

The Mirfield Free Grammar

Behaviour for Learning Policy

Morality - Behaviour for Learning Code of Conduct Policy



Written by	Clare Murphy
Approved by	LGB
Issue Date	Autumn 2023
Next Review	Autumn 2024

The policy and procedures are based on the guidance from the Department for Education (DfE) and best practice research detailed in the Education Endowment Foundation 'Improving Behaviour in Schools' guidance report.

This document sets out the framework of The MFG's approach to encouraging outstanding behaviour.

Teachers have the right to teach and students the right to learn in a classroom free from disruptive behaviour. A classroom should reflect teachers' behavioural expectations and create an atmosphere in which student self-esteem can flourish.

The Academy reserves the right to alter day-to-day procedures as required to continue to maintain high standards of behaviour and conduct. Staff will be made aware of any alterations to the policy.

There are 2 key expectation in creating and maintaining THE MFG learning environment.

The Empowered Teacher

Teachers have the right and responsibility to:

- Establish guidelines and directions that clearly define the limits of acceptable and unacceptable student behaviour
- Teach students to consistently follow these guidelines and directions throughout the school day and school year.
- Ask for assistance from parents, Curriculum Leaders, Student support staff and SLT when support is required in handling the more challenging behaviour of students.

The Empowered Student

Students have the right to:

- Flourish academically, socially and emotionally in a safe and friendly environment
- Be in a classroom in which a supportive teacher is willing and able to set consistent, positive behavioural limits.
- Be empowered with the skills to succeed.

1. Morality Expectations of Students

Students will behave in a polite, respectful manner at all times; this includes lessons, social times, travelling to and from the academy and enrichment activities. To ensure that the Academy's expectations are clear to all stakeholders, they will be displayed around the Academy and are known as the Morality Behaviour for Learning expectations. The aim of which will allow students to flourish in learning within the classroom and beyond. When choosing not to follow these expectations students will face a consequence. (Please note that our expectations are explained in more detail in Appendix C.)

Students are expected to take responsibility for their own behaviour and accept the consequence when they make poor choices. Students who consistently breach the Academy's standards may find themselves banned from taking part in additional enrichment opportunities such as trips/visits, rewards, school productions and representing the Academy in any sporting event or other activity.

As part of our academy all students have made a commitment to be exceptional every day in order to achieve

excellence together. The Morality Code of Conduct must be honoured by students at all times:

Morality: Behaviour **for** learning in the Classroom – non- negotiables to ensure positive behaviour for learning

In order to **flourish**:

1. **Ready to learn:** punctual and prepared.
 - Arrival on time to lesson.
 - Fully equipped.
 - Correct uniform.

- 2) **Productive in learning:**
 - Active listening.
 - Remain 'on-task' throughout the lesson.
 - Try your best at all times without disturbing others.
 - Speak to **all** in a respectful and pleasant way.

Most of the Morality Behaviour for Learning expectations require no explanation but a brief outline of the what it looks like in practice and of the thinking behind some of the rules might prove useful.

Ready To Learn: We want all students to recognise the importance of operating in a punctual and time efficient manner. We want students to understand the usefulness of being settled and ready to work with the appropriate equipment without the constant badgering of the member of staff.

Ready to learn

Calm, orderly entrance:

- Arrive on time.
- Immediately sit in allocated seat.
- Planner and equipment out.
- Begin **Activate**.

Productive in learning

Active listening

- Tracking the speaker, sat up straight.
- Remaining silent.
- Attentive listening e.g. ability to recall task, team, time.

Transitions between tasks

- 3, 2, 1 – tracking me. Stop, listen and respond appropriately.

Remain 'on-task' throughout the lesson.

- Complete the work set to the best of my ability in the prescribed learning mode.

Morality – Social Learning (**outside** of lesson)

In order to show **generosity we:**

- Walk on the left of the corridor.
- Respect people's personal space e.g., no pushing.
- Quiet, calm voices.
- Speak to **all** in a respectful and pleasant way.
- Respect the environment e.g. put litter in the bin.

