



## **Ludlow Church of England School**

### **Behaviour for Learning Policy**

Approved By	School Performance Committee
Date Approved	Feb 2025
Last Revised	September 2022 Amended December 2022 Amended January 2025
Next Review Date	September 2025

## **Behaviour Principles Written Statement**

Ludlow CE School is committed to providing an environment where all people can feel safe, happy, accepted and included. It is important that an orderly framework should exist within which effective teaching and learning can take place. Ludlow CE School holds an important position in the wider community, educating the young citizens of tomorrow in a way that will ensure that they take a positive and proactive role within their community in the future.

Our core Christian values, as a Church of England School, of excellence, resilience and care, act as a framework for a behaviour policy. Students need to understand the importance of good behaviour in order to learn and develop self-confidence and positive wellbeing. In terms of a higher order ambition, students should “love being good”.

We realise that children are continually learning, evolving, developing and selecting new behaviours, and we need to shape positive attitudes and actions. When students do display negative and unsatisfactory behaviour, it is our duty to modify such behaviour. Students need to understand the negative aspects of their actions; they need to reflect upon those actions, take responsibility, and allow reconciliation to encompass the next steps.

### **Students should be encouraged to develop:**

- respect for others: their feelings, opinions, cultures, limitations and the right to individuality
- respect for themselves: pride in their own achievement and that of others in the school, high standards of behaviour and dress, and the desire to produce their best work at all times
- respect for the environment: their own, the school’s and other people’s property and the community in which we live
- respect for the future: the belief that we can all make a difference by our contribution to the local, national and global community

### **The Behaviour for Learning Policy will:**

- emphasise providing opportunities for students to take responsibility and be involved in decision-making
- establish and promote consistent expectations of both staff and students
- promote self-discipline and proper regard for authority among students
- encourage good behaviour and respect for others and prevent all forms of bullying and child-on-child abuse among students
- foster a culture in which students’ achievements are recognised and celebrated
- ensure that staff are seen to be fair and consistent
- ensure that all staff are able to take prompt and effective action when students behave inappropriately
- promote working in partnership with home and external agencies

## **Roles and responsibilities of Headteacher, other staff and Local Academy Board members**

The Headteacher will be responsible for ensuring that this policy is implemented and for reporting to the Local Academy Board (LAB) on its impact. The Headteacher will ensure that staff receive appropriate training and support, and that the statutory guidelines in place in relation to student discipline are applied. Ultimately, and only once all procedures have been followed, the Headteacher will address the possibility of suspending a student for a fixed-term, or permanently excluding a student. Governing Bodies (our LAB) have a duty under the Education Act 2011, requiring them to make arrangements to ensure that their functions are carried out with a view to safeguarding and promoting the welfare of children.

### **Teachers and support staff will be expected to:**

- implement all policies and practices related to behaviour in the absolute knowledge that we are an inclusive school, that welcomes every member of our community
- be consistent and fair in the application of rewards and sanctions, not ignoring poor behaviour and celebrating good behaviour as a way of maximising students' self-esteem and confidence as learners
- set high standards early in order to help students establish regular punctual attendance and good behaviour from the start, involving parents/carers in the process
- intervene promptly where there is poor behaviour, lateness or unexplained absence, so it is clear that this will not be tolerated
- identify underlying causes, since poor behaviour may be linked to a students' problems in understanding lessons
- recognise that when they need to challenge students, the focus must be on the behaviour
- give students choices and help them to understand the consequences
- provide an appropriate curriculum, and high-quality teaching, promoting challenge and high expectations for all abilities and aptitudes
- ensure that teaching strategies promote active participation for all, within a challenging and supportive environment
- create a stimulating learning environment that promotes independence and on-task behaviour
- encourage pride in achievement.

