

Established: January 2022
To be reviewed: January 2025 (or sooner if required)

Purpose

Why: Our aim is to establish the highest possible standards of behaviour. We strive for a culture of exceptionally good behaviour for learning and for our school community. This is essential in ensuring that students are able to make the most of all the opportunities the school has to offer. Every student has the right to be able to learn and progress both socially and academically in a safe environment without disruption.

How: This policy is not just about minimising negative behaviours but primarily designed to ensure that all good behaviour is recognised and that we seek to maximise positive behaviour and support the students. Behaviour for learning is a whole school approach, which requires the full support of all students, parents and members of staff. To ensure that our students are aware what good behaviour is and why it is important. To normalise routines.

What: We believe that students are capable of achieving and we therefore have high expectations of them. The expectations and consequences are clear and staff will implement them consistently.

Principles of behaviour for learning

Garner (2001) conceptual framework identifies the behaviour for learning model in which different factors can affect learning behaviour. It can best be conceptualized as a set of three relationships experienced by students. These relate to their relationships:

- with themselves (how they feel about themselves, their self-confidence as a learner and their self-esteem)
- with others (how they interact socially and academically with others in their class and school)
- with the curriculum (how accessible they feel a lesson is, how best they think they learn).

Responsibility of the school

1. To ensure the whole school community is consulted about the principles of this policy.
2. To take all reasonable measures to protect the safety and wellbeing of staff and students.
3. To ensure staff receive necessary professional development on behaviour for learning strategies.
4. To work in partnership with external agencies and home to maximise the chances of every student by keeping parents informed of their child's behaviour, using appropriate methods of engagement and, where necessary, supporting them in meeting their parental responsibilities.
5. Relationships with **themselves** will be facilitated by:
 - Meeting and greeting students at the door to make sure every student feels welcome
 - Modelling and promoting the positive behaviours that we want the students to display
 - Being proactive in preventing poor behaviour, including any form of discrimination or bullying, before sanctions are needed so that the students are successful learners
 - Engaging in reflective dialogue with learners to ensure that the next lesson can move forward in a positive and disruption-free way.
6. Relationships with **others** will be facilitated by:
 - Being polite and respectful at all times
 - Staff establishing clear and consistent routines and following up every time with any sanctions and/or praise needed and retaining ownership over these
7. Relationships with **the curriculum** will be facilitated by:
 - Using common language to ensure students are ready to learn
 - Careful leadership in the classroom focusing on motivation, emotional well-being and expectations
 - Ensuring that lessons are suitably planned and structured to meet the needs of the students
 - Reinforcing the need for students to be equipped and ready for learning.

Responsibility of Parents/Carers:

It is expected that all parents/carers will:

- Recognise the importance of positive parental involvement
- Work in partnership with staff to ensure good behaviour for learning
- Inform staff as early as possible of any concerns
- Respond to concerns raised by members of staff at the earliest opportunity and, if necessary, be available for setting up appointments
- Read and sign the Home-School Agreement at the start of Year 7
- Take an active interest in their child's education and ensure they come to school properly dressed, equipped and prepared to work
- Regularly check the student planner, Show My Homework (satchel one) and maintain frequent communication with the tutor and relevant staff in the school.

Responsibility of Students (For a copy of this code of conduct see Appendix 2)

All students are expected to:

- Come to lessons prepared for learning (this may include bringing home learning)
- Arrive on time to lessons
- Bring all the equipment needed for the lesson. Pen, pencil, ruler, logbook and calculator are compulsory items
- Begin and end the lesson in a polite and orderly way
- Listen carefully
- Follow reasonable instructions given by the teacher
- Complete class work in the manner required
- Ask for help when needed
- Help each other when it is appropriate but avoid distracting or annoying anyone
- Be sensible at all times
- Wear the correct uniform at all times
- Treat all people with respect which includes:
 - Being considerate of other people's ideas and opinions
 - Using a quiet voice - there is no need to shout
 - Using language which is neither abusive nor offensive
 - Offering help to others
 - Being polite to visitors
 - Being silent when required and avoiding answering back
 - Having phones switched off and out of sight from 8:20 or the time they come onto the school site in the morning, until departure at the end of the day (see Appendix 6)
 - Using a smart watch or social media appropriately and ONLY under the direction of the teacher
 - Only bringing things into school which are legal and cannot harm anyone else.
- Keep the school clean and tidy so that it is always a welcoming place and which we can be proud of by:
 - Taking care of the displays
 - Keeping the walls and furniture clean and unmarked
 - Putting litter in the bins
 - Reporting any damage to a teacher
 - Using toilets in an acceptable way
 - Not using chewing gum.
- Move respectfully and considerately which includes:
 - To and from school:
 - Representing the school by wearing your correct uniform
 - Being safe: using the subway to cross Winchester Road; wearing a cycle helmet if you are riding your bike; being aware of other road users and using the pavement if you are walking

- About school:
 - Walking to lessons rather than running, pushing or barging past others
 - Being ready to help by opening doors
 - Using the one-way systems (where they are in place).

