

Respect Honesty Compassion Resilience Industry Courage

The Market Weighton School Behaviour for Learning Policy

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Contents page

Section	Pages
1 Introduction	3
2 Aims of the policy	3
3 Principles	3
4 Standards and reporting	3-4
5 Expectations	5
6 Mobile phones	5
7 Rewards	6
8 Sanctions	7-10
9 Powers to search	11
10 Right to use reasonable force	11
11 Sexual harassment	13
12 Suspensions and permanent exclusions	14

Introduction

This policy recognises and responds to obligations under the Equality Act 2010 and the suspension and permanent exclusion guidance 2024.

1. 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

2. 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

3. 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:

- 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.

4. Expectations

All students are expected to

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

Equipment list

-Pen- If students do not have a pen, they will be given one and 25 E-Praise points will be deducted in exchange for the pen

-Pencil

-Ruler

-Rubber

-Scientific calculator

-Reading book

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 in 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

5. Mobile phones

No phones out or use of phone (listening to music or through smart watches) in the building unless instructed by staff. Students are allowed to use phones at break and lunch on the playground or field only.

- If a student has their phone out in building or in any other area they are banned- Phone will be 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

6. 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 E-Praise shop or given to the house charities. As points accumulate students receive differing levels of award shown on their E-Praise. 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 E-Praise 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.

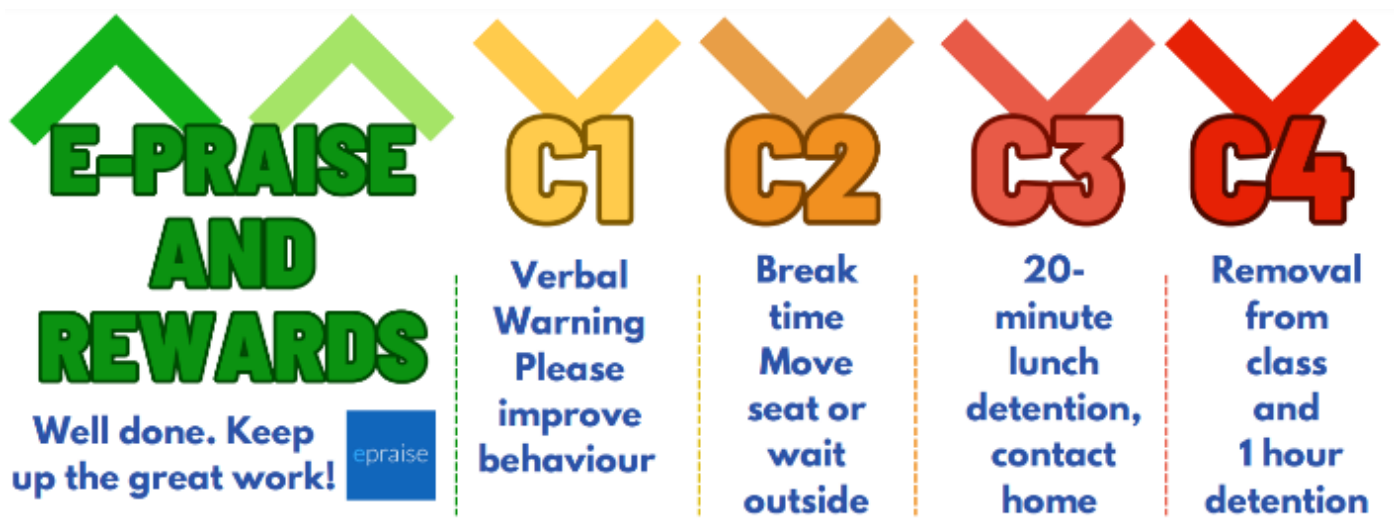
Annual awards evening

During the last week of the summer term there are celebration evenings 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.

7. 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.



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!



The Market Weilton School
Expect More - Achieve More

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 E-Praise points. Parents informed through E-Praise of intervention.
C4	After school detention for one hour Tuesday Wednesday Thursday On-called from the lesson and removed to reflection	Please note that C4 does not follow automatically from C3. Students may be spoken with and an 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 reflection depending on severity of incident. Parents informed via E-Praise system of intervention set. -10 E-Praise points.
Reflection	Removal from lessons and social time. Work will be set to be completed independently	Parents contacted and logged on E-Praise.
Internal Suspension	Students will be placed in reflection 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 E-Praise.
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	Reflection
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 reflecting during social times.