Break and Lunch times – Restaurant expectations.

- Active listening when being spoken to.
- Always line up in single file.
- Respect people's personal space e.g., no pushing.
- Quiet, calm voices.
- Speak to **all** in a respectful and pleasant way.
- Only eat in the designated areas.

Morality – Communications with staff

Follow staff instructions first time and without question or argument

- Stop
- Listen
- Respond Appropriately

2. Morality Expectations of Staff

When communicating with Students Staff are expected to:

1. Know student names and their nature
2. Use of non-Verbal cues and physical presence
3. **Praise In Public Reprimand In Private**
4. Consistent short, sharp instructions
5. Focus on good behaviour - 'thank you'
6. See it, Say it, Sort it

Within the classroom setting staff are expected to:

1. Ensure a quiet, controlled entry, teacher at the door at the start of every lesson
2. **Meet Greet Connect Correct Direct**
3. Check planners and equipment on the desks, coats and bags away
4. Ensure students respect the speaker throughout the lesson
5. Ensure students respect the environment
6. Circulate the classroom
7. Consistent positive reinforcement
8. Ensure a quiet, controlled exit
- 9.

Within the social learning environment outside of the classrooms;

1. Arrive on time

2. Fulfil requirements of duty point
3. SMILE – Scan, **M**ove, Interact, **L**earning, **E**ncourage
4. Ensure students respect the duty area
5. Model professionalism – i.e. no mobile phones, nose piercing

3. Home/Academy Partnership

This agreement between staff, parents and students is there to ensure each partner understands the role expected of them and make sure the Academy (Staff), Home (Parents/carers) and Students work together to enable the student to be the best s/he can be and create positive life chances because together we are stronger. (A copy of the agreement can be found in Appendix A.)

4. Rewarding Positive Behaviour

Central to the philosophy is the right of all teachers to praise students, including contacting parents, as a matter of routine.

We pride ourselves on acknowledging and celebrating the achievements and successes of all our students. We strongly believe that students should be regularly and fairly rewarded for their achievements, to not only celebrate students' successes, but to also inspire and motivate young people to achieve their very best and become confident, independent learners and responsible citizens.

We offer a range of **rewards** that link directly to our values and include recognition for the following:

- academic achievement and progress
- contributions to the classroom and the whole Academy community
- a consistently positive attitude
- demonstrating any of the school values of Tenacity, Health, Equity, Morality, Flourish and Generosity
- good attendance and punctuality
- significant improvement in attitude or achievement. A range of rewards are given including:
 - Verbal praise
 - Certificates and badges reward trips and prom
 - Front of lunch queue pass.
 - Positive Points (on arbor)
 - Positive phone calls/postcards home
 - Individual and whole class rewards (e.g. Vouchers, rewards in assemblies, trips) on a regular basis.
 - THE MFG rewards breakfast.
 - Recognition in Presentation Evenings and In Assemblies

- Celebration and public recognitions of achievements of individuals, teams or classes displayed publicly in the Academy.

5. Positive Discipline – Informal Strategies to support a positive learning environment

Strategies to encourage positive behaviour could include:

- Using positive reinforcement to acknowledge students who are meeting expectations
- To give a positively stated reminder to those who are not meeting expectations
- Integrating consistent praise into lessons or any interaction with students
- Circulating throughout the classroom and giving praise
- Use positive support to encourage students to continue appropriate behaviour.