## Behaviour for Learning Policy

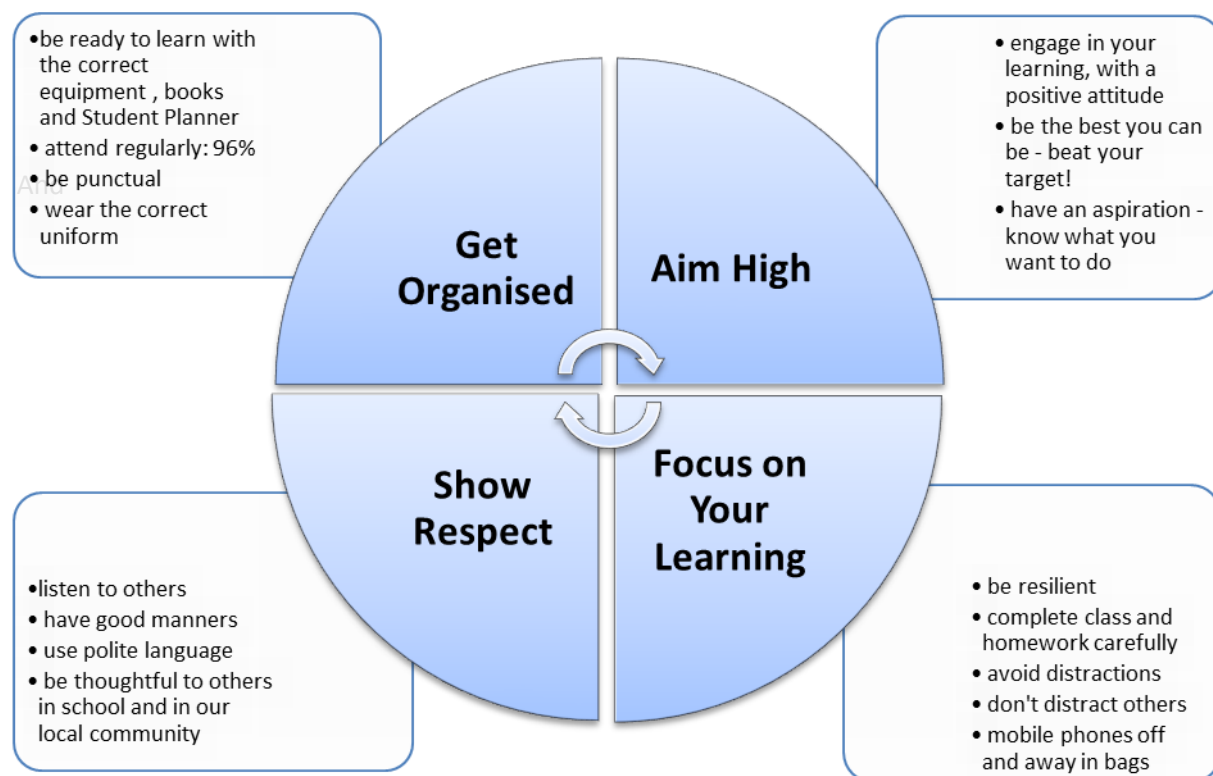
The Behaviour for Learning Policy has been created in partnership between all adults and students working within Ludlow CE School. We have agreed high expectations for good behaviour to enable everyone in our community to feel safe, happy, accepted and included. It is important that an orderly framework should exist within which effective teaching and learning can take place.

Our parents/carers show their support of the school's policy, through signing the Home-School agreement when their child joins Ludlow CE School. We ensure regular communication with parents/carers through the student's planner, scheduled meetings, letters, emails, ClassCharts notifications and phone calls, not only to share concerns, but also to celebrate success.

Our robust quality assurance systems (Student Voice, fortnightly Line of Sight meetings, Learning Walks, monthly data analysis) ensure that we monitor the effective and consistent implementation of our Behaviour for Learning Policy, and we provide termly updates to the LAB on levels of attendance, permanent exclusion and suspension data.

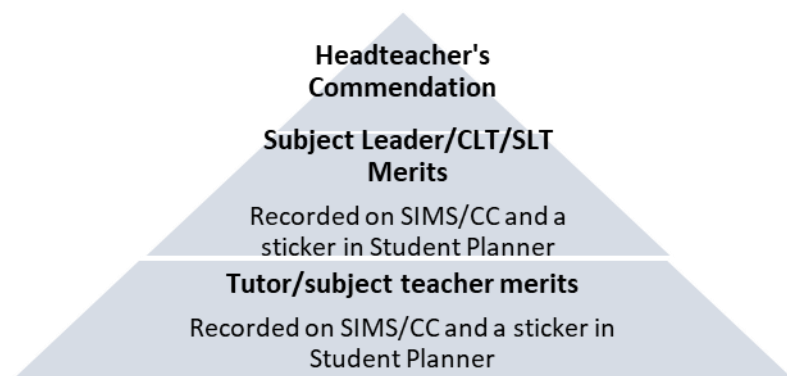
### Learning Together – A Framework for Students

