



Respect Honesty Compassion Resilience Industry Courage

The Market Weighton School

Behaviour for Learning Policy

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1. Introduction

This policy recognises and responds to obligations under the Equality Act 2010 and the suspension and permanent exclusion guidance 2022.

2. Aims of the policy

- To support the school in maintaining its values and follow our school motto “Expect more Achieve more”
- To minimise low level disruption
- To communicate with parents about positive and negative behaviours
- To provide a safe, secure, inclusive and supportive learning environment for all members of our school community

3. Principles

- Students learn best in an orderly learning environment
- All students are capable of high standards of behaviour
- Behaviour management is most effective when carried out consistently across the school
- Rewards are important in promoting positive behaviour
- Effective behaviour management seeks to avoid disruption
- Students are aware of consequences to actions

4. Standards and reporting

High standards of behaviour are expected from all students. It is important that students are able to demonstrate on a daily basis that they:

- Have self-control
- Are polite (including use of language)
- Respect the school values and opinions of others
- Can resolve conflict calmly

This is reflected in our attitudes to learning grades that are reported to parents twice a year.

	1	2	3	4
Behaviour/ concentration	Show exceptional behaviour and concentration	No real behaviour issues.	Sometimes negative and poorly behaved	Poor behaviour that can distract others
Good work – relative to expectation.	Completes work to the best of their ability.	Usually completes work set to a high standard.	Produces work at a poor standard or sometimes fails to complete tasks	Minimal work done in class.
Participates	Uses initiative to take an active role in learning and contributes extensively and productively in lessons	Does what is asked of them willingly. Contributes more to the lesson.	Sometimes reluctant to learn and follow instruction.	Fails to follow instructions.

Alongside any improvement codes

B = Behaviour/concentration in lessons. The ability to behave and concentrate in lessons is a strong predictor of success. Students who concentrate and sustain attention on all kinds of tasks helps memory retention, which leads to self-confidence and positive self-esteem.

H = Homework. Homework encourages students to use their time wisely, work independently and engage better with the subject matter. It will also improve student's memory and critical thinking.

O = Organisation of equipment and bookwork. Being organised is particularly important to help students learn how to prioritise activities, set and achieve goals and reduce stress. Having good organisational skills also makes it easier to collaborate with others and helps increase productivity and efficiency.

P = Participation, motivation and resilience. Students who participate well in lessons are generally well motivated and never give up to the challenges set. These are skills for coping with life's inevitable obstacles and one of the key ingredients of success.

R = Revision for assessments. Students need to establish good study habits to support and deepen their learning. We also want to foster a culture where students are proactive in thinking, questioning and developing independence in their learning.

W= Written communication. Writing is a means of students expressing their ideas and learning clearly and directly. A major part of communication is good grammar, spelling, and punctuation. This includes showing full mathematical solutions using correct notation.

5. Expectations

All students are expected to

- Behave with respect for yourself, others and our school
- Be in the right place at the right time
- Be correctly dressed and equipped
- Follow instructions from staff
- Complete tasks to a high personal standard
- Not disrupting the learning of others
- Take pride in work

Behaviour Rules

- Attend all lessons – on time
- No offensive language or swearing
- Listen in silence when any individual is talking to the class
- Do not distract others
- Don't interfere with other people or their property
- Not using electrical devices in class (unless directed by the class teacher)
- No eating or chewing in class
- Wear full school uniform

On site rules

- Walk inside the building on the left-hand side on corridors
- Stay in bounds
- Stay on site at all times
- Eat/drink only in the canteen, social areas or outside
- No hot food to be brought out of the canteen
- No littering
- No smoking or vaping
- No energy drinks or drinks with high sugar content
- No use of mobile phones in the school building

6. Mobile phones

No phones out or use of phone (listening to music or through smart watches) in the building unless instructed by staff

- If a student has their phone out in building- Confiscated by member of staff and can be collected from the office at the end of the school day
- Refusal to hand phone over- On-called and 2-week phone ban from school

7. Rewards

A school ethos of encouragement is central to the promotion of positive behaviour. Rewards are an important aspect of this and should be emphasised over consequences to establish that the expectation is all students do what is required in most lessons. Please see the list below for our rewards:

- Verbal praise
- E-Praise points
- Postcard home
- Phone call home
- Student of the half term/term
- Invited to awards evening
- Reward trip opportunity

E-Praise Points

In every lesson where a student completes all the work to the standard expected by the teacher, they should be awarded 1 E-Praise point. More points can be given for outstanding contributions in lessons and exceptional work.

Points are recorded electronically using the web-based E-Praise software allowing parents and students easy access. Points can be cashed in for items on the epraise shop or given to the house charities. As points accumulate students receive differing levels of award shown on their epraise. The top ten students are praised shown on leader boards around school as are the best tutor groups and house groups. House point totals are displayed around the school on the TV screens. Students who gain 750 epraise points during the year get invited to attend a reward trip- they can buy money off vouchers using their points.