Behaviour Strategies:

Rewards (for full details of our Rewards Programme see Appendix 1):

Students are encouraged to reach the highest standards both in terms of their work and personal development. A range of measures are used to reward students' achievements and progress. These include:

- Verbal praise; a written comment on students' work, communication with parents
- Year 7, 8 and 9 commendations (including whole class commendations) and Year 10 rewards for commitment to learning, achievement, behaviour, contribution to school events, positive contribution in class and excellent commitment to learning
- Displays of students' work in school; acknowledgement in assemblies; special awards in assembly or at Certificate Evening.

Consequences:

The best behaviour is based on mutual respect. If staff are confident, well-prepared and give students a challenging but enjoyable experience, then good behaviour will follow. Where students' work or behaviour is not at a level which is considered acceptable, consequences are needed that are best applied by the member of staff concerned, with the aim of repairing and improving relationships or teaching the consequences of actions. This is an opportunity for reflection and to focus on improvement.

- **Detentions:**

Short = break or lunchtime (as long as the child has an opportunity to eat and/or drink and visit the toilet).

Centralised after school = 30 minutes (with 24 hours notice via the logbook) for infringements of equipment, uniform, punctuality, home learning or commitment to learning. Students in after school detentions must be supervised at all times.

After school = detention for up to 60 minutes as long as the parents have been given 24 hours notice via the logbook. Students in after school detentions must be supervised at all times.

Senior staff detention = detention for 90 minutes on a Thursday after school in G2. This will be set by Head of Year (HOY), Head of Department (HOD) or Senior Leadership Team (SLT).

Parents/carers receive a formal letter with a reply slip to be returned to school; students will be unable to change this without communication between home and school and again students must be supervised at all times.

- **Uniform:**

For consequences regarding students not wearing the correct uniform, refer to Appendix 3.

- **Referral System:**

This is for situations that includes threatening or aggressive behaviour, complete defiance or intentional and persistent disruption of learning. It aims to ensure safeguarding of students, allow a 'cooling off' period and a defusing of difficult, confrontational situations. The system should enable a student to be removed from the classroom in a structured way which still allows instant action; it is essential to remember that students cannot just be 'put out' of a room without follow up action.

The student is taken to the Head of Department (HOD) (or another person pre-identified within the department or in another department). The student writes down their account of events on the "Behaviour for Learning Reflection sheet" and this is passed to the Head of Year (HOY) for filing. All staff involved log an account of events so that the appropriate follow up can be made (at either HOD level and/or HOY level).

Failure to comply with the request of the teacher or the HoD will result in a call, by the HoD, to the cover manager (EXT 6541), in the first instance, or reception (EXT 6540). The purpose would be to request support from the HoY, in the first instance, or a member of Senior Leadership Team (SLT) if they are unavailable. If the situation comes to SLT, they will deal with the situation but then feedback to the HoD/HoY.

Following a serious incident, if a member of staff needs immediate support, they can contact the cover manager or reception directly.

If a student is removed from a lesson due to poor behaviour they should not return to that lesson that day. There will then be a follow up meeting with the student and staff member before they return to the lesson, if appropriate.

Summary of possible consequences:

It is important to note that the HoY or SLT are able to make informed decisions that may result in different sanctions being issued based on unique circumstances.

Member of staff	Typical behaviour	Likely consequences
Classroom teacher	<ul style="list-style-type: none"> • Chewing gum • Disruption of learning (shouting out, inappropriate comments) • Failure to follow simple instructions • Issues around home learning • Lack of the correct equipment • Lack of effort/progress • Missed detention • Persistent lateness 	<ul style="list-style-type: none"> • Discussion or Referral • Short detention • Centralised after school detention • After school detention • Initial parent/carer contact via logbook, followed up via phone/email after consultation with the HOY (copying in the tutor, HOY and HOD)
Tutor	<ul style="list-style-type: none"> • Disruption of learning • Failure to follow simple instructions • Lack of the correct equipment • Persistent lateness • Uniform infringement that cannot be amended 	<ul style="list-style-type: none"> • Discussion or Referral • Short detention • Centralised after school detention • After school detention • Parent/carer contacted via logbook followed up via phone/email after consultation with the HOY (copying in the HOY)
Head of Department (HOD)	<ul style="list-style-type: none"> • Failure to follow simple instructions • Missed detention • Persistent disruption of learning in subject • Persistent issues around home learning • Progress concerns 	<ul style="list-style-type: none"> • Discussion or Referral • Short detention • Centralised after school detention • After school detention • Senior Staff detention • Departmental target card • Parent/carer contacted via logbook followed up via phone/email after consultation with the HOY (copying in the tutor and HOY)
Head of Year (HOY)	<ul style="list-style-type: none"> • Assault on a student 	<ul style="list-style-type: none"> • Discussion

