



Behaviour for Learning Policy

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Contents

Sections

Sections	Page
1. Aims of the policy	1
2. Principles	1
3. School Expectations	1
4. Classroom Routines	2
5. Rewards	3
6. Sanctions	3
7. Classroom Behaviour Stages	3
8. Internal Suspension	6
9. Behaviour of Prefects	6
10. Behaviour out of school	6
11. Support for students	6
12. Off-site direction and Managed Moves	6-7

Behaviour for Learning Policy 2025-2026

The Aims of our policy

- To promote a positive learning environment in school where learning can be effective and where staff and students feel safe and respected.
- To promote high levels of student engagement with all aspects of learning and to minimise low level disruption.
- To encourage and develop a sense of personal responsibility and accountability by students both in lessons and around the school site, so that students, staff and visitors enjoy a purposeful, calm and welcoming environment.
- To ensure that the efforts of students are regularly and consistently recognised, through praise and rewards.

For a Behaviour for Learning policy to be successful, there needs to be a consistent approach from all members of staff to operate within the agreed framework. The organised and widespread use of praise and rewards dramatically alter the working practices of students for the better. Students accepting the consequences of wanted and unwanted behaviour is part of taking on responsibility for their choices. Students know what the consequences are; there are no surprises, just consistency.

Principles

- Students are encouraged to take personal responsibility for their behaviour choices and understand how this impacts on their own and other learning and that of others.
- Expected behaviour needs to be clearly expressed, taught to students and reinforced regularly. There will be explicit teaching and modelling of expected behaviours.
- The balance should be largely in favour of rewarding success and positive behaviours, where the emphasis is upon rewards enables a positive ethos to prevail. But where staff, students and parents/carers are clear of the consequences of any behaviour that hinders learning.

The Snaith School expectations are simple

To be READY, RESPECTFUL AND SAFE

Ready, Respectful and Safe forms part of our behaviour curriculum, ensuring that students know what successful behaviour looks like.

READY

When we are ready, we are organized and responsible, we:

- Arrive on time to school, registration and lessons.
- Have the correct equipment.
- Arrive in correct uniform.
- Have our planner, ready to open on the desk.
- Have a great attitude and try our best without giving up.

RESPECTFUL

When we are respectful, we:

- Are kind and considerate to everyone and embrace diversity within our community.

- Are polite and don't argue.
- Open doors and remember manners.
- Put our hand up in class if we wish to speak.
- Ensure our approach to learning, allows others to learn.
- Look after school buildings, facilities and properties.
- Represent the school positively at all times.
- Wear our uniform correctly. We are a great school and we can be proud of it.
- Tidy up after ourselves in the classroom, the dining hall and around school.

SAFE

When we are safe, we:

- Move sensibly around school and think of others.
- Follow instructions the first time of asking.
- Take responsibility for our behaviour in lessons, at social times and to and from school.
- Call out/report unkind, disrespectful and unsafe behaviour.
- Keep our hands to ourselves.

Classroom Routines – Consistent Classroom Practice (CCP)

- Arrive on time, fully equipped, with correct uniform and ready to work
- Bring your homework on time, every time
- Your teacher will meet and greet you every lesson and give you permission to enter the classroom
- Place your planner and your equipment on your desk and start the engagement task
- Sit quietly whilst the register is taken
- Always try your best without disturbing others
- Listen carefully when your teacher or another person is speaking
- Put your hand up and wait for permission to speak
- Do as you are told by all staff – first time every time
- Stand quietly behind your chair at the end of the lesson and wait to be dismissed

In order to support students to meet our high expectations, regular, consistent key messages will be communicated to students. These key messages will be through extended form time each half term, weekly year group assemblies and weekly key messages. This induction and re-induction into the behaviour for learning policy, systems, rules and routines will ensure that all students understand the policy and know how to meet our high standards through consistent messages.

All teaching staff will strive to create a positive climate for learning by ensuring:

- Lessons are well planned, prepared and resourced
- That students are met by their teacher at the start of each lesson
- That the School expectations are modelled frequently by us all
- That any failure to meet The Snaith School expectations is addressed consistently and fairly as set out in the Behaviour for Learning policy.

The use of the student planner

Central to the success of the behaviour for learning policy is the student planner. The student planner is key to ensure effective and swift communication between home and school and will provide immediate feedback on a student's attitude to learning in terms of both reward and sanction.

Rewards

All members of staff within school are expected to recognise, praise and reward students as a matter of agreed policy. This is the first key area of consistency.

