



## Ribblesdale High School – Behaviour For Learning Policy

### Behaviour Policy Addendum in light of Covid-19 (Coronavirus)

The specific rules outlined below are in addition to all existing guidance as per the school's behaviour policy.

In order to ensure the safety of pupils and staff in school and to minimise the risks associated with Covid-19, pupils must:

- follow any altered routines for arriving at or leaving school; using the designated entrance and exit for their class
- follow instructions on hygiene, such as hand washing and sanitising and not touch their mouth, nose or eyes with their hands
- stay at least 2m away from other children and adults at all times
- follow instructions and stay with their identified group of children and no others
- move around the school as instructed (for example, one-way systems, out of bounds areas, queuing)
- follow expectations about sneezing, coughing, tissues and disposal ('catch it, bin it, kill it') **Please note that coughing and/or spitting towards any other person will be classified as dangerous behaviour and will result in the most severe sanctions, especially where intent is perceived**
- tell an adult if they are experiencing symptoms of coronavirus
- not share any equipment or other items including drinking bottles
- use toilets in the way described by school staff
- follow school rules when completing remote learning tasks, in line with the usual expectations in terms of their attitude to learning

#### Rewards and sanctions

Pupils will continue to be rewarded for their attitude to learning through the usual mechanism of house points and other awards/ recognition.

Any pupils who disrupt the learning of others or seek to in any way to undermine the safety precautions that have been carefully set out by school, will be dealt with on a needs basis, but the following consequences may apply:

- the pupil has their social time withdrawn
- the pupil is withdrawn from their learning alongside their year group for a period of time
- a fixed term exclusion

Whilst in the vicinity of school, pupils will be monitored by staff on duty, however, it is the responsibility of parents/ carers to ensure that their child is maintaining social distancing and safety precautions as outlined by the government, whilst in the local community and travelling to and from school. Please encourage your child to go home straight after school and avoid spending time in the local community. If we are alerted by members of the public to any issues relating to pupils gathering in groups in the community, we will have a duty of care to inform the police.

### The Ribblesdale Way

Respect  
Inspire  
Be proud  
Be kind  
Invest in your learning  
Excel

### My Future Matters

In conjunction with the Ribblesdale Way, My Future Matters encompasses all aspects of the personal development of pupils. They are encouraged to respect each other, invest in learning, be proud, be kind and excel in all that they do. My Future Matters is divided into six main areas where we focus as a school on ensuring that pupils have every opportunity to grow and become the best that they can be. These are:

- 1) Character Matters
- 2) Wellbeing Matters
- 3) Promoting British values, equality and diversity
- 4) Cultural capital & a rich set of experiences
- 5) Developing interests & talents
- 6) Preparing for future success

Two fundamental components of My Future Matters are Character Matters and Wellbeing Matters. As a school we are committed to equipping pupils with the skills and experiences that they need to develop their character. Linked to this we work hard to be a school that emphasises the importance of the overall wellbeing of the school community.



The aim of this programme is to allow pupils to develop five personal skills and attributes which will support them whilst at school and in preparation for future success in the wider world. Pupils become proficient in leadership, organisation, resilience, initiative and communication. They become able to articulate the meaning

and importance of the five attributes as they evaluate their own skills through personal activities. The structured programme is then interlinked with other key aspects of developing character such as 'a mind to be kind' and charity work.



There are four main elements to this strand of My Future Matters. Each of them has a direct impact on ensuring that our school community is as healthy and safe as it can be. Middle and Senior Leaders oversee each of the four areas and work collaboratively to have a positive impact on the overall wellbeing of pupils, staff and where possible parents.

- 1) Staying Safe Online
- 2) Mental health and wellbeing
- 3) Healthy relationships
- 4) Healthy lifestyle – food and fitness

*Although the programmes outlined above are in place, ensuring the character, cultural capital and social, moral, spiritual and cultural development of all pupils is a thread that runs throughout all aspects of the curriculum in every subject area.*

### School Ethos and Policy Aim

At Ribblesdale we believe that in order to enable effective teaching and learning to take place, good behaviour in all aspects of school life is essential. The 'Ribblesdale Way' underpins this ethos and serves as a reminder for the whole Ribblesdale community of our shared values. It seeks to create a caring and safe learning environment in the school by:

- promoting good behaviour
- promoting self-esteem, self-discipline, due regard for authority and positive relationships based on mutual respect
- ensuring fairness of treatment for all
- encouraging consistency of response to both positive and negative behaviour
- promoting early intervention
- providing a safe environment free from disruption, bullying and any form of harassment
- encouraging a positive relationship with parents and carers to develop a shared approach to behaviour management.

In summary, our governors, staff, pupils and parents believe that it is our responsibility to ensure that:

- PUPILS HAVE THE RIGHT TO LEARN
- STAFF HAVE THE RIGHT TO TEACH
- ALL HAVE THE RIGHT TO FEEL SAFE AND SECURE

We ensure this by providing an appropriate curriculum with support to access this and by maintaining an ordered atmosphere.

Our pastoral care and behaviour management are based on the belief that a positive culture of praise, encouragement and support of pupils is likely to ensure the most effective environment in which to promote good school relationships and enhance pupil motivation and achievement.

An ordered and calm atmosphere is essential to the wellbeing, security and achievement of all pupils.

NOTE: Throughout the policy behaviour is used in its widest sense to encompass behaviour for learning.

