learners will:

- be aware of and comply with this policy
- be polite and well behaved at all times;
- show consideration to others;
- talk to others without shouting and will use language which is neither abusive nor offensive;
- listen carefully to all instructions given by the teacher;
- ask for further help if they do not understand;
- treat others, their work and equipment with respect;
- support the Code of Conduct and guidance necessary to ensure the smooth running of the school;
- obey all health and safety regulations in all areas of the school;
- liaise with the YPG make suggestions about improving school behaviour;
- take part in questionnaires and surveys.

Role of Parents/Carers

Parents/carers are encouraged to:

- comply with this policy;
- have good relations with the school;
- support good behaviour;

- ensure their children understand and value the meaning of good behaviour;
- support school rules and sanctions
- be asked to take part periodic surveys conducted by the school;
- support the Code of Conduct and guidance necessary to ensure smooth running of the school.

Sanctions and Rewards

Sanctions and rewards:

- have been devised by the SLT;
- must be applied fairly and consistently across the school;
- must not be degrading or humiliating to any learner;

A system is in place to ensure that no child never misses out on sanctions or rewards.

Exclusion

The Governing Body has decided that in exceptional circumstances that exclusion will be used as a sanction either as a:

- fixed term or
- permanent exclusion

Learner Support

A number of learner support systems are in place and are proving effective in promoting good behaviour. All school personnel work hard to ensure that these systems run smoothly.

Celebration of Good Behaviour

Good behaviour is celebrated by issuing Certificates of Achievement in front of the class. But regular praise and encouragement is part of the school ethos.

Outside Agencies

We have invaluable support for learners who demonstrate persistent poor behaviour from:

- independent counsellors;
- external agencies e.g. CXK, CACT;
- Early Help
- Social Services.

Incidents

- All incidents of bad behaviour are recorded on CPOMS.
- The co-ordinator investigates all serious incidents and reports to the SLT.

Raising Awareness of this Policy

We will raise awareness of this policy via:

- Learner Handbook/Prospectus;
- School website;
- Staff Community Drive;
- Meetings with parents such as introductory, transition, parent-teacher consultations and periodic curriculum workshops;
- School events;
- Meetings with school personnel;
- Written communications with home;
- Annual report to parents;
- Information displays in the main school entrance;

- Text messages
- Email
- Social media

Training

All school personnel:

- have equal chances of training, career development and promotion
- receive training on this policy on induction which specifically covers:
 - Maintaining good order and discipline
 - Safeguarding learners
 - Conflict management and de-escalation
 - Self-defence and breakaway techniques
 - Dealing with bullying
 - Learners at risk of disaffection
 - Learner support programmes
 - Searching, Screening and Confiscation
 - Equality
 - Inclusion
- receive periodic training so that they are kept up to date with new information
- receive equal opportunities training on induction

Equality Impact Assessment

Under the Equality Act 2010 we have a duty not to discriminate against people on the basis of their age, disability, gender, gender identity, pregnancy or maternity, race, religion or belief and sexual orientation.

This policy has been equality impact assessed and we believe that it is in line with the Equality Act 2010 as it is fair, it does not prioritise or disadvantage any learner and it helps to promote equality at this school.

Monitoring the Implementation and Effectiveness of the Policy

The practical application of this policy will be reviewed biannually or when the need arises by the coordinator and the SLT.

Linked Policies

- Anti-Bullying
- Health and Safety
- Learner Exclusion
- Safeguarding and Child Protection
- Searching, Screening and Confiscation
- Supervision of Learners

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Senior Leadership Team:	<i>I.Wyles</i>	Date:	15/7/19