There are four key principles to this framework, each with clear expectations:



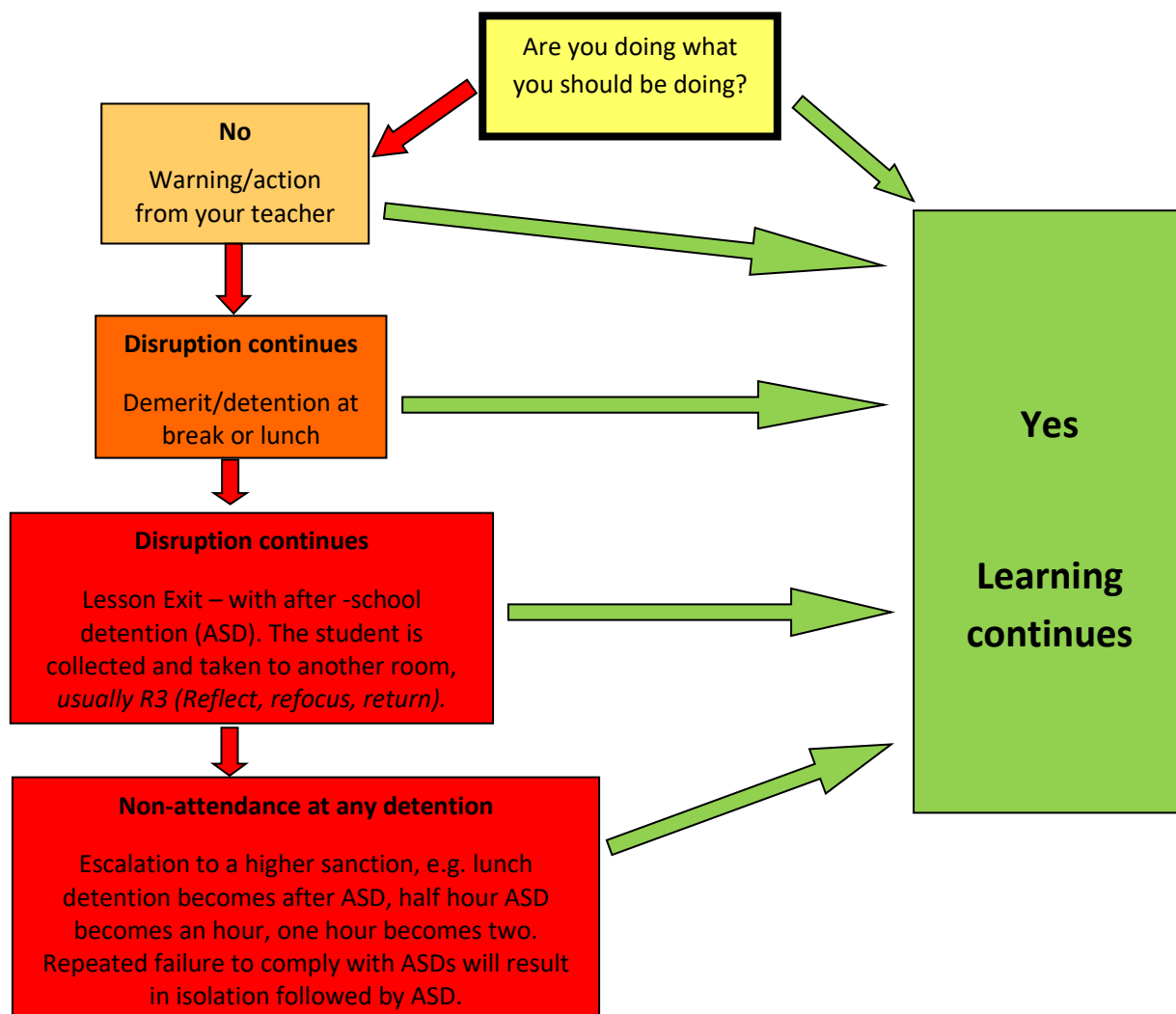
## Rewards

Praise is at the centre of our Behaviour for Learning Policy, and students are rewarded for good and improved behaviour, attendance, organisation, attitudes to learning and progress through the **merit system**. This provides immediate feedback to students and parents/carers. There is a hierarchy of rewards, and students are recognised for achieving numerous merits each term with **CLT Awards** - Bronze, Silver, Gold and Platinum.