Disruptive behaviour can be re-directed by use of non-verbal cues such as:

- Giving a look that communicates you are aware of and disapprove of the behaviour
- Standing by the student's side while continuing to teach
- Mentioning the student's name while continuing to teach
- Accentuating the positive by focusing on the appropriate behaviour of the other students
- Having a quiet word with the student to refocus and remind of the targets and further consequences
- Moving the student to a different seat
- Remind (and motivate) students of the reward system in place for students
- Time out of the classroom to refocus –

6. Formal Consequences (Sanctions):

Teachers always prefer **not** to use sanctions. They are there to teach and must be allowed to do so. Occasionally, students do not always make the right choices and behave appropriately and learning is interrupted. Hence, "Teachers have statutory authority to discipline students whose behaviour is unacceptable, who break the Academy rules or who fail to follow a reasonable instruction" (Section 90 and 91 of the Education and Inspections' Act 2006) and this power extends to "even when they are not at school or in the charge of a member of staff". This includes: travelling to and from school; on school visits; when their behaviour could have repercussions for the orderly running of the school or poses a threat to another student or member of the

public, it also includes when a student's behaviour could adversely affect the reputation of the school. (Behaviour in schools - Advice for headteachers and school staff: September 2022).

When a member of school staff becomes aware of misbehaviour, they should respond predictably, promptly, and assertively in accordance with the school behaviour policy. The first priority should be to ensure the safety of pupils and staff and to restore a calm environment. It is important that staff across a school respond in a consistent, fair, and proportionate manner so pupils know with certainty that misbehaviour will always be addressed. De-escalation techniques can be used to help prevent further behaviour issues arising and recurring and schools may use pre-agreed scripts and phrases to help restore calm.

i) Morality Expectations: is for managing the day-to-day behaviour of students, in classrooms and around the site. When making poor choices regarding their behaviour students are issued with a Consequence (please see Appendix C: Procedures) and include verbal warnings, detentions and removal from lesson

ii) Detentions: All staff have a power to issue detention to students. This is done through The Arbor system and Morality Behaviour for learning system. As stated in 'DfE Guidance: Behaviour in schools: September 2022, Point 69), "Parent consent is not required for detentions". However, the Academy will ensure that they are informed of this notice, via the student planner and endeavour to give at least 24 hours' notice for the parent/carer to arrange suitable alternative travel arrangements. The academy reserves the rights to issue a same day detention providing the requirements are met as stated in DfE Guidance: Behaviour in schools: September 2022, Point 69-71),.

The times outside normal school hours when detentions can be given include:

- any school day where the student does not have permission to be absent;
- weekends - except the weekend preceding or following the half term break; and
- non-teaching days – usually referred to as 'training days' or 'INSET days'.
- a C3 detention is a half hour detention after school and a C4 detention is a 1 hour detention after school.
- a SLT detention is a two-hour detention on a Friday
- Students arriving late to school will be issued a lunch time detention the same day.

iii) Senior Team Detention and Community Service: On occasion students may be issued a Senior Team detention as a further sanction which could last up to 2 hours (minimum 1 hour). During this time the student will be expected to undertake tasks which may include: completing extra work or repeating unsatisfactory work until it meets the required standard; written tasks; undertaking school-based community service tasks – such as picking up litter; tidying a classroom; helping clear up the dining hall after meal times; or removing graffiti.

iv) Other sanctions:

Loss of privileges: This may include: missing break and lunch times, non-selection for Academy teams, not being able to participate in events. If a lunchtime detention is issued, staff will ensure that the student receives her/his lunch and allow reasonable time for the student to use the toilet.

v) Removal from classroom:

Removal is where a pupil, for serious disciplinary reasons, is required to spend a limited time out of the classroom at the instruction of a member of staff. This is to be differentiated from circumstances in which a pupil is asked to step outside of the classroom briefly for a conversation with a staff member and asked to return following this. The use of removal should allow for continuation of the student's education in a supervised setting. The continuous education provided may differ to the mainstream curriculum but is still be meaningful for the student. Departmental C3 will be recorded as a C3 or a C4 to deter the severity of the action (a half hour or one hour detention) This will give the head of department a clear overview of the students and staff to decide where

support for the students, staff member or CPD needs are met.

vi) Isolation: The Academy is committed to reducing suspensions yet having serious and meaningful sanctions. Students may be placed in Isolation for a variety of breaches of the Academy's Code of Conduct. They may also be isolated whilst the investigation of a serious incident is taking place. Whilst in isolation the student will be expected to complete appropriate work – this may not always be their normal classwork, as at times it may be deemed more appropriate for a student to complete work relating to the incident for which s/he has been isolated. The length of time in Isolation will vary and depend upon the seriousness of each misdemeanour and/or the time needed to investigate an incident. Our Isolation Room is equipped with its own toilet and the student's break time snacks and lunch is brought to them so there is no need for them to leave the room during the day. Parents will be informed on the same day if their child has been removed from the classroom.

