

Siddal Moor  
Newhouse Road  
Heywood  
Lancashire  
OL10 2NT  
Tel: 01706 369436  
Email: [office@siddalmoor.uk](mailto:office@siddalmoor.uk)  
web: [www.siddalmoor.uk](http://www.siddalmoor.uk)

# Behaviour for Learning Policy

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Ratified by Governors on 28<sup>th</sup> June 2017



**SIDDAL**  
**MOOR**

Where students *fly high* through the  
expectation of *excellence* in *everything* we do

## School Mission Statement

Where students 'fly high' through the expectation of excellence in everything we do

Our success in the management of behaviour can be measured not by the absence of problems but by the way we deal with them. Expecting excellence in the way we challenge and manage inappropriate behaviour requires:

- Good classroom management by the teacher
- A simple set of rules for and expectations of students
- A reward structure for good behaviour, good attainment, good effort and good attendance (see separate rewards policy)
- A system of consequences for unacceptable behaviour

### **Responsibilities:-**

#### **The Governing Body will:-**

- Consult with all stakeholders to establish a policy of desired behaviour, rewards and sanctions
- Review all systems, policies and procedures annually
- Get regular updates regarding exclusions and patterns at the Monitoring & Standards sub-committee in order to evaluate the impact of the policy and procedures regarding Behaviour Management at Siddal Moor

#### **The Headteacher/SLT will:-**

- Be responsible for the day to day management of behaviour, rewards and sanctions
- Report to the Governors regularly regarding this policy and procedures and its impact and effectiveness
- Ensure that all STAFF receive appropriate support, training in order to support and implement the policy and deal with challenging behaviour and attitudes
- Ensure that any incidents of poor, challenging behaviour or bullying are dealt with and recorded appropriately
- Respond appropriately to any complaints to this policy by students, staff, parents and carers
- Monitor and review the policy and procedures in consultation with staff and students

#### **ALL School staff will:-**

- Ensure that the policies/procedures are followed consistently and fairly applied
- Inform the Headteacher/SLT on the effectiveness of the policy, practices and procedures
- Create a high quality learning environment, teaching positive behaviour for learning , respect and good manners
- Be expected to exercise their professional judgment, focusing on the safety and success of the students.

- Model good behaviour, manners, respect and attitudes at all times.
- Be expected to participate in restorative justice practices and attempts to repair relationships

**ALL Siddal Moor Students will:-**

- Take responsibility for their own behaviour, social and learning environments
- Be aware of and act in accordance with the school policy, procedures and expectations
- Act and behave in a safe, respectful and responsible manner at all times.
- Participate in restorative justice practices and attempts to repair relationships
- Take responsibility for reporting any incidents of violence, disruption, bullying, racism or any form of harassment

**Parents/Carers will:-**

- Be informed of the school's expectations regarding behaviour and attitudes
- Take responsibility for the behaviour of their child(ren)
- Work in partnership with the school to assist in maintaining high standards of behaviour
- Raise any concerns they have regarding this policy/procedures with the relevant school staff

Each student owns a Launchpad containing a code of conduct. Students and parents are expected to sign this. This forms part of a home/school agreement.

**THE PERFECT LEARNER (the minimum expectation of every student at Siddal Moor)**

All adults should do their best to ensure that each student:-

Makes a PROMPT start (in class within 3 minutes)

Is PROUD of their work:

- Pen, pencil, ruler each lesson
- Learning objective in book
- Titles and dates underlined
- Neat and tidy work

Is READY TO LEARN:

- Launchpad out on the desk
- Sat up straight, facing the front
- Listening, NOT speaking
- Not chewing

TAKES PART:

- Responds to feedback
- Answers questions

- Tries hard (does not give up easily)

## **GOOD PRACTICE IN THE CLASSROOM**

Try to create and sustain a positive, supportive and secure environment. Well planned lessons generate good behaviour and earn respect.

- Be prepared for lessons
- Arrive before the students
- Meet and greet students
- Begin the lesson on time
- Get to know the students (names, personalities, interests etc.)
- Plan and organise your lesson to minimise opportunities for disruption
- Pay attention to layout, seating plans, differentiation and pace
- Use enthusiasm and humour to create a positive environment
- Make clear your expectations (Perfect Learner). Explain why they are necessary. Refer to them as often as possible
- Be aware of your stance, voice and body language
- Set and model the standards of courtesy you expect from the students
- Emphasise the positive and catch the students being good
- Use positive framing to help maintain order
- Set homework regularly and in accordance with departmental policies
- Mark work promptly, frequently and build in opportunities for student feedback
- Keep an attractive, clean and tidy room
- Be consistent in your use of reprimands. Criticise the behaviour, not the student. Use private rather than public reprimands. Be fair and consistent, avoiding idle threats
- Analyse and review your own behaviour management