## Sanctions

When a student displays negative and unsatisfactory behaviour, it is our duty to modify such behaviour. We have clear pathways for managing unsatisfactory behaviour displayed in all classrooms, to enable students to put their behaviour right and return to learning. It enables staff to coach for good behaviour and ensures a consistency of approach.



Our Behaviour for Learning Policy is underpinned by a commitment to coaching our students to develop positive behaviours and attitudes. Sanctions follow a staged approach, with monitoring and opportunities to review effectiveness.

Sanction	Communication	Responsibility
Demerit/detention at break or lunch (with reasonable time given to eat, drink and use the toilet)	Reason recorded on ClassCharts	Subject teacher or tutor
After-school detention (notice to parents via ClassCharts) for failure to attend detention or as a result of a lesson exit.	Written notice to parent/carer, via ClassCharts	SLT and middle leaders
Lunch isolation and after-school detention (with reasonable time given to eat, drink and use the toilet)	Written notice to parent/carer, recorded on ClassCharts/SIMS and in planner	SLT/CLT
Social time, half or full day isolation (with reasonable time given to eat, drink and use the toilet)	Parent/carer contacted, and recorded on ClassCharts	SLT/CLT/SENCO
Suspensions (previously referred to as Fixed-Term Exclusion) – re-admission meeting and monitoring through Red Report (a form of Pastoral support plan)	Parent/carer contacted and given written notice, and recorded on SIMS; LAB, DHMAT and Local Authority Inclusion Service and SEND team, if appropriate. For LAC students, the social worker and Virtual School Head will also be contacted	Headteacher
Permanent Exclusion	Parent/carer contacted and given written notice, and recorded on SIMS; contact made LAB, DHMAT and Local Authority Inclusion Service and SEND team, if appropriate. For LAC students, the social work and Virtual School Head must also be contacted	Headteacher

### Coaching for Improved Behaviour

A small number of students may require more focused coaching to help improve their behaviour. The **Daily Report** (white) or the **Monitoring Report** (peach) can be set up by the tutor or CLT, with clear targets for the student to achieve. The **Red Report** is given on a student's return from a suspension – this is a form of pastoral support plan. Specific departments can also coach for a better attitude to learning and behaviour through the **Subject Intervention Report** (orange). This cycle of lesson-by-lesson feedback and daily review enables the student to take responsibility for actions;

positive outcomes can be rewarded and sanctions given to reinforce the consequences of poor behaviour. The reports allow us to work closely with parents/carers, who, by seeing and commenting on the report at home each evening, are able to encourage their child towards better behaviour.

If a student fails to make positive progress in their behaviour and attitude to learning, the CLT will meet with the student and parents/carers to set up a Behaviour Support Agreement. This sets out clear targets for the student, and states the support the school and the parents/carers will give to the young person.

Where the school is concerned about the lack of progress from a student in modifying inappropriate behaviour, or where there has been a serious breach of the Learning Together framework, the school may invite the Local Authority Inclusion service to meet with the CLT, the student and parents/carers. This is known as a Pupil Planning Meeting, and provides an effective forum for sharing concerns, deciding actions and a time-frame for securing improvement.

Our House system is crucial in fostering an inclusive community and supporting our Behaviour for Learning Policy. Through our Tutor Mentoring programme, and peer support system, students are encouraged to reflect and take responsibility for their progress.