(with possible subsequent involvement of SLT)	<ul style="list-style-type: none"> • Damage to property • Defiance • Failure to behave in “free time” (e.g. in the corridors, in the canteen, outside) • Fighting • Persistent poor behaviour or not following school rules • Discrimination, including racism • Smoking • Swearing • Theft • Truancy • Verbal abuse (student) • Verbal abuse (teacher) 	<ul style="list-style-type: none"> • Short detention • Centralised after school detention • After school detention • Senior staff detention • Parent/Carer contact/ meeting • Target card (if lesson based) • Referral to outside agencies <p>Following consultation with SLT:</p> <ul style="list-style-type: none"> • Internal exclusion or external fixed term exclusion • Recommendation for permanent exclusion
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MIS/SIMS use:

All behaviour events will be logged on MIS/SIMS, once action has been taken. Parents/carers will be informed about what has happened if this is necessary.

Bullying (for more information see the anti-bullying policy):

Bullying is the **persistent** intentional harming of another person within an unequal power relationship; that is, being nasty lots of times on purpose when someone cannot defend themselves. Within a school, this may be directed towards a student or a member of staff.

Bullying is not:

- A one-off incident
- Teasing between friends without intention to cause hurt
- Falling out with friends after a quarrel or disagreement
- Behaviour that all parties have initially consented to and enjoy.

However, this may still be perceived as bullying by the student and the parent/carers and recorded as such.

Instances of bullying will be recorded by the HOY on MIS/SIMS following a thorough investigation and once the appropriate action has been taken.

Use of Reasonable Force (see Appendix 4):

All members of school staff who have been recommended by the Head of School have a legal power to use reasonable force to maintain good order and discipline in the classroom and to prevent students from:

- Committing an offence
- Hurting themselves or others
- Damaging property
- Causing disorder

Up-to-date records are kept of any incidents where restraint is used and parents/carers will be informed of such incidents.

Exclusions (see Appendix 5):

<https://www.parentvoice.info/images/3/39/Exclusions - Oct 16.pdf>

There are three types of exclusion – Internal, Fixed term external and Permanent. It is essential that there is ample written evidence to support any exclusions but especially permanent exclusions and for parents/carers to be kept informed.

Internal

This is often the most appropriate first step and is used to provide time to gather evidence, establish the facts and decide whether or not to lead to a further period of internal exclusion or a fixed term external exclusion. Internal exclusions may also be used for students who do not attend detentions, with no acceptable reason. This is for a period of reflection regarding the behaviour that led to the internal exclusion.

Fixed term external

This is for up to 45 days in a school year and the school has an obligation to ensure that the students' education continues. There is a strong recommendation that exclusions over 5 days should be used rarely and from day six, the local authority is responsible for providing the student with a full time education. This might take place at a pupil referral unit or another alternative setting. If the child has an EHCP then the provision must meet the child's needs as set out in the plan. During this time an assessment of the child's long term needs will take place and the local authority will be working towards preparing the child for their return to a local school.

Permanent

Only the Headteacher (Head of School) can permanently exclude a student and this should be as a last resort taken only after all available preventative strategies have been exhausted. The triggers are usually persistent serious misbehaviour or as a response to an exceptionally serious incident. It is a strong policy on the part of the Government to reduce the number of exclusions.

At Thornden the policy is that:

1. All exclusions will be carefully considered and every attempt made to inform parents/carers.
2. Details of all cases of external exclusions are sent to the Chair of Academy Committee.
3. Details of all exclusions over 5 days or involving public examinations are sent to all members of the Governors Exclusions Committee; any one of whom can then convene a formal review meeting, which can also be requested by parents.
4. Parents/carers have the right to appeal against all exclusions to the Academy Committee. In the case of permanent exclusions, parents/carers have the right to ask Governors to review a decision and to request an independent review.
5. In cases of fixed term exclusions, the Governors will be given anonymised data in order to monitor these.
6. In cases of permanent exclusions, the Governors will formally review all cases and can direct that the student must be re-admitted.
7. The legislation makes it an unambiguous requirement for schools to arrange for excluded students to have work and for it to be marked.

