

BEHAVIOUR FOR LEARNING POLICY

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Signed by Chair of Governors:	Nicola Waters

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1. Ready Respectful Working Safe (RRWS)

The Weald School expects **high standards** of personal conduct and behaviour from all members of the community; we promote a **ready, respectful, working and safe (RRWS)** environment with positive relationships that enhance everyone's ability to work and learn. There is a recognition that everyone is allowed to make mistakes but that these should represent a learning curve from which one **grows and develops**. The school **supports** all students in learning from their mistakes. There is an understanding that students who repeatedly fail to respond to the behaviour policy will face **increasing consequences** commensurate with the repetition.

Good behaviour is central to a good education. We wish to empower students to be decent, happy members of their community that learn and thrive. Parental and carer engagement is vital to success and we gratefully receive their support to establish good behaviour. This policy proactively supports students through a **curious not furious approach** where all misbehaviour is addressed fairly, consistently and effectively through our **RRWS** rules (see figure 1). Each half term students will be inducted and reminded of the RRWS expectations in a standards assembly.



Figure 1: RRWS rules and expectations

This policy provides a **consistent approach** to behaviour management. It summarises the roles and responsibilities of different people in the school community with regards to behaviour management and outlines our system of recognition, support and consequences. Every student understands they have the right to feel safe, valued and respected, and to learn free from the disruption of others. Therefore our **homeschool agreement** for students and parents includes the following:

- Follow the four classroom expectations - (Ready, Respectful, Working and Safe).
- Attend school regularly and on time.
- Wear the correct school uniform and be tidy in appearance as outlined in the school's uniform policy.
- Accept that bullying, harassment, intolerance and discrimination are **unacceptable** in our school community. All students, staff and visitors are free from any form of

discrimination, including but not exclusive to sexual violence, touching and harassment.

- Always work to the best of their ability in lessons and in completion of homework.
- Obey the school's behaviour policy in school, and while travelling to and from school and when representing the school in our wider community.
- Be responsible members of the school community by:
 - Being kind to and accepting of everyone
 - Not tolerating bullying, harassment or discrimination of any kind and standing up for victims of unkind behaviour
 - Being good citizens when representing the school in the wider community
 - Looking after the environment in and around the school community
 - Using the school's and their own IT equipment, devices and the internet respectfully.

The governing body also emphasises that violence or threatening behaviour will not be tolerated in any circumstances. For incidents of bullying please refer to The Weald's anti-bullying policy. This behaviour policy is reviewed and approved by the full governing body every 3 years.

We very much aim to strike a balance between **developing the student** and applying consequences to poor behaviour. This will involve supporting the student to develop the skills required to ensure better behaviour, offering proactive strategies to allow an environment where everyone is able and ready to learn respectfully and safely. These two overlapping concepts are covered by Paul Dix and Tom Bennett in their books "When the Adults Change" and "Running the Room".

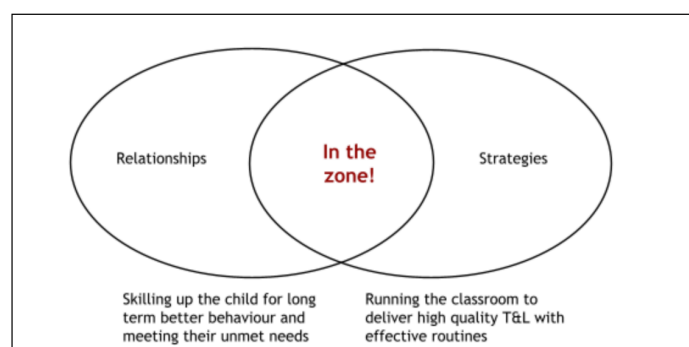


Figure 2: Relationships and Routines

2. Recognition and acknowledgement

The vast majority of students **behave extremely well** and work hard. Rewards play an important role in recognising this. These are used when students go above and beyond normal expectations or are simply doing their best all of the time. Unlike consequences, we should all employ an inconsistent approach to rewards to make them **special and uncertain**. If a certain behaviour always gets rewarded then this can devalue the reward and become expected.