Isolation should be used for the following reasons:

- a) to maintain the safety of all pupils and to restore stability following an unreasonably high level of disruption;
- b) to enable disruptive pupils to be taken to a place where education can be continued in a managed environment;
- c) to allow the pupil to regain calm in a safe space.

If a student fails to complete their period of time in Isolation, by continuing to show poor behaviour and/or leaving Isolation without permission, they may be required to complete additional time or even repeat the original term. Further sanctions may be incurred such as a suspension but this will be in addition to the original sanction which must be completed on return. On occasion students may also be placed in the Isolation facility of another local school. Arrangements will be made clear with parents / carers for this process based on the host school's location.

vii) Suspensions:

This government supports headteachers in using suspension and permanent exclusion as a sanction when warranted as part of creating a calm, safe, and supportive environment in which pupils can learn and thrive (DfE Suspensions and Permanent Exclusions from maintained schools, academies and Pupil Referral Units in England September 2022)

'Good behaviour in schools is essential to ensure that all pupils benefit from the opportunities provided by education. Therefore, the government recognises that school exclusions, managed moves and off-site direction are essential behaviour management tools for headteachers and can be used to establish high standards of behaviour in schools and maintain the safety of school communities.

Good discipline in schools is essential to ensure that all students can benefit from the opportunities provided by education. This government supports headteachers in using suspension and permanent exclusion as a sanction when warranted as part of creating a calm, safe, and supportive environment in which pupils can learn and thrive. To achieve this, suspension and permanent exclusion are sometimes a necessary part of a functioning system, where it is accepted that not all pupil behaviour can be amended or remedied by pastoral processes, or consequences within the school.' (DfE Exclusion from maintained schools, academies and student referral units in England Statutory guidance for those with legal responsibilities in relation to exclusion September 2022)

A suspension is for a specific period of time. A student may be suspended for one or more fixed periods (up to a maximum of 45 school days in a single academic year). All decisions to exclude are serious and only taken as a last

resort or where there are serious breaches of the Academy rules. The following are examples of when a student may be given a suspension but are not exhaustive:

- Persistent breaches in the Academy's Behaviour Policy
- Serious breaches of health and safety rules
- Verbal abuse of staff, other adults or students
- Physical assault towards staff, other adults or students.
- Possession of drugs/weapon and/or alcohol related offences
- Willful damage to property
- Homophobic or racist behaviour
- Bullying
- Sexual misconduct
- Theft
- Making a false allegation against a member of staff
- Minor assaults or fighting that is not premeditated or planned.

Repeated instances of poor behaviour may lead to an increased length of exclusion as this represents a continued breach of the Academy's expectations for behaviour, which in turn undermines the good order of the school.

vii) Permanent Exclusions

[Suspension-and-Exclusions-Policy-May-23.pdf \(greatheightstrust.org.uk\)](#)

The decision to permanently exclude a student is always taken as a last resort when numerous other strategies have been tried and exhausted. The DfE guidance states: A decision to exclude a student permanently should only be taken:

- in response to serious or persistent breaches of the school's behaviour policy; and
- where allowing the student to remain in school would seriously harm the education or welfare of the student or others in the school.

(DfE 'Suspensions & Permanent Exclusion from Maintained Schools, Academies and Pupil Referral Units in England September 2022)

The Principal will make the judgement, in exceptional circumstances, where it is appropriate to permanently exclude a child for a first or 'one-off' offence. These offences might include:

- serious actual or threatened physical assault against another student or a member of staff
- sexual abuse or assault

- supplying an illegal drug
- possession of an illegal drug with intent to supply
- carrying an offensive weapon and / or weapon of offence
- making a malicious serious false allegation against a member of staff
- potentially placing members of the public in significant danger or at risk of significant harm
- persistent disruption including bullying (which would include racist or homophobic bullying) or repeated possession and/or use of an illegal drug or drug paraphernalia on the Academy premises.