Related policies: Acceptable Use Policy; Safeguarding and Child Protection Policy; Single Equality Policy and E-safety Policy

Approved by: Academy Committee

Designated staff member: Mr S Hicks

Appendices:

- 1 Behaviour strategies - Rewards**
- 2 Code of Conduct**
- 3 Uniform Sanctions**
- 4 Use of Reasonable Force**
- 5 Exclusion Procedure**
- 6 Use of the mobile phone**

Appendix 1 REWARDS

YEAR 7- Commendations in Logbook

5	Commendations	=	1 Distinction and a raffle ticket *
3	Distinctions	=	Head of Year Certificate
6	Distinctions	=	Head of Year Postcard home
9	Distinctions	=	A Plaque
12	Distinctions	=	Non-uniform day (per calendar)
15	Distinctions	=	Head of School's Certificate
21	Distinctions	=	Chair of Academy Committee Certificate
24	Distinctions	=	Non-uniform day (per calendar)
25	Distinctions	=	A commemorative mug or similar

* HOY does a draw at the end of each term for an additional reward.

YEARS 8 & 9 - Commendations on Cards

Students collect 5 commendations on a special bookmark style card which is then posted into a box in the HOY office. A running total is kept by the HOY and each week the tutor group with the most cards so far, or the biggest improvers, is communicated. At the end of each half term, in 'Reward Week', the tutor group with the most cards receives a reward. In addition, a draw of 3 – 5 cards is made for individual student rewards. At the end of each term, for students who have a certain number of completed cards, a non-uniform day/other reward can be given.



YEAR 10 - Logbook Reward Labels

Tutors are given stickers for students to place in the top line of 4 credit pages in their logbooks. The categories are:

- * Organised
- * Considerate/Cooperative
- * Punctual
- * Participated in lessons
- * 100% Commitment to Learning

Built into the calendar once each half term up to Easter is 'Reward Week' where students collect staff signatures in these categories. Students need 4 signatures in each category and each teacher can only sign a maximum of 3 different categories. Rewards will only be given if a page is fully completed. The system is cumulative, thus reward 4 cannot be received until all the others have been achieved.

- By 1st half term – 1 page fully completed = reward 1
- By 2nd half term – 2 pages fully completed = reward 2
- By 3rd half term – 3 pages fully completed = reward 3
- By 4th half term – 4 pages fully completed = reward 4

The nature of each reward is decided by the HOY in conjunction with a focus group from their Year Group.

In addition, the Celebration of Success Initiative will include a scheme which involves the sending of postcards from departments and a celebration of this in assembly.

On a half-termly basis, there will be a calendared Rewards week. This gives students the opportunity to showcase their work over that half term. Postcards will be sent home to recognise their attitude to learning that half term.

Appendix 2

CODE OF CONDUCT

Aim: To promote a pleasant school community

All students are expected to:

- Come to lessons prepared for learning (this may include bringing home learning)
- Arrive on time to lessons
- Bring all the equipment needed for the lesson. Pen, pencil, ruler, logbook and calculator are compulsory items.
- Begin and end the lesson in a polite and orderly way
- Listen carefully and contribute appropriately
- Follow reasonable instructions given by the teacher
- Complete class work in the manner required
- Ask for help when needed
- Help each other when it is appropriate but avoid distracting or annoying anyone
- Be sensible at all times
- Wear the correct uniform at all times
- Treat all people with respect which includes:
 - Being considerate of other people's ideas and opinions
 - Using a quiet voice - there is no need to shout
 - Using language which is neither abusive nor offensive
 - Offering help to others
 - Being polite to visitors
 - Being silent when required and avoiding answering back
 - Having phones switched off and out of sight from 8:20 or the time they come onto school site in the morning. Using a smart watch or social media appropriately and ONLY under the direction of the teacher
 - Only bringing things into school which are legal and cannot harm anyone else
- Keep the school clean and tidy so that it is always a welcoming place and which we can be proud by:
 - Taking care of the displays
 - Keeping the walls and furniture clean and unmarked
 - Putting litter in the bins
 - Reporting any damage to a teacher
 - Using toilets in an acceptable way
 - Not using chewing gum
- Move respectfully and considerately which includes:
 - **To and from school:**
 - Representing the school by wearing your correct uniform
 - Being safe: using the subway to cross Winchester Road; wearing a cycle helmet if you are riding your bike; being aware of other road users and using the pavement if you are walking
 - **About school:**
 - Walking to lessons rather than running, pushing or barging past others
 - Being ready to help by opening doors
 - Using the one-way systems (where they are in place)

Appendix 3

SANCTIONS FOR INCORRECT UNIFORM

The correct uniform is stated on the website and in the student logbook/planner.