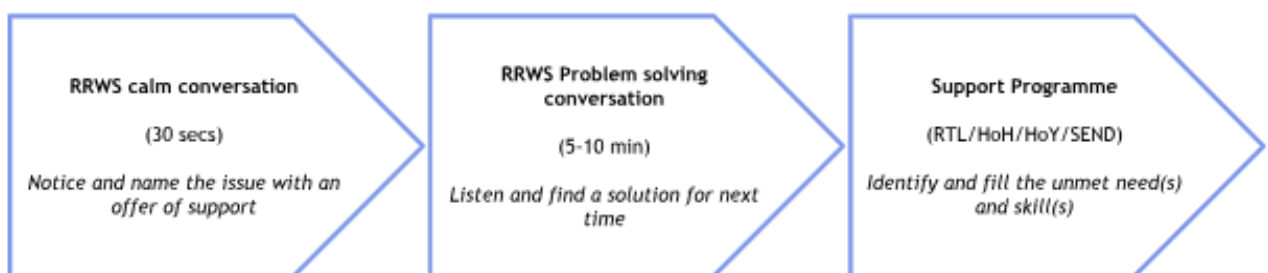
Personal informal rewards go a long way such as a sticker, a nod, a smile, a genuine well done, house point or a Friday phone call to a parent. There are a wide variety of opportunities for praise and motivational incentives for all students. Examples of some of our rewards are: Gold Awards, House Cup, working well postcards, Shackleton Award and Head of Year bronze, silver and gold awards for tracking. However staff are free to be **creative and personalise** what they do. It could be a simple well done or a smile. Not all rewards are external. Often intrinsic rewards are overlooked and the **feeling of improvement** or satisfaction of having done your best can make anyone's day!

Students carry a **Weald card** that will be signed by staff for being **kind and courteous**. Students can collect signatures for kind, courteous and supportive behaviour. Three signatures gets them entry to the **prize draw!** They just need to remember to hand their card to RTL (D3). This also counts towards the House Cup Competition. Win that and a students' whole House gets a day in non-uniform and two periods out of lessons on **inflatables and eating ice cream** (not at the same time)!

3. Student support and SEND adjustment

We pride ourselves in the **depth of relationships** between staff and students and are **uncompromising in supporting** all students to learn and grow while they attend The Weald School. Consequently, our approach to challenging behaviour is swift, proportionate and differentiated to cater for the needs of the student. The support on offer ranges vastly depending on the need. It starts with **clear expectations** (Figure 1) and is supported by a **warning system** (Figure 3). Should a warning/reminder not suffice then a conversation is had between the teacher and student where the underlying issue is tackled rather than just the surface level poor behaviour. This may well happen in a **detention as a follow up conversation**. This is important and we will not negotiate on the attendance to these. Coaching conversations form the foundations of the school support via teachers, tutors, Heads of House, The Ready To Learn Hub staff and SEND department. Support makes use of these coaching conversations, restorative practice or IX check backs.

Conversations are our foundation level of support. We take an approach that avoids any blame or shame. We start with **curiosity** and a space for the student to speak. We **listen** to understand the underlying issue and link this to an **unmet need or a lack of skill**. We raise awareness by **highlighting our concerns as facts** to the student using the RRWS language, thus leading them in finding a solution with us. We are relentless in the high standards we expect. Coaching conversations close with praise in order to grow a positive rapport and **improve the chance of success** for both the student and member of staff.



The school recognises its legal duty under the Equality Act 2010 to prevent students with a protected characteristic from being at a disadvantage. The school's **special educational needs and disabilities coordinator** will evaluate a student who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met. Where necessary, **support and advice** will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs. When acute needs are identified in a student, we will liaise with external agencies and plan support programmes for that student. The support checklist can be seen [here](#). We will work with parents to create the **plan and review** (Assess Plan Do Review) on a regular basis. We maintain high expectations for all students and make reasonable adjustments for students with particular special educational needs.

The **Ready to Learn (RTL) Hub** takes a leading role in supporting a broad range of students who require additional support to access the curriculum. This starts away from the classroom where RTL staff will work with students and families to develop and **deliver strategies** to overcome barriers to learning (such as healthy self esteem, good resilience and/or adequate self regulation). The RTL Hub fully supports students to **succeed at school and in life**. Eventually this will help students develop their own coping strategies and enjoy learning with their **peers in the classroom**.

4 Consequences

Consequences are an opportunity to re-establish teachers' expectations and for students to show they understand these: the key thing is that the **behaviour must change**. Consequences are not for punishing students or for 'extracting a pound of flesh'. They are actions that correct, redirect, educate and ultimately are designed to **improve behaviour** for the student, the teacher and everyone else. We take a three tiered approach to poor behaviour of **remind - options - reset**. Incidents are logged as behaviour hits on an online platform and shared with students and parents/carers. A summary of this graduated approach is shown below in figure 3.