Refusal to attend a C4 detention- the student will spend the next day in Reflection 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 placed in reflection. 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 Reflection. 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 placed in reflection.

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	- Form tutor report with clear targets for improvement over a 2-week cycle. Parents notified	- Daily report.
Wave 2 HOY report 2 or more C4s in a week or not seeing improvement in form report	- HOY report - 6-week cycle. Parents notified	- Daily report.
Wave 3 Individual behaviour plan (IBP)	- IBP – clear targets agreed with parents: 6-week cycle before review with parents. Access to support from HOY/ mentor	- Through 6 weekly behavioural assessments from teaching staff - Daily report

	- Involvement of wider agencies (Educational Psychologist etc.) if needed	
Wave 4 Pastoral support plan (PSP)	- Behaviour support programme: - PSP on report to member of SLT - May lead to alternative educational settings as appropriate	- Through 6 weekly reviews 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.

8. 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” A metal detector has been purchased to support with searches

- knives and weapons
- alcohol
- illegal drugs
- stolen items
- tobacco and cigarette papers
- vapes
- 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, knives 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). Any item confiscated will not be returned to student or parent.

9. 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.

10. 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 a 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 Violence 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.

11. Suspensions and permanent exclusions

Suspensions

A suspension is when a child is not allowed into school for a fixed period of time. Dependent on the reason for suspension will depend on the length of time.

The decision to suspend a student is down to the Headteacher or if not available Deputy Head teacher or most senior member of SLT available.

During this period of suspension, a child should not be out in public during school hours and work is available on google classroom.

After a suspension a parent/ carer must attend a reintegration meeting with their child. During this meeting the incident that led to the suspension will be discussed and a contract will be put in place to assist with the student coming back into school and moving forward from the suspension.

Below is a list of reasons that someone may be suspended/ permanently excluded- this is not a list of all the reasons. Professional judgement will be judge by the Headteacher as to whether a situation or circumstance warrants a suspension or permanent exclusion.

- Bringing an offensive weapon into school
- Deliberate unsafe behaviour
- Persistently refusing to follow staff instructions
- Assault/ attempted assault on a member of staff/student
- Verbal abuse or threatening behaviour
- Fighting
- Refusal to stay in reflection or comply with rules in reflection
- Damage to property
- Unauthorised filming or videoing in school
- Theft
- Possession and/or misuse of illegal drugs, alcohol and or other substances
- Sexual assault or misconduct
- Racist, homophobic or other discriminatory abuse

Before a decision is made to suspend or permanently exclude. All relevant factors will be considered. This would include:

- Statements from staff and students
- CCTV footage

When a decision has been made to suspend or permanently exclude- A parent/carers will be called as soon as possible. This will then be followed up by a letter which will contain details of the reasons behind the decision, length of suspension and reintegration meeting date and time.

Permanent exclusion

A decision to permanently exclude will only happen in response to:

- Serious breach of school rules and not following school behaviour policy
- When allowing the student to be in school would seriously harm the education, or welfare of safety of other students in school.

Preventative measures to school suspension and exclusion

Suspension and permanent exclusion is used as a last resort. Other alternatives will be explored before this. For example:

- In reflection
- Restorative practice alongside other sanction
- Managed move to another school for a period of time that could lead to permanent move to that school- this would be agreed by parents
- Off-site direction- where students are required to another educational setting for a fixed period of time- this does not need parental agreement
- Alternative provision

All suspension and permanent exclusion letters include details of a parents' right to make representation to the governor panel and other avenues of support. The governor panel will consider and decide on the reinstatement of a suspended or permanently excluded pupil within 15 school days of receiving notice of a suspension or permanent exclusion from the headteacher if:

- It is a permanent exclusion
- It is a suspension which would bring the pupil's total number of school days out of school to more than 15 in a term
- It would result in the pupil missing a public examination or national curriculum test.

Should the governor panel decide not to reinstate a permanently excluded pupil then parents/carer may appeal that decision within 15 school days. The appeal will be heard by an independent review panel (IRP). Should parents wish to make representations about a suspension not listed above, they should follow the guidance included in the suspension letter. Whilst the governor panel has no power to direct reinstatement, they must consider any representations made and may place a copy of their findings on the pupil's school record.