In addition, the Academy also considers the following to be serious incidents resulting in the possible recommendation of permanent exclusion of a student:

- Deliberate, malicious activation of the fire alarm
- Repeated or serious misuse of the Academy computers by hacking or other activities that compromise the integrity of the computer network
- Repeated verbal abuse of staff
- Persistent disruption and defiance that may or may not be directly linked to the Consequences system.

The examples for both Fixed-Term and Permanent Exclusions are not exhaustive, but indicate the severity of such offences and the fact that such behaviour can affect the discipline and well-being of the Academy community.

The Academy has determined that, any knife, irrespective of length, constitutes an offensive weapon and / or weapon of offence and should not be brought into the Academy. In addition to knives, axes, BB guns, air guns, GATT guns, catapults, slings, etc., will also be deemed to be offensive weapons and / or weapons of offence. Other types of offensive weapons or weapons of offence will include lengths of pipe, bats, other blunt instruments, or items judged by the Principal or the Local Governing Body to be carried with the intention to inflict injury on another individual. When establishing the facts in relation to an exclusion decision the Principal *“must apply the civil standard of proof; i.e. ‘on the balance of probabilities’ it is more likely than not that a fact is true, rather than the criminal standard of ‘beyond reasonable doubt.’ This means that the head teacher should accept that something happened if it is more likely that it happened than that it did not happen”*.

7. Attitude to Learning (ATL)

In conjunction with our assessment procedures (‘Creating Futures’) which track students’ progress, we also track each student’s ATL. Both sets of information are harvested during each data cycle and reported to parents/carers. A good attitude to learning is crucial in order for students to make progress and reach their potential. An exceptional attitude to learning will see students exceeding their potential and give them the greatest opportunities and choices for the future. We have high expectations of our students and reward those who are motivated and engaged with their learning both in and outside the classroom through our rewards system. Similarly, we will challenge students who show a lack of motivation or an unacceptable attitude towards their

learning which puts them in danger of not reaching their full potential and limiting their future options. These students may be selected for intervention or placed on report to monitor them and encourage them to get back on track.

8. Smoking and Vaping

Students are not allowed to vape/smoke anywhere on the Academy site including any outdoor areas. Furthermore, students should not be seen smoking cigarettes or vapes travelling to and from the academy or whilst wearing school uniform. Students caught smoking cigarettes or vapes will be isolated for a day. Repeated instances may lead to further, more severe sanctions such as increased length of isolation, isolation at other schools or fixed-term exclusion.

9. Mobile Phones & Electronic Devices

Student mobile phones, electronic devices and accessories e.g. earphones and smart watches, should be out of sight and switched off while in the Academy (never used, seen or heard).

- If the phone is seen or heard by a member of staff at any point in the Academy from entering through the gates in the morning to exiting the gates at the end of the day, it will be confiscated and taken to the admin office.
- The phone will only be returned to the student at the end of that day, and parents informed.
- If a student has their phone confiscated for a second time in one term their parent/guardian will be asked to collect it. Parents/Guardians will be informed before the end of that school day that their child's phone has been confiscated.

If a student has their phone confiscated for a third time in one term their parent/guardian will be asked to collect it at the end of that week. Parents/Guardians will be informed before the end of that school day that their child's phone has been confiscated.

- Should a student refuse to hand over a mobile phone they will be taken to Isolation and given another opportunity to hand over the phone
- If they do so the phone will be released in the usual way
- If they still refuse to hand over the phone they will face additional sanctions (increased length of isolation, isolation at other schools or suspension).

College students are permitted access to their mobile phones and electronic devices within the College building only.