A student's achievements will be recognised in the following ways

- Praise, encouragement and positive reinforcement
- Reward stamps in planners every form time, every lesson and for positive behaviour around school
- Form tutor stars of the week
- Super Star of the week
- Super Super Star of the week
- Legend postcards
- Reward postcards
- High Flyers and Top Triers
- Highest weekly and cumulative reward stamps
- Form group reward stamp awards
- Certificate System
- Form Prefect
- School Prefect
- Other positions of responsibility in school
- Attendance Awards
- Celebration Assemblies
- Celebration via our social media accounts
- Award Assemblies
- End of year reward trips

Any rewards received are recorded on your child's record with a notification sent to parents celebrating the success.

Sanctions

For the behaviour for learning policy to be successful, it is crucial that when a student makes a poor choice and demonstrates unwanted behaviour an identified sanction or a range of sanctions must follow both inside and outside the classroom. The identified sanction is not open to negotiation or debate. This is another key area of consistency. The special educational needs of students are considered when applying sanctions. This does not mean the behaviour policy does not apply, but that reasonable adjustments have been made to meet the needs of individual students. This adjustment should not be confused with negotiation or lack of challenge.

Classroom Behaviour Stages

These are recorded on our MIS system and in the student planner.

Stage	Sanction
Stage 1	Verbal warning given to student, removal of the student planner by the teacher.
Stage 2	Written Warning – Written in planner
Stage 3	Second written warning – 20-minute lunchtime detention – Written in planner and recorded on ARBOR
Stage 4	Third written warning – Subject Removal – student displaced to another classroom for the remainder of the lesson – 60 minute after school detention – Recorded on ARBOR

Stage 5	Fourth written warning – “Staff on Call” the student is escorted to Student Services for at least the full period
Stage 5b	RESET – A “Staff on Call” or 6 written warnings in a week for B or OLB codes
Stage 6	Internal Suspension
Stage 7	Suspension
Stage 8	Extended period of Suspension

Sanctions for out of lesson behaviour

If a student chooses to behaviour in an inappropriate way around school, he/she as a minimum will be given a written warning in their student planner. For more serious behaviours the member of staff will liaise with the student services team and a more severe sanction will be applied.

Below is a guide to out of lesson sanctions. This is not an exhaustive list, there may be other situations where the tariffs may be applied after liaison with the Student Services Team.

Written warnings

Ready	Respectful	Safe
Lateness and or wasting time on the way to lessons (L) Lack of essential equipment (E) Incorrect uniform (U) Failure to have planner signed after reminder given by form tutor (P) Mobile device visible on site (M) Lack of homework (H)	Dropping litter Inappropriate language heard by a member of staff Failure to follow clear instructions	Moving around the site inappropriately Out of lesson without a teacher pass Pushing in the queue Using the incorrect allocated toilets at break or lunchtime Failure to follow the one way system

The codes L, E, U, PS, MDV, H are classed as our “Be Ready” codes, these will be recorded in the student planner in a separate area to the behaviour codes (B) and the out of lesson behaviour codes (OLB).

Sanctions for Homework

Homework plays an essential role in supporting learning. Homework tasks helped to embed learning, review and revise previous learning and support with preparation for tests, exams and assessments.

The Snaith School adopts a staged approach to sanctioning homework incompleteness:

Stage	Action/Sanction
Stage 1	Be Ready Written Warning and Notification sent to parent informing of homework incompleteness advising of a next day extension.

Stage 2	Lunch Detention – Failing to submit homework after extension given.
Stage 3	After School Homework Detention – Persistent Homework Incompletion (2 x Stage 2 Homework Sanctions in one week.
Stage 4	Parental Meeting – To be arranged when sanctions set do not resolve issues relating homework

Key Stage 4 - Tassomai Homework

Tassomai is an online homework and revision platform which is utilised by the school for pupils in Years 10 and 11. This system applies a unique set of questions to pupils based on accuracy of previously completed homework. Tassomai does not provide a facility to grant extensions to homework deadlines, therefore an alternative system of sanctions will be applied.

Stage	Issue	Sanction
Stage 1	Tassomai Homework incomplete during the previous week	Be Ready Written Warning and Notification to Parents
Stage 2	Tassomai Homework incomplete for two consecutive weeks	Lunch Detention
Stage 3	Tassomai homework incomplete over multiple weeks	After School Detention

Typical behaviours which result in fast tracking straight to lunchtime detention

Receiving 4 written warnings in a week via the student planner (for either the B/OLB codes or the Be Ready codes.

This is not an exhaustive list and there may be other situations where the Headteacher makes the judgement that lunchtime detention is an appropriate sanction.