### **Roles and Responsibilities**

#### **Governors:**

- The Governing body will establish in consultation with the Headteacher, staff and parents the policy for the promotion of good behaviour and keep it under review (on an annual basis)
- it will ensure that it is communicated to pupils and parents, is non-discriminatory and that expectations are clear
- Governors will support the school in maintaining high standards of behaviour.

#### **Headteacher and Senior Leadership Team:**

- are responsible for the implementation and day to day management of the policy and procedures
- give guidance on behaviour roles to form a key component of staff induction
- give annual guidance and training is provided for all staff to ensure consistency of procedures
- will provide Continued Professional Development when staff needs are identified as part of appraisal.

#### **Staff:**

- all staff, including teachers and support staff, are responsible for order at all times, ensuring that all pupils act in a reasonable manner, showing respect for self and others
- to ensure that the Behaviour for Learning Policy and procedures are consistently and fairly applied
- mutual support amongst all staff in the implementation of the policy is essential so that a high quality learning environment is created in which pupils develop self-discipline and personal responsibility
- all staff to ensure there is no differential application of the policy on any grounds, particularly ethnic or national origin, culture, religion, disability or sexuality
- ensure that the concerns of pupils are listened to and appropriately addressed.

## **Parents and Carers:**

- will take responsibility for the behaviour of their child both inside and outside the school
- will be encouraged to work in partnership with the school in maintaining high standards of behaviour
- will have the opportunity to raise with the school any issues arising from the operation of the policy
- accept that decisions regarding sanctions in the school lie with the school staff.

## **Pupils:**

- will be expected to take responsibility for their own behaviour and will be made fully aware of the school policy, procedures and expectations
- also have a responsibility to ensure that any incidents of disruption, bullying and any form of harassment are reported
- should challenge and inform policy through the pupil voice mechanisms.

## **Procedures**

The procedures will make clear to pupils how acceptable and desirable standards of behaviour can be achieved and will have a clear rationale which is made explicit to staff, pupils and parents. They provide detailed guidance on all aspects of behaviour management.

## **Desirable and Unacceptable Behaviour**

The school defines desirable behaviour as that which promotes courtesy, cooperation and consideration from all pupils in line with the 'Ribblesdale Way'.

## **School Expectations**

These should be displayed in planners, form rooms and key locations around the school.

- Behave sensibly and show respect for other people, their feelings and their property. Avoid inappropriate physical contact e.g. play fighting.
- Wear the correct school uniform and present yourself smartly at all times. Remove coats in classrooms and dining areas and hats and scarves when entering school buildings.
- Use corridors only for moving around school avoiding congregating in groups and, where applicable, following the one-way system, staying clear of restricted areas.
- Never bring into school any matches, cigarettes, electronic cigarettes, aerosols, lighters, alcohol, illegal substances, knives or any item that may cause harm to yourself or other people.
- Only use mobile phones / other electronic devices before school, at break or lunch and after school. Use of mobile devices is only allowed outside the

school buildings. At all other times they should be switched off and out of sight unless given permission for use by a member of staff.

- Stay on the school premises throughout the day.
- Eat food only in designated areas, use the litter bins provided and keep the school clean. Do not consume energy or canned drinks as they are a barrier to learning and good behaviour. Bottle or drinks containers must be small (around 500ml) and suitable to fit into a school bag. Large, e.g. 2 litre bottles, are not allowed.
- Follow any instructions given by a member of staff.
- Always use language appropriate to a school environment.
- Always bring the required equipment to school including school books, homework diary/planner (where applicable), pen, pencil, ruler, calculator and a suitable bag to carry them in.

### Classroom Expectations

These should be displayed in every classroom.

- PUPILS HAVE THE RIGHT TO LEARN
  - STAFF HAVE THE RIGHT TO TEACH
  - ALL HAVE THE RIGHT TO FEEL SAFE AND SECURE.
- 
- enter classrooms quietly and remove your coat and stand in silence behind your place.
  - get out your equipment straight away so you are ready to learn
  - listen carefully and follow the teacher's instructions starting work promptly as instructed
  - be positive and cheerful – enjoy learning together
  - allow the teacher to teach and your fellow pupils to learn without disruption
  - do not shout out, put your hand up and wait until given permission to speak
  - try your best before asking for help but if you need assistance, be patient and ask politely
  - at the end of the lesson, stand quietly behind your chair, awaiting dismissal.

### Rewards

At Ribblesdale High School the ethos of encouragement is central to the promotion of good behaviour. Rewards are one means of achieving this goal. They have a motivational role in helping pupils to realise that good behaviour is valued, and are clearly defined in the procedures. Integral to the system of rewards is an emphasis on praise both informal and formal, to individuals and groups. The school will promote good and improved behaviour by pupils through a system of recognition and reward. We recognise the benefit of celebrating achievement including demonstrating excellent social skills and making a positive contribution to the school community. Parents can monitor both rewards and sanctions using SchoolComms.

### **Headteacher's WOW (work of the week) board**

Staff can nominate pupils for this award. Pupils have a photograph taken with their work which is then displayed outside the Headteacher's office. Pupils receive 10 house points and a postcard home.