## **DO ALL YOU CAN TO AVOID**

- Humiliating students
- Shouting in class
- Over-reacting to situations
- Blanket punishments
- Over-punishment
- Sarcasm
- Leaving students out of the room for more than 2 minutes
- Low-level disruption

## **SANCTIONS:**

Sanctions should be imposed according to individual situations. School discipline is reinforced and strengthened by the use of:

- Conversations
- Seating plans
- Notes/messages in Launchpads
- Reprimands
- Detentions
- Letters home
- Phone calls home
- Restorative approaches
- L1, L2 and L3 report cards
- Subject report cards
- Individual Behaviour Plans (IBPs)
- Pastoral Support Programmes (PSPs)
- Short periods working away from class – with other staff
- Short periods spent working in The Bridge
- Reciprocal arrangements with other local schools e.g. Kingsway Park
- After School Education
- Fixed-term exclusions
- Managed Transfers
- Governor Behaviour Panels
- Permanent Exclusions

### **Detentions**

Are best used to 'catch up' on time wasted in a lesson or as a deterrent for things such as poor behaviour, uniform violations or poor punctuality. Detentions can also be used as a vehicle to restore or repair relationships.

Where possible, try keeping students for a detention after period 2, period 4 or at the end of the school day. It is about the **CERTAINTY NOT THE SEVERITY**. Whole class detentions are **NOT** recommended.

No notice detentions must not exceed 15 minutes. These should be recorded in Class Charts. If a child fails to attend a 15 minute no-notice detention, this should be recorded in class charts and escalated to a 1 hour whole school detention.

### **The Bridge**

The school provides a Learning Support Centre (The Bridge) where students who are not accessing the curriculum or who might be experiencing challenges in school, will be taught. This area of school will focus on the individual needs of these students and they will be expected to complete work set by designated inclusion staff. Students will be "booked" into

The Bridge as part of their behaviour modification. Data and information about students in the Bridge will be reviewed on a regular basis and parents and other supporting agencies will also be used to try to support behaviour modification and prevent further lesson removal.

### **ASE (After School Education)**

Where a student is repeating poor or disruptive behaviour or engages in behaviour that would be considered for exclusion, the student can be placed in ASE for an agreed amount of time. A record of this will be logged and parents will be informed of the hours that the student is expected to attend. The ASE has a primary function of punishing poor behaviour, but will work with students to prevent fixed-term exclusions. All referrals to ASE will be made by members of the pastoral team or by senior managers and will be authorised by Majella Keenan.

### **EMERGENCY PROTOCOL**

If a student is being abusive, aggressive, highly confrontational or presenting a danger to themselves, staff or students, then HOTSPOT or a member of senior management should be called (dial 405). HOTSPOT should not be called to manage low-level disruption or for situations which could be handled at a later stage.