Students with a higher level of need are managed by CLTs or the SENCO. We employ a range of interventions, including working with outside agencies, to help address the underlying causes of poor behaviour. Examples include:

- Structured intervention in the Pupil Support Centre to coach positive behaviours for effective learning
- Key person/learning mentor for regular support and review
- Short periods of therapeutic work in school through a key person, or specific activities
- School Nurse
- External agency assessments, including Woodlands Behaviour Outreach Service
- Enhance (with targeted youth support), Social services' Early Help Team
- Traveller Support
- Educational Psychologist
- Educational Access Service
- BeeU (CAMHS)
- Young Carers counsellors
- Substance misuse counsellors
- Climb
- NHS mentor
- Youth worker activities inc. 'Below the Belt' and 'EmpowerHer'
- Young persons Healthy Lifestyles Advisor (Social Prescriber)
- SDAS – Shropshire Domestic Abuse Service
- Stepping Stones Family Support

## Our Framework for Staff

In developing our Behaviour for Learning Policy, all staff have agreed, not only the high standards of behaviour that they expect from our students, but also the expectations of themselves and each other in achieving a positive climate for effective learning. Regular whole staff CPD, and targeted individual coaching, ensures that we are able to achieve the best outcomes.

### Meet, greet and correct issues at the door

Bring positivity early, and take ownership of your room by insisting on your seating plan and routines.

### P.I.P. and R.I.P.

Use plenty of praise, with use of names, specific comments, notes in planners, postcards or phone calls home.

Make sure reprimands are kept private, depersonalised and allow for positive outcomes.

### Consistently deliver challenging and engaging lessons

Thoroughly planned, differentiated and well resourced, with regular marking and feedback.

### Be a positive role model

Punctual, respectful and caring, smartly dressed, well organised and enthusiastic about learning.

### Maintain an assertive, confident manner

Employ non-confrontational techniques, positive body language, seating plans, use names, and insist on routines and boundaries.

## Teachers' Powers

The Department for Education sets very clear guidance on the powers and duties of members of staff to discipline students whose behaviour is unacceptable, who break school rules or who fail to follow a reasonable instruction (Section 90 and 91 of the Education and Inspections Act 2006) and Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement (July 2022). This includes, in some circumstances, misbehaviour outside of school.

- **Power to discipline beyond the school gate**

Our expectations for good behaviour extend beyond the classroom, with sanctions imposed for any misbehaviour when a child is taking part in any school-organised or school-related activity. Some incidents travelling to or from school will be responded to, in partnership with parents/carers, transport and Police, as appropriate. The severity of the incident will dictate whether the school judges it has been brought into disrepute and should therefore take action. Any misbehaviour, including inappropriate use of the internet, which could have serious repercussions for the orderly running of school, the safety of a member of the school community or the reputation of the school, may be acted upon according to the Behaviour for Learning Policy. This is particularly pertinent with staff if there are comments made linked directly to their status as a member of the school's staff.



- **Power of suspension and exclusion**

The decision to suspend a student for a Fixed Term, or exclude permanently, is the responsibility of the Headteacher, although certain tasks will be delegated to other SLT or CLTs – collecting statements, evaluating the situation, contacting parents/carers and informing relevant staff. Any decision to suspend or exclude is made after careful consideration and with due regard to the Equalities Act 2010, in respect of safeguarding and in respect of students with special educational needs. Permanent exclusions will sometimes be necessary as a last resort, to maintain a calm safe and purposeful learning environment.

The following examples of behaviour may underline the school's decision to suspend or permanently exclude a student:

- Any incident which poses a risk to other students or members of staff, e.g. bringing a weapon onto the premises
- Any incidents which breach the law, including possession of illegal substances
- Possession of smoking-related items, including vapes
- Smoking or vaping on school site
- Persistent and severe bullying
- Verbal and/or physical and/or online abuse
- Deliberately setting off a fire alarm
- Constant disruption
- Persistent refusal to follow instructions
- Misuse of mobile phones and computers
- A single, serious and major incident, e.g. serious assault on another individual leading to injury

The Diocese of Hereford Multi-Academy Trust is informed of all Suspensions and Permanent Exclusions. The Trust quality assures the processes involved, and monitors any key trends, in conjunction with its schools. The Trust does not contribute to any decision-making in terms of individual suspensions or permanent exclusions; this is not its role. The Trust ensures that all schools comply with the DfE guidance document: *"Suspension and Permanent Exclusion from Maintained Schools, Academies and Pupil Referral Units in England, including Pupil Movement (September 2022)"*

- **Powers to use reasonable force**

The legal provision provides staff with the power to use reasonable force to prevent students committing an offence, injuring themselves or others, damaging property, and to maintain good order and discipline in the classroom. Our approach to this is informed by the Department for Education's (DfE) document: *"The use of reasonable force"* (this document is available at [www.dfe.gov.uk](http://www.dfe.gov.uk)). Training is undertaken by the SENCO and CLTs and some teaching assistants, regarding de-escalation strategies.