Celebration Assemblies

During the first week back at the start of a half term students on 100% behaviour will be added into a random prize draw to be rewarded with a prize.

Each half term certificates of recognition from Form Tutors, subject teachers and the Head of Year are awarded.

Annual awards evening

During the last week of the summer term there will be a celebration evening to reward all pupils nominated for either their Achievement or Effort in all Subject areas. The Headteacher will also award "Student of the Year" in each year group and other prizes for significant contributions to school life.

8. Sanctions

There are clear and appropriate consequences for misbehaviour. It is important that these are applied consistently.

Within lessons the following sanctions apply. In general, it is a stepped response from C1 to C3. There are certain actions, however, which lead to an automatic C3. On rare occasions a student

may be on-called (given a C4) as their presence in the classroom is either a risk to others or a serious disruption to learning.

Level	Consequence (C)	Action
C1	Verbal Warning	Student clearly named reminded about expectations as appropriate. Initials on board (if possible).
C2	This is a second verbal warning which is actioned as per C1	Speak with student at end of lesson. Complete work in own time. Teacher set detention.
C3	20 minute lunch time detention the next day	Teacher informs student that they have a C3. This is logged on e-praise by the teacher -5 epraise points. Parents informed through epraise of intervention.
C4	After school detention for one hour Tuesday Wednesday Thursday On-called from the lesson and removed to isolation	Please note that C4 does not follow automatically from C3. Students may be spoken with and agreement reached to complete the lesson appropriately after restorative conversation OR the student will be removed from the lesson (on-called) to the head of department/nominated teacher or head of year or isolation depending on severity of incident. Parents informed via epraise system of intervention set. -10 epraise points.
Isolation	Removal from lessons and social time. Work will be set to be completed independently	Parents contacted and logged on epraise.
Internal Suspension	Students will be isolated for the whole day until 4:10pm. They will have supervised break and lunch. Students must complete the work set and carry out the suspension properly. Failure to do so will lead to a repeat or a fixed term suspension.	Parents contacted and logged on epraise.
Fixed term Suspension	Students unable to attend school for fixed period of time.	Parent/ guardian to collect student. Letter sent home. Reintegration meeting on day of return back to school.
Permanent exclusion	Students unable to return to TMWS	Local authority to find another school for student to attend

Sanctionable behaviours summary

A student failing to meet these core expectations of behaviour would be subject to the following sanctions:

* May lead to further sanctions/actions

Expectations	C1→C2→C3	Instant C3	Isolation
Speaking when an individual is talking to the class	✓		
Interfering with other people or their property	✓		
Not obeying a clearly expressed and reasonable instruction by a member of staff	✓		
Off task	✓		
Disrupting the learning of others	✓		
Lateness AM Reg		✓	
Late by 5 minutes or more to lessons		✓	
Incorrect uniform		✓	
Not having correct basic equipment for the day- pen, pencil, ruler, calculator, reading book		✓	
Eating on the corridor		✓	
Littering		✓	
Running inside the building		✓	
Shouting inside the building		✓	
Going out of bounds		✓	
Loitering in the toilets		✓	
Shouting indoors		✓	
Swearing		✓	
Refusal to take part in lesson			C4 and ✓
Going off site			✓
Persistent bullying			✓*
Behaviour which places self/ others at risk			✓*
Smoking or vaping			✓
Verbal abuse or intimidation of a member of staff			✓*
Homophobic/ racist language			✓*

Please note other behaviours not listed will be sanctioned appropriately.

Detentions

Refusal to attend a C3 detention- the student will get an extra C3- If this is not attended they will spend the next day isolated during social times.

Refusal to attend a C4 detention- the student will spend the next day in isolation and complete the C4 at the end of the day.

C4 On call

In exceptional circumstances a student may be removed from a lesson

- Behaviour which places the student or somebody else at risk
- Verbal abuse or intimidation of a member of staff or peer
- Persistent disruptive behaviour which makes teaching and learning impossible at that time (having exhausted other strategies)
- Student is emotionally distressed

Leaving the school site

Students who leave the school site without permission will be isolated. Any student leaving the school site must sign out at reception and sign back in on their return.

Smoking and vaping

Cigarettes or e-cigarettes are not permitted either on the school premises or in the vicinity of the school. Students found smoking or vaping will be searched and put into isolation. Repetition of this will lead to progressively harsher sanctions.

Confiscated items (tobacco/ cigarettes/ lighters/ E-cigarettes for example) will be destroyed or handed to the police. Confiscated smoking related products **will not be** handed back to either students or parents.

No students should be seen in front or near school vaping or smoking. If this is seen by a member of staff student will be isolated.

Conduct outside the school

Students who misbehave outside of the school gates whilst readily identifiable as members of the school will be subject to this behaviour policy and sanctioned appropriately, given the available evidence. Students whose misbehaviour could adversely affect the orderly running of the school or the school's reputation may be sanctioned regardless of where the misbehaviour occurred.

E-safety

Students using social media, etc, to abuse others will be sanctioned appropriately within this behaviour policy.