### **Good Conduct Year Visits (Ticket To The Trip)**

Pupils in each year group will be able to take part in an annual visit to a theme park, or an alternative visit if available, if they have maintained a good conduct record. Conduct, good and inappropriate, is recorded on SIMS and a balanced point score is generated. Pupils who have accrued an unacceptable point score will be excluded from the visit. Pupils in danger of being excluded from the visit will receive warning letters home, in order to give them an opportunity to modify their behaviour and attend the visit. Pupils with an excellent conduct record will receive letters praising them for their efforts. Letters will be initiated by the relevant Year Leader.

### **House Points**

These are given out by subject teachers, form tutors and staff for pleasing work, good behaviour, service to the community or making a significant contribution in lessons or form time. There will also be a series of house competitions throughout the year to promote and encourage competition. Non uniform day and 'House Dinning' is awarded to the winning house each half term. House points will be awarded appropriately for these competitions. A house league takes place across the school with members of SLT, linked to houses, leading regular motivational assemblies. Form tutors are given regular updates of how their group is doing. These will be displayed on screens. At the end of the year, winning houses will receive a house cup in the end of year assembly.

### **Recommendations**

Each half term all subject teachers will be asked to recommend pupils who they feel have demonstrated outstanding attitudes to learning. Each recommendation is worth the equivalent of 5 house points.

### **Attendance and Punctuality**

Individual pupils in every year group are rewarded termly for good attendance. Those who achieve between 96-97.9% attendance receive a Bronze award. Those who achieve between 98-99.9% attendance receive a Silver award. Those who achieve 100% attendance receive a Gold award. Pupils receive a certificate and are also entered into a prize draw. However, pupils who are late more than 8 times throughout the term WILL NOT receive an attendance certificate. The top form group for attendance each term is awarded with a certificate in assembly to display in their form rooms and receive a box of chocolates to share.

### **Excellent Full Report**

Pupils are awarded annually for having an excellent full report. This is based on pupil consistently good Attitude To Learning (ATL) grades across all subjects. Pupils

receive a certificate and are entered into a Prize Draw. Letters of congratulations are sent home to parents.

### **Curriculum Awards**

Each curriculum area has their own subject specific rewards system in place.

Types of rewards include:

- postcards home
- letters of congratulation
- certificates of achievement
- chocolate treats
- star of the week.

### **Pastoral Awards**

Each Year Leader will hold a small budget to offer bespoke and targeted rewards e.g. pupil premium pupils or encouraging pupils with poor punctuality and attendance.

### **Celebration Evening**

This will be held annually. All subject teachers will be asked to nominate pupils for a whole variety of awards known as 'The Ribbies'. Subject awards will be given as well as sporting and extra-curricular. Pupils will be given a prestigious 'black envelope' containing their invite in a special assembly leading up to the event which will be loosely based on the 'Oscars'. Parents will be invited to the all ticket event where formal dress will be expected.

### **Uniform**

Pupils who demonstrate an excellent standard of uniform (no more than two signatures on their uniform card for the half term) will be entitled to a calendared non-uniform day. A bespoke reward will be given to pupils who have had an impeccable uniform record throughout the year e.g. a cinema experience with treats.

### **Pupil Support**

The school will ensure it gives appropriate support to individual pupils, who are experiencing barriers to learning or may be at risk of disaffection or exclusion, including:

- coaching and mentoring
- access to restorative justice / approaches
- departmental target cards
- Academic Progress Diary monitoring
- PSP (Pastoral Support Programme)
- pupil passports
- behaviour for learning intervention programmes
- 121 behaviour support
- curriculum adaptation and personalised learning opportunities



- differentiated teaching strategies
- study support / homework clubs / safe havens
- peer mentoring
- school counsellor
- referral to outside agencies e.g. Addaction North West, Jigsaw, Police, Barnardos, ELCAS, ACERS, Young Carers
- anger management training.

### Consequences / Behaviour Management Strategies

The school will implement an agreed range of sanctions and strategies to deal with inappropriate behaviour by pupils. A range of sanctions are clearly defined in the procedures and their use will be characterised by clarity with regard to why the sanction is being applied and what changes in behaviour are required to avoid future sanctions. The procedures make a clear distinction between the sanctions applied for minor and major offences. The application of sanctions is based on careful consideration of each incident within the context of the individual's behaviour management record. In line with the 2006 Education and Inspections Act, the decision to apply nationally agreed sanctions, including detentions, lies with the school. **Parents cannot override a judgement made by the school.** Concerns related to the fair application of sanctions should, however, be directed to the relevant Year Leader who will make the appropriate enquiries and, where necessary, liaise with the Senior Leadership Team. Staff should avoid whole-group sanctions that punish the innocent as well as the guilty. Wherever possible, sanctions will be used that are a logical consequence of the pupil's inappropriate behaviour (for example, if work is not finished in class the teacher might make the pupil stay behind at break-time to finish it off).

### Consequence levels C0 – Permanent Exclusion

#### C0 - Low level strategies

Available to all school staff and designed as an early intervention to prevent the escalation of poor behaviour. The use of these strategies does not result in the pupils accruing any negative conduct points and does not need to be logged on SIMS:

- non-verbal signal to remind pupils of expectations
- verbal reprimand
- moving pupil within the classroom
- ensuring work not completed in class is completed at home
- seeing pupil briefly for a word at the end of the lesson.

#### C1 - Short detention (10 to 15 minutes)

This must be logged on SIMS and will result in the pupil being deducted a conduct point. Detention should take place at break or lunch. Parents can monitor via INSIGHT.