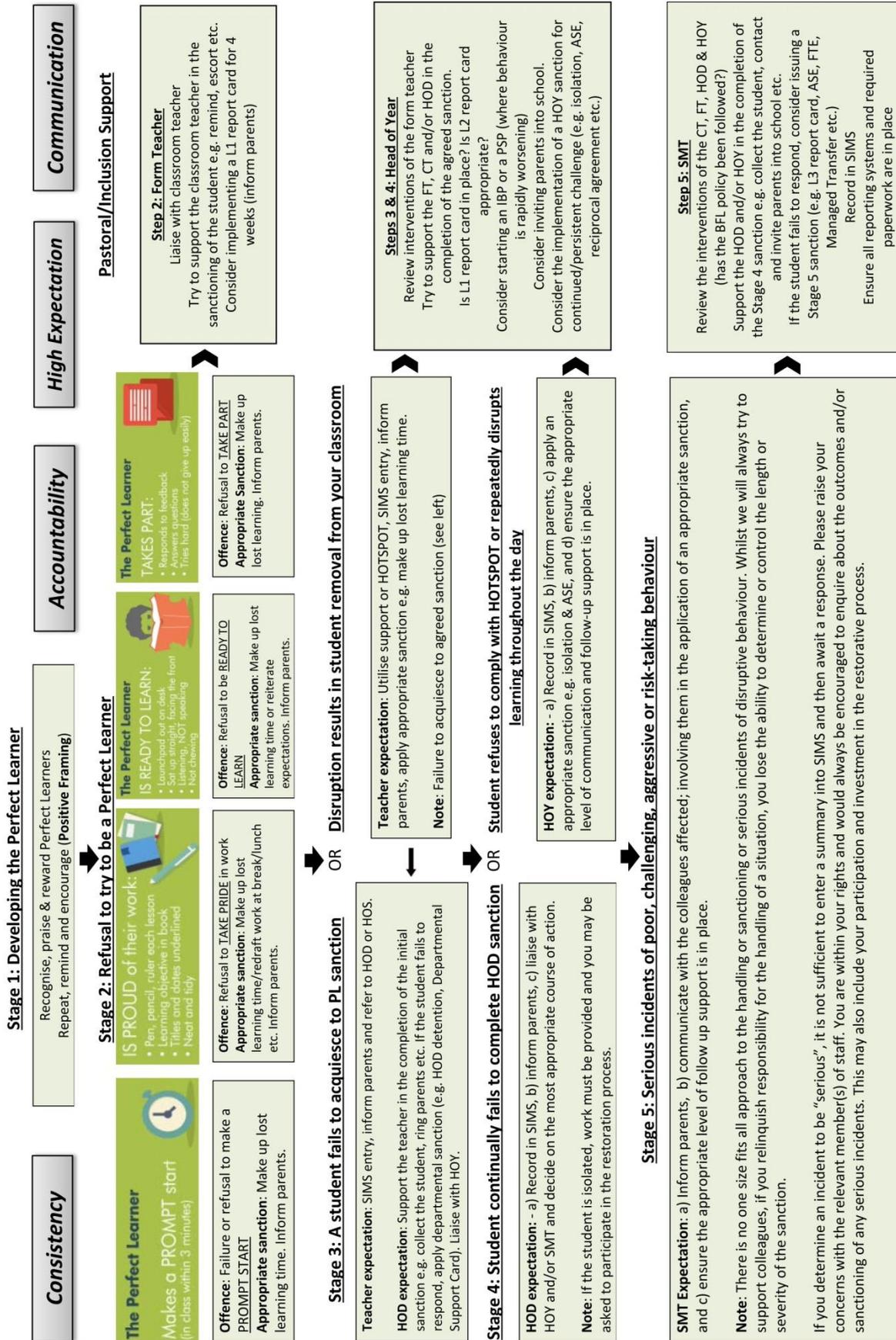
If a student is removed from the lesson by the HOTSPOT team or by senior management, IT REMAINS THE RESPONSIBILITY OF THE CLASSROOM TEACHER TO SANCTION THE INAPPROPRIATE BEHAVIOUR WHICH LED TO THAT STUDENT'S WITHDRAWAL.

Senior management have the right and the authority to discipline pupils for misbehaviour beyond the school gates.

### **DEPARTMENTAL RESPONSIBILITY**

- Should a discipline problem arise within the classroom, the teacher will be expected to reinforce expectations, reprimand and/or warn the student, repeat warnings, sanction the student and record this in the student's Launchpad and in SIMS
- Persistent or continually disruptive behaviour should be referred to the relevant Head of Department
- Classroom teachers must insist that Launchpads are on the desk at the start of lessons – these are essential in developing dialogue with the form teacher and parents/carers
- Staff should arrange locations for students being sent out or removed prior to the lesson or contact HOTSPOT (405)
- Students must not be left unsupervised outside of lessons for more than 2 minutes (supervised time-out is acceptable)
- Heads of Subject or Heads of Department will be made aware of all HOTSPOT calls or situations where students have been removed from classrooms within their subject areas.

**PROCEDURE FOR DEALING WITH INCIDENTS IN THE CLASSROOM - See BFL Model below**



## **RESPONSIBILITY OUTSIDE OF THE CLASSROOM**

- All staff are responsible for the implementation of the BFL policy around school
- It is your responsibility to challenge and deal with inappropriate behaviour wherever you encounter it in school – IGNORING IS CONDONING!
- During break and/or lunchtime, duty staff must deal with incidents as they arise
- If there is a concern or you feel unable to deal with a particular situation, report this to the duty leader or the relevant Head of Year, who will try to support you in the imposition and completion of an appropriate sanction

## **LATE FOR REGISTRATION PERIOD**

- Students must be in form time by 8.45am (when the register is opened).
- If a child is absent when their name is called, he/she will be marked as absent – this will be changed to a late mark if the student arrives after the register has been taken but before the close of registration
- All students arriving late to school will be kept for a 30 minute detention that day
- If a student refuses to comply with the sanction, the sanction will be escalated to ASE and parents will be informed
- Absence letters must be passed to the attendance office via the pastoral folder

## **DEALING WITH ALLEGATIONS AGAINST MEMBERS OF STAFF**

Where there are allegations made against members of staff, these will be investigated swiftly and consistently by the School Leadership Team in line with the School Complaints Policy.

Where there are issues relating to safeguarding and child protection, these will be dealt with via the appropriate channels including immediate communication with the Local Area Designated Officer (LADO) for Child Protection.

