

Behaviour for Learning Policy

Name and Title of author	Mr J Barton
Name of Responsible Committee/Individual	The Snaith School Governing Body
Implementation Date	September 2021
Target Audience	Students, Staff, Parents and Carers
Version	2
Review Date	Sept 2026
Next review	Sept 2027

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
2026-2027

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 embed clear relational routines with high expectations for all (explicitly teach learning behaviours)
- 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 are supported to reflect on the impact of their choices and to repair relationships where needed. Expectations and responses are communicated clearly and consistently so that students feel safe, supported and understood.

Principles

- Pupils 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 pupils 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 pupils to meet our high expectations, regular, consistent key messages will be communicated to students. These key messages will be through 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 pupils 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 pupils are welcomed 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 response.

Rewards

All members of staff within the 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
- Highflyers and Top Triers
- Highest weekly and cumulative reward stamps
- Form group reward stamp awards
- Certificate System
- Snaith Shout outs
- 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

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 pupils are considered when applying sanctions. This does not mean expectations are removed, but that reasonable adjustments may be made to support individual needs while maintaining high standards and positive relationships.

Classroom Behaviour Stages

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

Stage	Sanction
Stage 1	**Verbal reminder** given to student, removal of the student planner by the teacher.
Stage 2	**Written reminder –** Written in planner
Stage 3	**Second written reminder**– 20-minute lunchtime detention – Written in planner and recorded on ARBOR
Stage 4	**Third written reminder** – Subject Removal – student displaced to another classroom for the remainder of the lesson – 60 minutes after school detention – Recorded on ARBOR
Stage 5	**Fourth written reminder** – "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 reminders 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 reminders in their student planner. For more serious behaviours the member of staff will liaise with the student services team and a more severe response will be applied.

Below is a guide to out of lesson responses. 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 Reminders

Ready	**Respectful**	**Safe**
Lateness and or taking longer than expected to get to lessons (L) Unprepared for learning due to missing essential equipment (E) Uniform not meeting school requirements. (U) Failure to have planner signed after reminder given by form tutor (P) Mobile device visibly not in bag (M) Lack of homework (H)	Dropping litter around the school site Inappropriate language heard by a member of staff Finding it difficult to follow clear instructions	Moving around the site In a way that may affect the safety and calm environment of others Being out of lesson without a teacher pass Pushing in the queue 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 responding homework incompletion:

Stage	**Action/Sanction**
Stage 1	Be Ready Written Reminder and Notification sent to parent informing of homework incompletion 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 responses will be applied.

Stage	Issue	Sanction
Stage 1	Tassomai Homework incomplete during the previous week	Be Ready Written Reminder 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 reminders 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 response.

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

If a child receives 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 reminders 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 response.

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

If a child is responded 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 reminders 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 response.

Ready	Respectful	Safe
Persistently failing to bring planner to school or use planner effectively Failure to comply with uniform expectations. Mobile device in a pouch disturbing a lesson	Failure to attend an ASD (second occasion) Vandalism of student/school property Refusal to follow the instructions given by a member of staff Inappropriate or disrespectful language directed towards a member of staff Multiple subject removals in 1	Persistent Truancy Persistent bullying/abuse of other students Smoking/Vaping on school site including being found in possession of smoking or vaping products. Malicious physical contact Unsafe behaviour in a practical work environment

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 response.

Ready	Respectful	Safe
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 Being in possession of a phone outside their pouch following entry procedure Using a mobile phone during the school day Attempting to open a pouch during the school day Mobile device found during 'be ready' checks which the pupil initially denied having in their possession.	Physical abuse/assault against student or staff Verbal abuse of students or staff Racial, homophobic, sexist or other discriminatory abuse or aggression Indecent behaviours Theft Sexual misconduct Malicious allegations/internet misuse directed against a member of staff Deliberate damage caused to a Yondr mobile device pouch.	Deliberate unsafe behaviour that causes risk to others Actions that put others in danger Possession and/or misuse of illegal drugs, alcohol and or other substances (e.g. legal high) Carrying an offensive weapon Fighting, if equal blame on both sides Arson Serious actual or threatened violence against student or member of staff Unauthorised filming, photographing or recording in school

For further information on external suspension, please refer to the Suspensions and Exclusions policy

Internal Suspension (8.45-4.15)

Internal suspension provides students with time, structure and support to reflect on their behaviour, repair relationships and successfully reintegrate into the school community whilst continuing with their learning.

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 responses.

Attendance to Detentions

The school operates a tiered system of responses 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

Pupil behaviour outside the school will be dealt with in the same way as behaviour inside the school where it is considered that there is a clear link between the inappropriate behaviour outside the school, and the risk of it harming the education, welfare and discipline among the pupils as a whole. Conduct outside the school premises, including online conduct, that schools might sanction pupils for include misbehaviour:

- 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 pupil at the school;
- that could have repercussions for the orderly running of the school;
- that poses a threat to another pupil;
- or that could adversely affect the reputation of the school.
-

[Behaviour in schools: Advice for headteachers and school staff, February 2024]

Providing support for pupils

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 pupil's behaviour.

The Student Services Team and the wider Pastoral Team including our Safeguarding Officer and SENCO will quickly identify pupils 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:

- Specific interventions delivered by our in-school support team
- TEAL Be Well mental health services
- Social Prescriber
- Education Inclusion Service (EIS)

- Youth and Family Support (YFS)
- Emotional Wellbeing Service
- Child and Adolescent mental Health Service (CAMHS)
- The Hub
- School Nurse
- Safeguarding and Partnership Hub (SaPH)
- Early Help Locality Hub (EHLA)
- Children's Social Care
- Local Policing Team
- Youth Offending Support Service (YOSS)

Off-site direction and Managed Moves

These are supportive approaches offered by the school to help pupils successfully re-engage with learning and relationships within the school community.

Off-site direction is when the school requires a pupil to attend another educational setting with the aim to further support and 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 pupil spends in another mainstream school or alternative provision (AP) will depend on what bests support the pupilts' needs and potential improvement of their behavoiur.
The school will always follow the guidance from the East Riding regarding off site direction and managed moves.

Where a pupil is in imminent danger of permanent exclusion, the school may work with parents/carer and the pupil 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, pupils 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
- Mobile Phone Guidance for Schools TEAL