In some circumstances, supporting a student with their medical condition can involve the use of a mobile phone within the school building.

We will ensure that mobile phones and electronic device usage within educational experience externally on a school trip is not disrupted by the presence of mobile phones and will restrict their use.

10. Searching and confiscation of property: *(Please see DfE, Searching, screening and confiscation - Advice for headteachers, school staff and governing bodies, January 2018)*

Powers to search without consent:

The Principal and authorised staff have a statutory power to search students or their possessions, without consent, where they have reasonable grounds for suspecting that the student may have a prohibited item. Prohibited items are:

- 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
- all items banned by the Academy rules including legal highs and drug paraphernalia.

ii) **Confiscation of property:** a member of staff has the power to confiscate, retain or dispose of a student's property as a punishment, so long as it is reasonable in the circumstances. The staff and the Academy are protected by the law from liability for damage to, or loss of, any confiscated items provided they have acted lawfully. As set out in legislation, the Academy is then obliged to hand over weapons, knives and extreme or child pornography to the Police. With all other items the Academy will make a decision on each case on if and when to return a confiscated item.

11. Power to use reasonable force

What is reasonable force?

1. The term 'reasonable force' covers the broad range of actions used by most teachers at some point in their career that involve a degree of physical contact with pupils.
2. Force is usually used either to control or restrain. This can range from guiding a pupil to safety by the arm through to more extreme circumstances such as breaking up a fight or where a student needs to be restrained to prevent violence or injury.
3. 'Reasonable in the circumstances' means using no more force than is needed.
4. As mentioned above, schools generally use force to control pupils and to restrain them. Control means either

passive physical contact, such as standing between pupils or blocking a pupil's path, or active physical contact such as leading a pupil by the arm out of a classroom.

5. Restraint means to hold back physically or to bring a pupil under control. It is typically used in more extreme circumstances, for example when two pupils are fighting and refuse to separate without physical intervention. 6. School staff should always try to avoid acting in a way that might cause injury, but in extreme cases it may not always be possible to avoid injuring the pupil. Who can use reasonable force?

- All members of school staff have a legal power to use reasonable force. Section 93, Education and Inspections Act 2006
- 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 pupils such as unpaid volunteers or parents accompanying students on a school organised visit.

Schools can use reasonable force to:

- remove disruptive children from the classroom where they have refused to follow an instruction to do so;
- prevent a pupil behaving in a way that disrupts a school event or a school trip or visit; • prevent a pupil leaving the classroom where allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the behaviour of others;
- prevent a pupil from attacking a member of staff or another pupil, or to stop a fight in the playground; and • restrain a pupil at risk of harming themselves through physical outbursts.

Schools cannot:

- use force as a punishment – it is always unlawful to use force as a punishment.

The Trust promotes the use of 'positive touch' in school. It is often necessary or desirable for a teacher to touch a child (e.g. dealing with accidents or teaching musical instruments, physical education etc). This policy will be reviewed and evaluated in line with the academy's policy monitoring schedule and the academy develop

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. Principals and authorised Academy staff may also use such force as is reasonable given the circumstances when conducting a search without consent for knives or weapons, alcohol, illegal drugs, stolen items, tobacco and cigarette papers, fireworks, pornographic images or articles that have been or could be used to commit an offence or cause harm.

12. Catering for students with Special Educational Needs and Disabilities

To ensure that students with special educational needs or disability are not discriminated against, reasonable adjustments will be made as appropriate when implementing the PD Policy. Parents/carers will be informed of any specific adjustments, what actions are taking place and how this will be tracked.

When the Academy feels that it has implemented an appropriate and reasonable amount of adjustments, and concerns still remain about the behaviour, or risk of exclusion, of a child with additional needs, a student with an EHC Plan or a 'looked after child', it will, in partnership with others (including the Local Authority as necessary), consider what additional support or alternative placement may be required. This should involve assessing the suitability of provision for a student's SEN. Where a student has an EHC Plan the Academy will request an early

annual review or interim/emergency review.