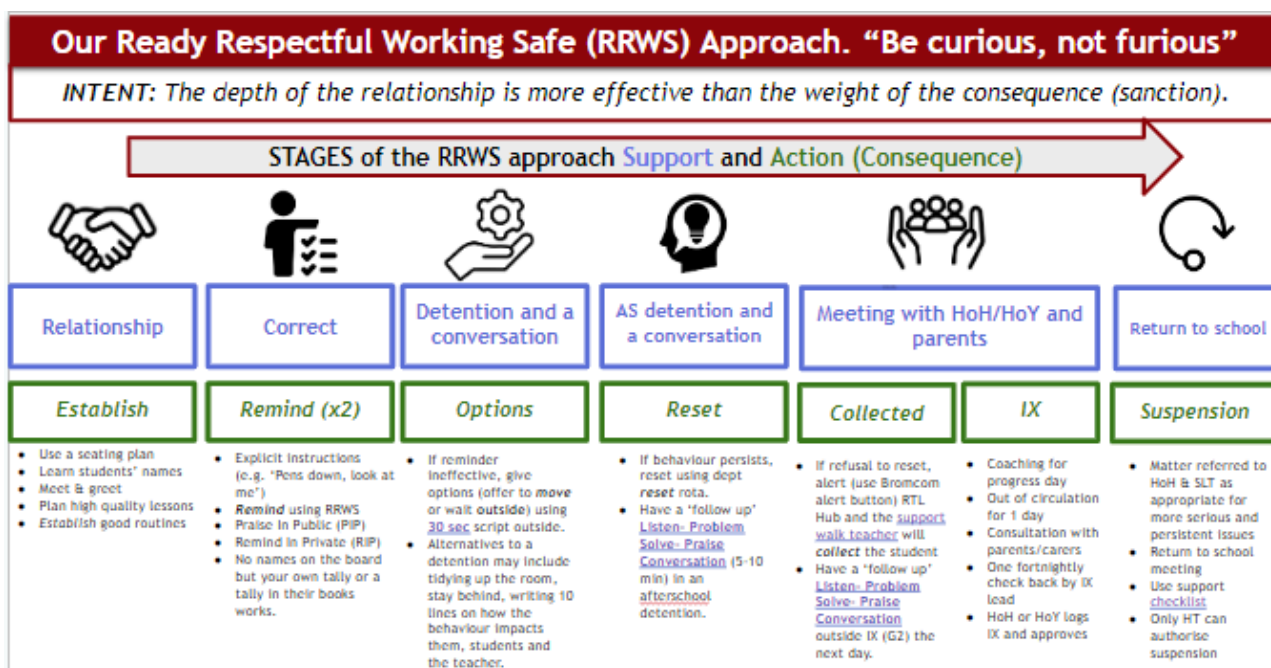


Figure 3: [RRWS - Knowledge Organiser](#)

There are varied consequences that teachers and the school employ to avoid poor behaviour and create a calm, orderly, safe and supportive learning environment for everyone. Such incidents are recorded on an electronic platform by staff that parents can view. This is not an exhaustive list but gives an indication of the **typical hierarchy** used:

1. **Classroom strategy** (eg warning, move seat, short immediate consequence, stay behind for a follow up conversation).
2. **Detention:** lunch, after school, IX. Class teachers hold the responsibility for the conversation.

3. **Reset:** a student is placed in another classroom for the lesson with a follow up coaching conversation in a detention.
4. **Internal isolation (IX)** with check back conversations to understand and review the issue.
5. **Suspension** with a return to school meeting to prevent further incidents.
6. **Permanent exclusion** only ever as a last resort.

Guide to consequences:

- **B14 detention** - This is a centralised detention at break and lunchtime in B14 for lateness to school, incorrect uniform or poor behaviour at social time.
- **Uniform card detention** - students' Weald cards will be signed for uniform infringements and three signatures or no card results in a centralised after school detention on a Tuesday, Wednesday or Thursday.
- **After school detention** - run 15:05 - 16:15 Tuesday to Friday and parents/carers are responsible for any travel arrangements. Late buses run Tuesday - Thursday.
- **Internal isolation (IX)** is a measure used to remove students from normal circulation for a day under supervision by the IX staff. Incidents that result in an IX will include: refusal to be reset; refusal to attend an after school detention; repeated refusal to follow staff instructions within a reasonable take up time; repeatedly truanting; being in a toilet cubicle with others, out of lessons without a pass or refusal to hand a phone over and causing mass disruption to others. This is not an exhaustive list. They will receive a coaching conversation by the IX lead. There are clear expectations within the room and a warning system. Should students fail the day in IX this may well lead to a suspension.
- **Suspension** - This requires the student to be off-site for the duration of the suspension. The maximum any student can be suspended is 45 days in an academic year / 15 days in a term. For any suspension over 5 days, the school provides an alternative, full time education for the length of the suspension. For repeated suspension we will look at further support to break the cycle and get students back on track. A support list can be viewed [here](#), which may include a PSP (Pastoral Support Plan)
- **Permanent exclusion** from the school is always a last resort.