#### C2 – Long Detention (30 – 60 minutes)

Lunchtime or after school detention. Logged on SIMS and resulting in 2 negative conduct points. For a lunchtime detention pre-warning parents is not required but it is essential there is an opportunity for the pupil to eat. A pupil needs to eat his/her lunch at break or bring a packed lunch. For an after school subject detention parents must be given at least 24 hours' notice by slip, telephone, text or letter. The detention may be accompanied by a 'time out'. This allows the teacher to send the pupil out of the room to consider their behaviour. Pupils should not be removed for more than 5 minutes before being spoken to. The pupil should then be allowed to return to the classroom or sent to be 'parked up' with a pre-arranged behaviour management buddy (this could be the CAL, SL or other colleague). Being 'parked up' is not a sanction in itself but an interim measure which will allow the rest of the class the opportunity to learn. Where several detentions have been issued but a behavioural issue persists the teacher should inform their line manager and contact home as well as issuing a further detention. Where a time out has been issued it should always be in conjunction with a sanction.

NOTE: Pupils should not be sent to Pastoral Coordinators, Year Leaders or SLT for poor behaviour in lessons, even if they are on a PSP. Normal departmental procedures should be followed and any consequence issued by the pastoral team will be in addition to any subject based sanction.

### C3 – Isolation Room

Where appropriate a member of staff may choose to direct a pupil to the isolation room. This is for any pupil who continues to disrupt the learning of others, despite a verbal warning and time out of the classroom. If their behaviour is improved once in isolation the pupil will follow their normal timetable for the rest of the day. Any issues in the isolation room may result in the pupil spending a longer period of time in isolation. A text message is sent to parents to inform them of any isolation. A long detention is always issued when a pupil has been sent to the isolation room.

### C4 – Middle Leadership Detentions (minimum 45 minutes)

A **pastoral detention** will be held twice weekly by Year Leader for more serious incidents / persistent problems outside the classroom, lateness to school or poor behaviour in form time. This is an after school detention run on a Monday and Thursday for 60 minutes. Referrals for this detention should be via the Pastoral Coordinator. Parents are informed of the detention via pupil post and a text message.

A **CAL / SL detention** held at the convenience of curriculum leaders to support their departments. Parents must be informed that this detention is taking place.

### C5 – Senior Leadership Detention (1 hour)

To be used at the discretion of SLT for serious incidents and persistent offenders, automatically given to pupils who fail to report to isolation room when directed., this takes place on a Friday after school. Text message sent home via the Receptionist.

### C6 – Head's detention (1.5 hours)

To be used at the discretion of the Headteacher for very serious incidents, taking place after school on a Tuesday. Letters sent home via the school's Receptionist.

**NB. All missed detentions should be reissued to pupils, as well as a further sanction for failing to attend.**

#### C7 – Subject Isolation

To be used at the discretion of curriculum leaders and SLT links to support their departments. Pupils can be withdrawn from lessons for a period of up to two weeks. Any extension to this should be discussed with the SLT link. As this involves pupils missing their timetabled lessons parents must be informed that this consequence is being utilised. Appropriate work must be completed during the period of isolation.

#### C8 – Reflect and Resolve

To be used at the discretion of SLT and YLs. Pupils will be in isolation for the school day. Whilst in isolation the pupils will be asked to reflect on their behaviour in order to learn from the experience using a range of published materials and discussion with the unit manager. Pupils can be in Reflect and Resolve on more than one occasion but where it is apparent that this reflective process is not having the desired effect the unit manager should bring this to the attention of the relevant member of SLT so that alternative consequences can be considered. Contact must be made with parents to explain the situation and parents may be asked to bring their child to school before entering Reflect and Resolve where pupil and parents will be asked to sign a contract agreeing with the specific conditions imposed in the unit. Pupils will be expected to bring a packed lunch or access will be given to free school meals (sandwich and a drink).

#### C9 – Senior Leadership Seclusion (SLS)

For pupils who have already experienced Reflect and Resolve or have failed to behave well in that environment SLS will be utilised.

#### C10 – Fixed Term Exclusion

Exclusion from school will only be used in exceptional circumstances.

The Headteacher may exclude a pupil for up to 45 school days (9 school weeks) in a school year. For the first 5 days of any exclusion it is the parent(s)/carer(s) responsibility to provide care and supervision for their child, although the school has a responsibility to set work. Pastoral Coordinators will arrange for work to be collected. After the fifth day the school must make provision for the pupil.

Pupils on fixed term exclusion will receive work to complete and return to the school for review. The offences listed below may lead to fixed-term exclusion.

- Physical violence towards another pupil (may include referral to Police)
- Derogatory and/or discriminatory verbal violence towards another pupil
- Serious defiance
- Persistent disruptive behaviour
- Racial / sexual / homophobic harassment
- Bullying (including cyber-bullying)

- Theft
- Drug abuse or possession of drugs, illicit substances or inappropriate materials (including pornography)
- Graffiti or property damage
- Malicious allegations against staff.

### C11 – Governors Disciplinary Panel

Authorised by the Headteacher this is an informal panel of governors to consider the case of pupils in imminent danger of permanent exclusion. They will review the actions taken by the school prior to this meeting and will make one of several recommendations based on the evidence presented and the response of the pupil / parent to the panel.