This power applies to any member of staff at the school; it can also apply to people whom the Headteacher has temporarily put in charge of students, such as unpaid volunteers or parents/carers accompanying students on a school organised visit. Reasonable force can be used to prevent students from hurting themselves or others, from damaging property, or from causing disorder.

In a school, force is used for two main purposes – to control students or to restrain them. The decision on whether or not to physically intervene is down to the professional judgement of the staff member concerned and should always depend on the individual circumstances. The Department for Education lists the following as example of when reasonable force may be used; the list is not exhaustive, but provides some examples of situations where reasonable force can be used.

Schools can use reasonable force to:

- remove disruptive children from the classroom where they have refused to follow an instruction to do so; this should be last resort if it is not possible to relocate the rest of the class safely;
- prevent a student behaving in a way that disrupts a school event or a school trip or visit;
- prevent a student leaving the classroom where allowing the student to leave would risk their safety or lead to behaviour that disrupts the behaviour of others;
- prevent a student from attacking a member of staff or another student, or to stop a fight in the playground; and
- restrain a student at risk of harming themselves through physical outbursts.

We acknowledge our duty to make reasonable adjustments for disabled children and children with Special Educational Needs (SEND).

In line with DfE guidance, we do not require parental consent to use force on a student. Equally, we do not have a 'no contact' policy; there is a real risk that such a policy might place a member of staff in breach of their duty of care towards a student, or prevent them taking action needed to prevent a student causing harm. The school will inform parents/carers when there has been an incident which has required the use of significant, reasonable force.

- **Power to screen and search students**

Searching can play a critical role in ensuring that schools are safe environments for all students and staff. Following DfE guidelines, a member of the **Senior Leadership Team** will request to search student's property if we have any cause for concern that the student may be in possession of any items that could cause a danger to themselves or others, e.g. knives, weapons or fireworks, pornography, alcohol, cigarettes or other smoking paraphernalia, tobacco products or illegal substances, stolen items, or items brought to school with the intention of re-selling to others. This will be carried out away from other students, with the student present and an additional member of SLT/CLT, as witness. A male member of staff should conduct the search with boys, and a female with girls, if possible.

The school has the power to search a student for any item if the student agrees. The member of staff should ensure the student understands the reason for the search and how it will be conducted, so that their agreement is informed.

The school expects compliance with a request to search and may draw a negative conclusion from a student's refusal to co-operate. This behaviour will be viewed as serious defiance and may result in suspension. Parents/carers will be contacted to be invited to attend the meeting with their child, if the child refuses, and for the school to make clear to parents/carers the reason for requesting the search.

Confiscated items will be safely stored by SLT and parents/carers informed and requested to collect goods, if appropriate. Illegal goods may be passed onto the Police, and appropriate external agencies informed. School sanctions will be imposed as appropriate, and the Designated Safeguarding Lead informed if a student is found in possession of a prohibited item. A written report must be completed for prohibited items found during a search.

- **Malicious allegations against school staff**

Any allegation made by a student against a member of staff will be investigated, with statements from the member of staff, the child and other witnesses. CCTV will also be reviewed, if appropriate. If it is found to be a malicious allegation, the seriousness of the allegation will be considered, with disciplinary actions ranging from detention, or isolation to exclusion.

**Associated Resources:**

1. Home-School Agreement
2. Anti-Bullying Policy
3. SEND Information Report
4. Safeguarding and Child Protection Policy
5. **Behaviour Schools DfE July 2022**
6. Mental health and behaviour in schools DfE November 2018
7. Use of reasonable force – guidance for headteachers, staff and governing bodies DfE July 2013
8. **Screening, searching and confiscation – guidance for headteachers, staff and governing bodies DfE July 2022**
9. **Suspensions and Permanent Exclusions guidance July 2022**
10. Preventing and tackling bullying DfE July 2017
11. Equality Act 2010
12. Police and Criminal Evidence Act 1984 (PACE)
13. Sharing nudes and semi-nudes; code of practice advice for education settings