Ready	Respectful	Safe
<p>Late on the gate</p> <p>Forgetting a planner twice in a half term</p> <p>Failure to submit homework after extension given</p> <p>Failure to meet a planned coursework deadline</p> <p>Persistent Failure to wear the uniform correctly where it is deemed that Written Warnings are ineffective.</p>	<p>Vandalised planner e.g. crossing out written warnings, tearing pages out of the planner</p> <p>Failure to report</p> <p>Disrespectful behaviour in assembly</p> <p>Disturbing an examination</p> <p>Chewing gum</p> <p>Vandalism – Minor Issue</p> <p>Unkind behaviour</p>	<p>Inappropriate behaviour in school toilets</p> <p>Deliberate Physical Contact</p>

If a child is sanctioned with a Lunch Detention for the 3rd time in one week this may be escalated to an After School Detention

Typical behaviours which result in fast tracking straight to ASD

Receiving 6 written warnings in one week – Be Ready codes.

This is not an exhaustive list and there may be other situations where the Headteacher makes the judgement that ASD is an appropriate sanction.

Ready	Respectful	Safe
Failure to attend school assembly	Failure to attend lunchtime detention	Leaving the school site without Permission
Persistent lateness to lessons	Earphones/buds visible and/or using mobile device	First offence bullying/abuse of students
Forgetting PE kit twice in a half term	Mobile device disturbing a lesson	Truancy
Forging a note to avoid participation in PE.	Disturbing the RESET area	Internet misuse
Failure to meet a coursework deadline after extension given	Repeatedly chewing gum in School	Poor behaviour on school transport
Persistent failure to submit homework	Vandalism – Moderate Issue	Out of lesson incident

If a child is sanctioned with an After School Detention for the 3rd time in one week this may be escalated to a RESET.

Typical behaviours which result in fast tracking straight to RESET

Receiving 6 Written warnings in one week for behaviour in lesson and out of lesson incidents (B codes).

RESET will operate from 8.45 until 4.15pm.

This is not an exhaustive list and there may be other situations where the Headteacher makes the judgement that RESET is an appropriate sanction.

Ready	Respectful	Safe
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<p>Persistently failing to bring planner to school or use planner effectively</p> <p>Failure to comply with uniform expectations.</p>	<p>Failure to attend an ASD (second occasion)</p> <p>Vandalism of student/school property</p> <p>Refusal to follow the instructions given by a member of staff</p> <p>Inappropriate or disrespectful language directed towards a member of staff</p> <p>Multiple Subject Removals in</p>	<p>Persistent Truancy</p> <p>Persistent bullying/abuse of other students</p> <p>Smoking/Vaping on school site</p> <p>Malicious physical contact</p> <p>Unsafe behaviour in a practical work environment</p> <p>Dangerous behaviour which puts others in danger.</p>
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If a child is sanctioned with two separate placements in RESET during the course of one week, this may be escalated to an Internal Suspension

Typical behaviours which result in fast tracking straight to Suspension:

This is not an exhaustive list and there may be other situations where the Headteacher makes the judgement that a suspension from school is an appropriate sanction.

Ready	Respectful	Safe
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Unacceptable behaviours previously reported and for which school sanctions or other interventions have not been successful in modifying behaviours Defiance and or persistent refusal to accept school sanctions	Physical abuse/assault against student or staff	Deliberate unsafe behaviour that causes risk to others
	Verbal abuse of students or staff	Actions that put others in danger
	Racial, homophobic, sexist or other discriminatory abuse or aggression	Possession and/or misuse of illegal drugs, alcohol and or other substances (e.g. legal high)
	Indecent behaviours	Carrying an offensive weapon
	Theft	Fighting, if equal blame on both sides
	Sexual misconduct	Arson
	Malicious allegations/internet misuse directed against a member of staff	Serious actual or threatened violence against student or member of staff
		Unauthorised filming, photographing or recording in school

Internal Suspension (8.45-4.15)

This should not be viewed as a soft option or an easy alternative to external suspension. Internal suspension ensures that students have to tackle work, do not fall behind and have to meet targets.

Where a student has assaulted or persistently bullied another student, the school will also consider restorative approaches and/or class moves, including moves of population within the year group, alongside other sanctions.

Attendance to Detentions

The school operates a tiered system of sanctions as part of its Behaviour Policy, which includes the use of After School Detentions. Attendance at these detentions is mandatory. While we understand that some parents may face logistical challenges in collecting their child, this does not exempt pupils from attending.

Parents will receive a minimum of 24 hours' notice prior to an After School Detention being issued. If a pupil is unable to attend the scheduled detention for a valid reason, a second opportunity will be offered 24 hours later. This provides a total of 48 hours' notice, during which we expect parents to make the necessary arrangements for their child's attendance.

By choosing to send their child to this school, parents accept and agree to support the expectations outlined in our Behaviour Policy, including those related to detentions. It is the responsibility of parents to ensure that appropriate arrangements are made for collection, if required.

In exceptional cases where parents are genuinely unable to collect their child, the school may, at its discretion, offer an alternative arrangement. These may include a one-hour detention before the

start of the school day or supervised care on site until 5:00 p.m.