1. To advise the Headteacher to proceed with a permanent exclusion.
2. To issue a final warning and set targets related to improved behaviour.
3. To advise the Headteacher that further steps should be taken in an attempt to modify the pupil's behaviour and to reconvene the panel to consider the impact of such intervention.

NOTE: A record must be kept of the governors involved and the participating governors cannot be included in the formal proceedings following permanent exclusion.

### Managed Move / Respite

When it is clear that a pupil's behaviour is not improving, a managed move to another school may be considered. This is for a trial period of six to twelve weeks. The final stage in trying to prevent a pupil from being permanently excluded is to direct them to alternative provision. This is the legal right of any school and does not require parental consent. Of course any decision regarding a pupil's future would be carefully considered in collaboration with parents / carers.

### Permanent Exclusion

On rare occasions, the Headteacher may permanently exclude a pupil from school. The pupil's parents will always be fully involved and given the opportunity to make representations.

The decision to exclude permanently is a serious one. There are two main types of situation for which permanent exclusion may be considered.

1. The first is a final, formal step in a concerted process for dealing with disciplinary offences following the use of a wide range of other strategies, including fixed-term exclusion, which have been used without success. It is an acknowledgement that all available strategies have been exhausted and is used as a last resort. This would include persistent and defiant misbehaviour, including bullying (which could include racist or homophobic bullying) or repeated possession and or use of an illegal drug on school premises.

2. The second is where there are exceptional circumstances where it could be appropriate to permanently exclude a pupil for a first or 'one off' offence. These might include:

- Serious actual or threatened violence against another pupil or a member of staff
- Sexual abuse or assault
- Carrying, using or threatening to use a weapon
- Arson
- Malicious allegations against staff.

These instances are not exhaustive but indicate the severity of such offences and the fact that such behaviour seriously affects the safety and wellbeing of the school community.

#### Additional Consequences / Strategies

To support the above staff may decide to utilise these additional strategies to support successful behaviour management.

- letters to parents/carers (other than a standard detention letter)
- meetings with parents/carers
- community service where this is an appropriate response to the breach of school rules e.g. helping in school canteen if seen throwing food
- withdrawal of school privileges appropriate to the infringement e.g. not allowed access to visits, use of ICT facilities / internet access etc. (must be liaison with Network Manager / EVC)
- confiscation of items requiring parental collection. In some cases where a pupil persistently breaks the school's rules regarding possession or use of unauthorised items, or persistently fails to conform to the school uniform this sanction may be enforced. Items must be clearly labelled, booked into Student Services by the Receptionist, placed securely in the safe and contact made with home to inform parents
- restorative justice (in liaison with School Counsellor, Pastoral Coordinator and Police)
- interventions by Safer Travel (Lancashire) with regard to behaviour on the buses and at bus stops.

#### Home, School and Learner Agreement

Although no longer a statutory duty Ribblesdale High School will continue to utilise a home, school and learner agreement in order to share expectations with pupils and parents. (see appendix A)

#### Reporting Incidents

The prompt and accurate reporting of serious incidents is considered particularly important to the effectiveness of the school's behaviour for learning policy. Incidents should be recorded in SIMs and information forwarded to the relevant line manager quickly and in sufficient detail that an investigation can be conducted.

## Reporting Emergencies

In the case of an emergency it is appropriate to telephone for SLT assistance. Ring Mrs Smith (SLT support) and she will contact an available member of SLT. If Mrs Smith is not available, contact anyone in the Business and Finance Office, or failing that Reception. It is vital, however, that a written account, recorded in SIMS, follows as a matter of urgency. Action cannot be taken without recorded evidence.

## Smoking and Electronic Cigarettes

Smoking is a clear breach of school rules. More importantly, however, it places the young person at risk of long term harm. At Ribblesdale we have a duty of care to inform parents who may not be aware that their child has started smoking. As a result a pastoral detention will be issued but in addition a letter will be sent home by the relevant pastoral coordinator. In the case of electronic cigarettes, these should be confiscated, a detention issued and parents informed that they will have to collect the item from Student Services.

## Selling Items on the School Premises

Pupils are not allowed to sell items on the school premises unless given permission by a teacher as part of a school fund raising event.

## Beyond the school gates

Teachers have a statutory power to discipline pupils for misbehaviour outside of the school premises. Examples include:

- Unacceptable appearance in terms of uniform expectations in close proximity of the school.
- Sanctions will apply to pupils who misbehave on the way to or from school, outside the school gates or otherwise in close proximity to the school. Action would be taken against any pupil who was verbally abusing members of the public on a bus on the way to or from school.
- If someone causes any distress or distraction to the bus driver on the journey to and from school they could be banned from using the bus for an agreed length of time (up to twelve weeks). Parents/Carers would be notified of this in advance. Safer Travel warning letters and Acceptable Behaviour Agreements could also be utilised but if the incident is serious enough a ban can be imposed without previous Safer Travel involvement.
- Sanctions will apply if misbehaviour takes place on Educational Visits, Work Experience or whilst the pupil was taking part in a further education course as part of a school programme
- The school will apply sanctions if a pupil misbehaves whilst representing the school in a sports event with another school or any other event which might affect the chance of opportunities being offered to other pupils in the future.
- The school would take action if a pupil harassed a member of staff or pupil off school premises, including through the internet. This could also be a police matter

- Bringing the school into disrepute by smoking or using smoking paraphernalia in close proximity of the school.