Siddal Moor takes its responsibility for safeguarding and child protection extremely seriously. With this in mind we also regard false and malicious allegations against members of staff by students as an extremely serious breach of the school discipline code and hence serious sanctions will be imposed against students who knowingly make such false allegations.

## **DEALING WITH BULLYING**

As a school we are opposed to all forms of bullying and will work rigorously to ensure that all incidents of bullying reported to us are fully recorded and investigated. Sanctions will be taken against students who are found to have bullied other students. This process is more fully detailed in the Siddal Moor Anti- Bullying Policy.

As a school we believe passionately that we have a responsibility to build a climate and ethos which encourages our students to respect each other, understand diversity and

difference and to lead the way in developing positive relationships and support for each other.

We are fully committed to the principles of the Equalities Act 2010 and seek to ensure that no student is discriminated against on the grounds of sex, race, disability, sexual orientation, religious belief or pregnancy.

## **SEARCHING STUDENTS**

In line with the Education Act 2006, Siddal Moor staff have a right to search students for any item banned by the school, if the student agrees. This may include items such as tobacco, alcohol or stolen items.

The Head teacher, and staff authorised by the Headteacher, have a statutory power to search students or their possessions, without consent, where they suspect the student has certain prohibited items. The items that can be searched for under this power are knives or weapons, alcohol, illegal drugs and stolen items. School staff will seize any banned or prohibited item found as a result of a search or which they consider harmful or detrimental to school discipline. Weapons and illegal drugs will be passed immediately to the Police.

Where a search is undertaken without the consent of the student this will, where possible, be undertaken by a member of staff of the same sex as the student and with a witness who is also the same sex. In order for such a search to be undertaken the School must be satisfied that there are reasonable grounds for suspicion.

A student that refuses to co-operate with a search will be treated as any other student who refuses to comply with the school discipline policy and a sanction will be imposed. Items bought into school with the intention to sell will be confiscated and disposed of.

## **REASONABLE FORCE**

Siddal Moor has a legal duty of care for all our students. As such it is not possible to have a 'no contact policy'. Where a student is creating a situation where they are threatening the wellbeing of other students, reasonable force may need to be used to control or restrain. It will only be used as a final option. Staff will always try to intervene verbally before using reasonable force.

### **What is reasonable force?**

- 1) The term 'reasonable force' covers the broad range of actions used by most teachers at some point in their career that involve a degree of physical contact with students.
- 2) Force is usually used either to control or restrain. This can range from guiding a student to safety by the arm through to more extreme circumstances such as breaking up a fight or where a student needs to be restrained to prevent violence or injury.
- 3) 'Reasonable in the circumstances' means using no more force than is needed.

4) As mentioned above, schools generally use force to control students and to restrain them. Control means either passive physical contact, such as standing between students or blocking a student's path, or active physical contact such as leading a student by the arm out of a classroom.

5) Restraint means to hold back physically or to bring a student under control. It is typically used in more extreme circumstances, for example, when two students are fighting and refuse to separate without physical intervention.

6) School staff should always try to avoid acting in a way that might cause injury, but in extreme cases it may not always be possible to avoid injuring the student.

7) When or where a student has been restrained, the school will endeavour to create a positive handling plan for that student, to both inform and advise colleagues and to minimise opportunities for similar situations occurring again.

### **Who can use reasonable force?**

1) All members of Siddal Moor staff have a legal power to use reasonable force

2) This power applies to any member of staff at the school. It can also apply to people whom the Headteacher has temporarily put in charge of students, such as unpaid volunteers or parents accompanying students on a school organised visit.

### **When can reasonable force be used?**

1) Reasonable force can be used to prevent students from hurting themselves or others, from damaging property or from causing disorder.

2) In our school, force is used for two main purposes – to control students or to restrain them.

3) The decision on whether or not to physically intervene is down to the professional judgement of the staff member concerned and should always depend on the individual circumstances.

In Our School we will use reasonable force to:

- Remove a disruptive student from the classroom/area where they have refused to follow an instruction to do so
- Prevent a student behaving in a way which disrupts a school event or a school trip or visit
- Prevent a student leaving the classroom where allowing the student to leave would risk their safety

- Prevent a student from attacking a member of staff or another student, or to stop a fight in the playground; and restrain a student at risk of harming themselves through physical outburst

Reasonable adjustments will be made for disabled students or students with SEN.

Where reasonable force has been used, parents will be informed and a Sims report will be completed.

All complaints about the use of force will be thoroughly, speedily and appropriately investigated in line with the schools complaints policy. When a complaint is made the onus is on the person making the complaint to prove that his/her allegations are true – it is **not** for the member of staff to show that he/she has acted reasonably.

Suspension is not an automatic response to a complaint being made.