Repeat offenders

Students who are receiving many sanctions will be given targeted support to help improve behaviour.

Targeted support	Who is involved	How it is monitored
Wave 1 Form tutor report 3 or more behavioural C3s in a week	<ul style="list-style-type: none"> - Form tutor report with clear targets for improvement over a 2 week cycle. Parents notified	<ul style="list-style-type: none"> - Daily report.
Wave 2 HOY report 2 or more C4s in a week or not seeing improvement in form report	<ul style="list-style-type: none"> - HOY report - 6 week cycle. Parents notified 	<ul style="list-style-type: none"> - Daily report.
Wave 3 Individual behaviour plan (IBP)	<ul style="list-style-type: none"> - IBP – clear targets agreed with parents: 6 week cycle before review with parents. Access to support from HOY/ mentor - Involvement of wider agencies (Educational Psychologist etc.) if needed 	<ul style="list-style-type: none"> - Through 6 weekly behavioural assessments from teaching staff - Daily report
Wave 4 Pastoral support plan (PSP)	<ul style="list-style-type: none"> - Behaviour support programme: - PSP on report to member of SLT - May lead to alternative educational settings as appropriate 	<ul style="list-style-type: none"> - Through 6 weekly review of performance against plan

Adjustments

Reasonable adjustments are aimed at preventing discrimination and reducing the risk of exclusion. Reasonable adjustment can be taken in the form of:

- Adjustment to the uniform policy
- Adjustment to the sanction and reward system
- Adjustment to the attendance policy

However, this is subject to the agreement of SLT, other external professionals and/ or professional assessments who deem this a necessary approach to supporting a child.

E-PRAISE AND REWARDS
Well done. Keep up the great work!

C1
Verbal Warning
Please improve behaviour

C2
Break time
Move seat or wait outside

C3
20-minute lunch detention, contact home

C4
Removal from class and 1 hour detention

Outstanding Attitude to learning
Excellent Attitude to learning
Attitude to learning requires improvement
Inadequate Attitude to learning
Serious Concern in Attitude to learning

EVERY TMWS SCHOOL DAY COUNTS!

9. Power to search students without consent

In addition to the general power to use reasonable force described above, Headteachers and authorised staff can use such force as is reasonable given the circumstances (we would only do this as a last resort) to conduct a search for the following “prohibited items”

- knives and weapons
- alcohol
- illegal drugs
- stolen items
- tobacco and cigarette papers
- fireworks
- pornographic images
- any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property
- any item banned by the school rules which has been identified in the rules as an item which may be searched for.

All weapons and knives and extreme or child pornography will always be handed over to the police. Other items will be handed over to the police or destroyed as appropriate.

Refusal to comply to be searched will result in a call to parents and possible suspension.

Confiscation of inappropriate items

Members of staff can confiscate students' property. The law protects them from liability for damage to, or loss of, any confiscated items provided they have acted lawfully (Section 94 of the Education and Inspections Act 2006).

10. Right to use reasonable force

Members of staff have the power to use reasonable force to prevent students committing an offence, injuring themselves or others, or damaging property, and to maintain good order and discipline in the classroom. Staff are advised to only use reasonable force in line with the published Reasonable Force policy.

Where any use of force is reported to a member of staff, they should report the matter immediately to a member of the senior leadership team.

11. Sexual harassment

Sexual harassment will not be tolerated at TMWS. In the event of an allegation, the nature and seriousness of the allegation will largely determine the response. This will be a school-based decision, on case-by-case basis, involving professional judgement, supported where appropriate by partner agencies. This will assist in identifying in a holistic way, the most appropriate initial way to progress addressing and supporting concerns and risk.

Operating on a case-by-case basis, immediate action should nonetheless be taken to safeguard children and manage any risk issues. This will necessarily involve consideration and ongoing review of basic school arrangements (sharing classes, seating plans, school day, curriculum, unstructured time, supervision, clarification of expectations etc), transport and after school activities across alleged victim(s) and perpetrators.

Incidents of Inappropriate Sexual Behaviour(s), Sexual Harassment and Violent are likely to constitute what could ultimately be a serious breach of school Behaviour Policy. This would certainly be the case where criminal investigation leads to a conviction or caution for a sexual assault. The nature of the conviction or caution and wishes of the victim will be especially important in determining how to proceed in such cases.

Whilst protecting children and/or taking any disciplinary measures against the alleged perpetrator(s), it will be important for the Designated Safeguarding Lead (or a Deputy) to work closely with the police (and other agencies as required), to ensure any actions the school take do not jeopardise the police investigation. The situation may necessarily extend to unavoidable considerations of following the process leading to Permanent Suspension, in the event of serious breaches of Behaviour Policy. The clear and explicit expectation that there is a school wide, 'zero tolerance' culture and approach means that as part of the proactive strategies and procedures to prevent and / or manage incidents of Inappropriate

Sexualised Behaviour(s), Sexual Harassment and Sexual Violence, it may be necessary to consider sanctions in line with the Behaviour Policy.