### **Behaviour and Safety and the Curriculum**

Issues related to Behaviour and Safety are an integral part of the PHSE / Citizenship curriculum and assemblies. However, all members of staff, and particularly teaching staff, have a responsibility to take advantage of planned, and unplanned opportunities, to help pupils develop the moral values associated with good behaviour and making a positive contribution to the Ribblesdale community.

### **Interrelationship with other School Policies**

In order for the Behaviour for Learning Policy to be effective it must be utilised alongside other key policies, for example;

- Health and Safety Policy
- Anti-Bullying Policy
- Single Equalities Policy
- Child Protection Policy
- Attendance Policy
- Teaching and Learning Policy

### **Mobile Phones / Electronic Devices**

If a pupil is seen using a mobile phone / electronic device inside the buildings or during lesson time without permission or during lesson it emits a noise indicating that it is not switched off, the item will be confiscated by the member of staff and sent, clearly labelled, to Student Services for safekeeping. The Student Service receptionist will complete the required records and log on SIMS. Pupils should not be allowed to remove batteries or SIM cards but should be allowed to turn off the device. On the first occasion it will be returned to the pupil at the end of school with a warning that if the school expectations are not adhered to in the future the phone will be confiscated for a period of a week. If a phone is confiscated for a second time a letter will be given to the pupil to take home and a text sent. The letter will explain the rationale for the school expectation and inform parents that the device will be returned to the pupil after a period of one week has expired. In the interim period parents can collect the device but not within the first 24 hours ensuring that there is sufficient time for the required administration to be completed. This procedure is repeated for the third time the school expectation is broken. On the fourth occasion the same procedure is followed but in addition a letter is sent home via the post informing parents that if any items are confiscated in the future this will trigger a parental meeting. In the rare event that a mobile phone / electronic device is confiscated for a fifth time parents will need to make an appointment to see the Assistant Headteacher responsible in order to find an appropriate solution to the problem. Any inappropriate use of an electronic device e.g. for purposes of bullying, inappropriate images, recordings etc. will be treated as a serious breach of school rules. In addition to the use of other sanctions, the school retains the right to ban an

individual the right to have a mobile device in their possession during school hours, in the interests of the rest of the school community.

### **Investigating Cases**

The school will investigate, as appropriate, reported incidents of pupil misbehaviour. The school will ensure that relevant staff receive appropriate training for the conduct of any investigations, including in respect of the recording of evidence and the taking of witness statements. The school will notify the Police and other relevant bodies of incidents where it is appropriate to do so. The school will complete investigations within a reasonable timescale and not normally exceeding 2 days. The school will ensure that appropriate feedback from any investigation undertaken is provided to relevant persons together with the action taken. A copy of the results of all investigations undertaken will be held on record. Where an investigation finds that there is no case to be answered this will clearly be indicated on the pupil's file.

### **Uniform Card Procedures**

All staff will check uniform and sign cards for breaches of uniform policy to ensure consistency at all times throughout the school day. Pupils should be given one signature for each uniform issue. For example, if a pupil has three items wrong with their uniform e.g. shirt out, no tie and incorrect footwear, they should be given three signatures. The policy covers all uniform issues, including makeup and jewellery. Chewing in class is also included. Form tutors will check each morning that everyone has their card / planner and at some point each day log those pupils who have signatures using the tally sheet. If a pupil doesn't have their card/planner, a replacement card (different colour) is given and the form tutor should organise a lunchtime detention in A9 via the Pastoral Coordinator. The form tutor needs to log this information on SIMS. If the pupil doesn't bring their original card/planner the next day, they should be issued with an SLT detention. If they forget their planner again in the same half term it is then an immediate SLT detention. If a pupil arrives to form with a uniform issue that cannot be immediately resolved, i.e. trainers, and hasn't brought a note, they will be sent to their Pastoral Coordinator. Pastoral Coordinators will issue a pupil with a note for the day and sign the pupil's card once. Where necessary parents will be contacted to determine when the issue will be resolved. At the beginning of a new term when new uniform cards are issued the form tutor should sign the front of the card to ensure that pupils cannot use a substitute.

Year Leaders/SLT perform spot checks and support their form tutors wherever possible. This is to ensure a consistent approach in form time and that the system of logging signatures etc. is being done by all form tutors in the same way. SLT link for each year group will liaise with the Year leader and support them in ensuring consistency throughout form groups. Consequences for non-compliance with school uniform is outlined below.

- 3 signatures = Form Tutor (lunchtime detention in A9)
- 6 signatures = Year Leader detention (refer to Pastoral Coordinator who will log on SIMS)
- 9 signatures = SLT detention (refer to the school Receptionist who will log on SIMS)
- 12 signatures = Headteacher's detention (refer to the school's Receptionist who will log it on SIMS)



Persistent offenders will be identified and placed on an accelerated system of sanctions to encourage compliance with the uniform policy. These pupils will receive a letter home and will attend a meeting with the Senior Leader responsible.

### Early Intervention

The school will develop measures to encourage pupils to take responsibility for their own behaviour and to help them to recognise the consequences of inappropriate behaviour. The school will undertake reviews of the educational and emotional needs of pupils, as appropriate.