Lines in the sand

All students are expected to take responsibility for their actions and their choices at all times.

There are some lines that we will not tolerate any students crossing. For such serious breaches of our code of conduct a student will be suspended or permanently excluded depending on the severity and nature of the behaviour. This decision is made by the headteacher and based on the evidence available at the time and on the balance of probability. The balance of probability standard means that we are satisfied an event occurred if we consider that, on the evidence, the occurrence of the event was more likely than not. Below is an indicative but non-exhaustive list of such behaviour:

- Verbal abuse/threatening behaviour
- Abuse and discrimination
- Physical assault/fighting
- Criminal activity (Schools retain the discretion to continue investigations and enforce their own sanctions in the same way so long as it does not conflict with police action)
- Possession of a prohibited item
- Refusal to follow instructions or to go to a supervised location.

Other points:

Off-site behaviour - The behaviour policy and standard support with sanctions can be applied to incidents and bullying when it occurs off the school premises. Below is an indicative but non-exhaustive list of such behaviour:

- when taking part in any school-organised or school-related activity;
- when travelling to or from school;
- when wearing school uniform;
- when in some other way identifiable as a student at the school;
- that could have repercussions for the orderly running of the school;
- that poses a threat to another student;
- that could adversely affect the reputation of the school.

Malicious allegations - The Weald believes that all members of the school community are entitled to protection from bullying and unfounded allegations. Inappropriate behaviour between students and staff will not be tolerated and any concerns or allegations of inappropriate behaviour by staff will be dealt with quickly, fairly and sensitively through the appropriate policies.

If malicious allegations are made against members of staff, those making the allegation will be subject to an investigation to understand the motivations for the allegation and subject to our behaviour policy. A malicious allegation is a false accusation made against someone with the intention of causing harm or damage, and without any evidence to support it. Therefore further action may include a consequence as outlined in our behaviour policy, a referral to the Integrated Front Door and the incident may be reported to the Police.

Restrictive interventions: The school will always use de-escalation strategies and only use restrictive interventions as a last resort to prevent injury, crime, property damage, or serious disorder. Therefore in some circumstances, staff may use reasonable force to restrain a student to prevent them causing disorder, hurting themselves or others and damaging property. Incidents of physical restraint must **always be used as a last resort** and will be recorded and reported to parents. Follow-up conversations to repair relationships and learn lessons will be carried out with the student along with any ongoing support.

Confiscation and searches - Any prohibited items (Appendix A) found in students' possession will be confiscated. These items will not be returned to students. We will also confiscate any item which is harmful or detrimental to school (this includes unapproved use of mobile phones). These items will be returned to students after discussion with senior leaders and parents, if appropriate. Searching and screening students is conducted in the presence of the student (with consent by them) and two other members of staff (one of which must be the same gender as the student).

Online behaviour - Even though online spaces differ in many ways, the same standards of behaviour are expected online as apply offline and the same sanctions would apply.

Mobile phones - Allowing access to mobiles in school introduces complexity and risks, including distraction, disruption, bullying and abuse, and can be a detriment to learning. The use of a mobile phone in lessons is not permitted. If mobile phones are seen or heard between 8:45-15:05 they will be confiscated. Parents/carers should collect confiscated phones from the school

Appendix A

Searching

Headteachers and staff authorised by them have a statutory power to search students or their possessions, without consent, where they have reasonable grounds for suspecting that the student may have a prohibited item.

Prohibited items are:

- knives or weapons
- alcohol
- illegal drugs
- stolen items
- tobacco and cigarette papers
- E-cigarettes or vapes
- 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
 - to cause personal injury to, or damage to the property of, any person (including the student).

Headteachers and authorised staff can also search for any item banned by the school rules which has been identified in the rules as an item which may be searched for.

Appendix B

Documents for Staff

1. [RRWS knowledge organiser](#)
2. [Ten top tips](#)
3. [Out of lessons policy](#)
4. [Detentions guidance](#)
5. [Reports & PSPs](#)