Behaviour of Prefects

The role of a prefect within school is one of high responsibility. Any prefect whose behaviour does not meet our high expectations, both within school and out of school, for example on journeys both to and from school, school visits, sporting fixtures or work experience will be subject to the Behaviour for Learning Policy. This may include the removal of prefect status on a permanent basis or for a given length of time decided by the Senior Leadership Team.

Behaviour out of school

Student behaviour outside of the school, for example on journeys both to and from school and school visits, sporting fixtures or work experience are subject to the Behaviour for Learning Policy. Inappropriate behaviour in these circumstances will be dealt with as if the incident had taken place within school.

For behaviour outside of school, that is not school business related, the policy will still have an effect if there is a clear link between that behaviour and maintaining good behaviour and discipline amongst the student body as a whole. If a student's behaviour in the immediate vicinity of the school or on the journey to and from school is poor and meets the school criteria for Suspension then the Headteacher may decide to exclude. This is also included in the criteria for permanent exclusion. It should be stressed that any incidents of behaviour that risk the reputational damage of the school and incidents of cyber bullying or other online behaviours that clearly impact upon the welfare and safety of students and staff also come under the remit of "Behaviour outside of school"

Providing support for students

It is essential that the school works in partnership with parents and carers, Governors and outside agencies to support students who are persistently failing to meet our expectations. Our experience tells us that when parents/carers and the school work in together in partnership, we are most effective in being able to improve a student's behaviour.

The Student Services Team and the wider Pastoral Team including our Safeguarding Officer and SENCO will quickly identify students who need support and may use different methods to provide support for a child. This may include a behaviour report, an individual behaviour plan (IBP) a Pastoral Support Plan (PSP) and intervention from other agencies.

Such agencies include:

Education Inclusion Service (EIS)
Youth and Family Support (YFS)
Preventative Education Team (PET)
Self-Mediation and Self Help (SMASH)
MIND
SMASH (NHS)
The Hub School
School Nursing Service
Safeguarding and Partnership Hub (SaPH)
Early Help Locality Team (EHLA)
Children' Social Care
Local Policing Team (PSCO)

Off-site direction and Managed Moves

These are a supportive mechanism offered by the school in an attempt to improve a student's behaviour.

Off-site direction is when the school requires a student to attend another educational setting to improve their behaviour. Off-site direction will be used when targeted interventions and targeted support have not been successful in improving a student's behaviour. It will be used as a short-term temporary support measure, utilizing either another mainstream school or alternative provision (AP) for support.

Depending upon individual circumstances, the off-site direction to alternative provision may be full-time, or part-time. The length of time a student spends in another mainstream school or alternative provision (AP) will depend on what best supports the students' needs and potential improvement of their behaviour. The school will always follow the guidance from the East Riding regarding off site direction and managed moves.

Where a student is in imminent danger of permanent exclusion, the school may work with parents/carers and students to provide an Alternative Learning Package.

Training and Development

The Governing Body will ensure that appropriate training is in place to support the implementation of the school's Behaviour for Learning Policy. Training will take place for all staff at the start of each year and at regular intervals throughout the academic year. For new staff, training will form part of the induction process, including supply and cover staff and SCITT colleagues.

Monitoring and Review

For the policy to be successful there needs to be a consistent commitment from staff to operate within the agreed framework. Systematic monitoring of the policy will therefore take place to ensure that the policy is regularly reviewed. Senior members of staff must ensure that they set the standard by operating within the agreed framework at all times and be prepared to challenge staff who are not consistent in their use of the agreed policy.

The Headteacher, in consultation with other staff, will undertake systematic monitoring and conduct a regular review of the Behaviour for Learning Policy. The purpose of this action is to ensure that the operation of the policy and associated strategies are effective, fair and consistent. The Headteacher will keep the Governing Body informed.

The Governing Body will regularly review the policy, to ensure its continuing appropriateness and effectiveness. The review will take place in consultation with the Headteacher, staff, student and parents and carers. The outcome of the review will be communicated to all involved, as appropriate.

Related Documents and Policies

Attendance and Punctuality

Anti-Bullying

Uniform

Child Protection and Safeguarding

Physical Intervention and Restraint
Mobile Device Policy
Equality and Diversity
SEND

Legislation and Statutory Requirements

This policy is based upon

- ***Suspension and Permanent Exclusion. Guidance for schools, academies, and PRUs, [August 2024](#)***
- ***Behaviour in schools: Advice for headteachers and school staff, [February 2024](#)***
- Searching, screening and confiscation at school [July 2022](#)
- The Equality Act [2010](#)
- Use of reasonable force in schools [2013](#)
- Supporting pupils with medical conditions at school [2015](#)
- Special educational needs and disability (SEND) code of practice [2015](#)