### Searching

School staff can search a pupil for any item if the pupil agrees. In the event that a pupil does not consent to a search the Headteacher or any member of the SLT having been granted the Headteacher's authority have the statutory power to search pupils or their possessions, without consent.

Prohibited items are:

- knives or weapons
- alcohol
- illegal drugs
- stolen items
- tobacco and cigarette papers and e-cigarettes
- fireworks
- pornographic images
- any article that the member of staff reasonably suspects has been, or is likely to be, used to commit an offence or cause personal injury to, or damage to the property of, any person (including the pupil themselves).

Searches must be conducted by a member of the SLT of the same sex as the pupil being searched and in the presence of a witness, also of the same sex. Searches can only be conducted on the school premises or the member of staff has lawful control or charge of the pupil, for example on school trips or in training settings. In the absence of a member of the Senior Leadership Team on an educational visit, the visit leader can fulfil this role. The person conducting the search **must not require** the pupil to remove any clothing other than outer clothing.

- 'Outer clothing' means clothing that is not worn next to the skin or immediately over a garment that is being worn as underwear but 'outer clothing' includes hats; shoes; boots; blazer; gloves and scarves.
- 'Possessions' means any goods over which the pupil has or appears to have control – this includes bags.
- A pupil's possessions can only be searched in the presence of the pupil and another member of staff.

When carrying out a search on a pupil we may choose to use an electronic wand. This is a safe and non-invasive way to detect metal objects. Schools have statutory power to require pupils to undergo screening by a walk through or hand held metal detector (wand). Even if they do not suspect them of having a prohibited item and without the consent of pupils and parents.

### Confiscation

Any member of staff can confiscate, retain or dispose of a pupil's property as a disciplinary penalty, where it is reasonable to do so. In the case of any item that may be deemed valuable, it should be clearly labelled and sent to Student Services for safe keeping rather than being thrown away. Where a search has been conducted by a member of SLT there is discretion to confiscate, retain and/or destroy any item found so long as it is reasonable in the circumstances. Where any article is thought to be a weapon, an illegal substance or stolen goods of significant value (if the owner is known, any goods can be returned to them directly), it must be clearly labelled and placed in the School Safe (Business and Finance Office), until the Police can be informed and the item(s) collected. Where a person conducting a search finds alcohol, cigarettes, tobacco and papers, fireworks or other substances which may cause harm or be detrimental to good order and discipline e.g. legal highs, they may be retained or disposed of. Under no circumstances should the items be returned to the pupil.

If a member of staff finds a pornographic image, they may dispose of the image unless its possession constitutes a specified offence (i.e. it is extreme or child pornography) in which case the school's DSL should be alerted and the Police informed by the school as soon as reasonably practicable. Images found on a mobile phone or other electronic device can be deleted unless it is necessary to pass them to the Police.

The protocols for searching individuals also apply to the searching of electronic devices. The member of SLT / Visit Leader conducting the search may examine any data or files on the device if they think there is a good reason to do so. Following an examination, if the person has decided to return the device to the owner, or to retain or dispose of it, they may erase any data or files if required.

### **Taking into Account Individual Pupils Needs**

We believe that all staff in our school need to take account of the individual needs and circumstances of the pupils when implementing the behaviour for learning policy.

We would expect staff to make reasonable adjustments in the application of our behaviour policy for pupils with special educational needs and/or disabilities. Specific support mechanisms will be provided to assist those who need special consideration in the type of teaching provision and resources offered to them to ensure they reach their full potential.

All staff will be provided with regularly updated information regarding pupils who have special educational needs and/or disabilities. It is expected that staff will use this information wisely when implementing the school behavioural policy.

### **Use Of Reasonable Force**

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 pupils. 'Reasonable in the circumstances' means using no more force than is needed.

All members of school staff have a legal power to use reasonable force. Below are some examples of when reasonable force could be employed:

- remove disruptive children from the classroom where they have refused to follow an instruction to do so
- prevent a pupil behaving in a way that disrupts a school event or a school visit
- prevent a pupil leaving the classroom where allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the learning of others. Please note that in most circumstances the sensible option in order to deescalate the situation would be to let the pupil leave the room and send for SLT support.
- prevent a pupil from attacking a member of staff or another pupil, or to stop a fight in the playground.

NOTE: Wherever possible the member of staff considering the use of reasonable force should seek out an adult witness. This is in order to prevent the pupil from making malicious allegations against the member of staff. This should not however prevent a member of staff from intervening in an emergency e.g. a fight in the playground where there are no immediate adult witnesses. If reasonable force has been used this must be reported to a member of SLT as soon as possible.

### Communicating with Parents / Carers

Parents/Carers will be contacted promptly by the school, normally on the day of the incident, to notify them of any reported serious incidents of misbehaviour in which their child has been involved. This can, where necessary, be done before the completion of any investigation to keep parents/carers informed but parents/carers must then be contacted once the investigation is complete to be informed of any outcomes.

### Racist Incidents

The school reports details of racist incidents in accordance with its statutory duties. The SLT member responsible (ZD) must be informed of any racist incidents and will advise on the appropriate course of action.

### Dissemination

In order to introduce new expectations and reinforce existing rules on a regular basis in form time will be dedicated to CASCADE a mechanism for sharing and discussing school expectations presented by the form tutor.