Day 1:

- ❖ Incorrect uniform + note from Parent/Carer
→ sticker or note from tutor into logbook
- ❖ Incorrect uniform + no note from Parent/Carer
→ Centralised Detention

Day 2:

- ❖ Incorrect uniform + no note from Parent/Carer
→ Centralised Detention and contact with home by tutor

Day 3:

- ❖ Incorrect uniform + no note from Parent/Carer (whilst being sensitive to personal circumstances)
 - Shoes → Dr Evans for gym shoes and centralised after school detention (unless a medical note from a Registered GP is provided)

Day 4:

- ❖ Incorrect uniform + no note from Parent/Carer:
 - Out of lessons for the day (with HoY/SLT) and further communication with parents/carers

Appendix 4

USE OF FORCE AND PHYSICAL RESTRAINT

In the Education Act 1996, Section 550A, it allows teachers and other persons who are authorised by the Head teacher who have control or charge of students to use such force as is reasonable to prevent a student from doing or continuing to do, any of the following, whether that behaviour occurs in a classroom, during a teaching session or elsewhere:

- ❖ committing a criminal offence,
- ❖ injuring themselves or others,
- ❖ causing damage to property, including their own,
- ❖ engaging in any behaviour prejudicial to maintaining good order and discipline.

Any incident where force or physical restraint has been used should be reported to a member of SLT immediately.

Appendix 5

EXCLUSION PROCEDURE

Internal exclusion

- ❖ Evidence gathered
- ❖ Meeting arranged between student, Head of Year (HOY) and/or Senior Leadership Team (SLT)
- ❖ Phone call made to parents/carers by HOY or SLT
- ❖ Member of SLT assigned to the student for the day. Reflection book completed
- ❖ Exclusion served by the student and work completed
- ❖ Student can only move if the member of SLT agrees to this; SLT member will accompany student to the canteen if necessary
- ❖ Any completed work is passed back to the teachers for assessment
- ❖ Contract signed by student outlining what they are going to do moving forward which is signed by HOY and student where appropriate
- ❖ Formal letter sent home from SLT/ HOY to parents/carers outlining the reason for the exclusion and attaching the contract where appropriate

External exclusion

- ❖ Evidence gathered
- ❖ Meeting arranged between student, Head of School and/or appropriate member of staff (on some occasions parents/carers may be invited in)
- ❖ Work provided for student
- ❖ Formal letter sent home from Head of School (or deputy in absence) to parents/carers outlining the reason for the exclusion
- ❖ Exclusion served by the student and work completed
- ❖ Any completed work is passed back to the teachers for assessment
- ❖ Contract signed by student outlining what they are going to do moving forward which is signed by HOY, student and parent/carer at a reintegration meeting where appropriate

Contract:

Following my internal/external exclusion for days from
..... to,

I agree to:

.....
.....
.....
.....
.....
.....
.....
.....

Student:

HOY:

Date:

A copy of this will be sent to my parents/carers (where appropriate)

Appendix 6

USE OF MOBILE PHONES, SMART WATCHES or similar devices (“devices”).

At Thornden we understand that parents/carers will wish for their children to have mobile phones to ensure contact can be maintained when they are not with parents/carers and on the way to and from school. As such, we accept that children are likely to have phones with them in school.

Students should have phones switched off and out of sight from 8:20 or the time they come onto the school site, until they leave at the end of the day. This is to ensure that phones are not used inappropriately, continuously or dangerously.

If parents/carers wish to contact students during the school day we ask that this is done via reception who will pass messages to students. If a student has a pressing reason to contact their parent/carer during the day, they should speak to their tutor, Head of Year or a senior member of staff, who if appropriate, will allow them to make a phone call in private.

In order to model sensible and appropriate use of “devices”, teaching staff will on occasions allow students to use phones under supervision. Examples could include recording speaking in languages, interactive quizzing or taking photographs of information to support learning.

If students use a “device” for any reason without permission, it will be confiscated, taken to reception, stored securely and logged. The “device” will be returned to the student at the end of the school day by a member of staff. All this will be recorded on MIS/SIMS.

If a student persists (5 times) in using their “device” without permission, parents/carers will be contacted by the HOY or tutor and asked to ensure that the “device” is left at home or an alternative agreement is agreed. At this point, if this persists then parents/carers will be asked to collect the phone from school.