Consistency  
Across  
School  
Creates  
Accepted  
Desirable  
Expectations

### Monitoring and Review

The school will monitor the use of rewards and sanctions to ensure that its arrangements operate with due regard to equal opportunities and anti-discrimination, and the school's statutory duties in line with the Single Equalities Policy. The procedures will be reviewed regularly, by the SLT to ensure that they are current and reflect the practice within the school. Any amendments should be ratified by the Headteacher. In consultation with the staff, will undertake systematic monitoring and conduct regular reviews of the behaviour for learning policy and procedures in order to evaluate them to ensure that the operation is effective, fair and consistent. In the event that substantive changes are required these would need to be ratified by the Governing Body.

**Z Dewhurst**

**Deputy Headteacher**

**Last reviewed and refreshed: Oct 2019**

**Next Review: June 2020**

## Appendix 1 – Home, School and Learner Agreement

	As a school we will do our best to ...	As parent/carer(s) we/I will do our/my best to ...	As a learner I will ...
<b>Learning Ethos</b>	<p>Make Ribblesdale a positive and supportive place in which to learn by creating a secure, happy and caring environment, where pupils are challenged to reach their potential.</p> <p>Encourage all pupils to fully participate both academically and in extra-curricular activities and be proud of their achievements.</p>	<p>Support the ethos of the school as outlined in The Ribblesdale Way.</p> <p>Encourage my/our child to involve themselves in extra-curricular activities.</p>	<p>Respect each other and the school environment.</p> <p>Seek out opportunities to develop my skills through academic events and sporting/social events.</p> <p>Promote the good name of Ribblesdale in and out of school.</p>
<b>Standards and Achievement</b>	<p>Provide a broad, balanced curriculum which will challenge pupils to achieve their potential.</p> <p>Encourage pupils to invest in their future through aspirational goals to further support their learning, progress and development.</p> <p>Encourage a growth mindset in our pupils and staff that we can achieve and reach our goals with consistent effort and a positive attitude.</p>	<p>Encourage my/our child to show determination and commitment to their learning.</p> <p>Encourage my/our child to respond positively to challenges and overcome them with support and guidance.</p>	<p>Show determination to succeed and recognise my lessons as opportunities to develop my knowledge and understanding further.</p> <p>Respond to challenges with a positive attitude and always try my best.</p> <p>Promote the school in a positive way, through my actions and in what I say.</p>
<b>Personalised Learning</b>	<p>Set, mark and monitor homework, personalised learning tasks and controlled assessments to develop our pupils' understanding further and build on the learning that takes place in lessons.</p> <p>Inform parents of any concerns regarding homework/controlled assessment.</p>	<p>Support my/our child in completing any homework set.</p> <p>Encourage my/our child to look for opportunities to develop their understanding and knowledge outside of their lessons through wider reading and independent research.</p>	<p>Be organised in recording, keeping track of and completing homework on time.</p> <p>Ask for support from my teachers if I do not understand homework set.</p> <p>Develop my own knowledge and understanding further through independent learning, reading and research.</p>
<b>Attendance and Punctuality</b>	<p>Monitor attendance and punctuality to school and to lessons.</p> <p>Inform parents of any persistent concerns regarding attendance or punctuality.</p>	<p>Make sure that my/our child attends school regularly, on time, in correct uniform and properly equipped.</p> <p>Inform school no later than 9.00am if my/our child is going to be absent due to illness.</p> <p>Request a planned absence in writing and in good time (at least 1 month before) to the Headteacher.</p> <p>Please note that Government legislation precludes term time holidays as being an acceptable reason for absence.</p> <p>Provide a note following any absence to the Attendance Officer.</p>	<p>Attend school regularly.</p> <p>Bring all the equipment I need every day.</p> <p>Be punctual to school (8.45 am) and arrive promptly to every lesson.</p> <p>Wear the correct uniform each day and be proud to represent Ribblesdale in my appearance.</p>
<b>Behaviour for Learning</b>	<p>Inform pupils and parents of school rules and guidance.</p> <p>Enforce school rules and enable all pupils to learn in a safe environment.</p> <p>Monitor the behaviour of all pupils.</p> <p>Inform parents of any persistent/serious concerns regarding behaviour or barriers to learning.</p>	<p>Support the school in enforcing school rules and guidelines.</p> <p>Support the school's detention policy and sanctions.</p> <p>Accept that decisions regarding sanctions in the school lie with the school staff rather than myself as a parent.</p>	<p>Behave excellently at all times and respect everyone and the environment around me.</p> <p>Not smoke or bring illegal substances or dangerous objects to school.</p> <p>Attend detentions, should I have to, and I will do so on the day and time indicated to me.</p> <p>Inform a member of staff if my rights or those of another pupil are being denied.</p>
<b>Communication</b>	<p>Arrange an annual Parents' Evening where progress can be discussed.</p> <p>Provide an annual report on your son's/daughter's progress.</p> <p>Keep parents informed about school activities via the newsletter, text messages, website or letters.</p> <p>Respond to phone calls or correspondence sent in by parents within three working days, where possible.</p>	<p>Inform school of any circumstances that may affect my/our child's school work/behaviour.</p> <p>Attend Parents' Evenings and make alternative arrangements if this is not possible.</p> <p>Act in a courteous and respectful manner in all communications with school staff.</p>	<p>Take all correspondence home and give it to my parents/carer.</p> <p>Return all reply slips.</p> <p>Be respectful when I am communicating with all members of staff in school.</p>