

Policy #8: Behaviour for Learning Policy

| | |
|----------------------|----------------|
| Approval body: | MAW: LGB |
| Recommending body: | MAW: LGB |
| Implementation date: | September 2024 |
| Review date: | September 2025 |
| Status: | Draft |
| Policy version | 4 |

HoD = Head of Department
HOY = Head of Year
SLT = Senior Leadership Team
SEN/D = Special Educational Needs/Disabilities

Contents

| | |
|--|-----------|
| Introduction | 3 |
| Aims of the Behaviour for Learning Policy | 3 |
| Implementation | 4 |
| Shared Expectations | 4 |
| Rewards: Praise Points | 4 |
| Sanctions: Conduct Points | 6 |
| The Reflection Room (Internal suspension) | 7 |
| Short Term Placements | 7 |
| Extended Placements | 7 |
| Fixed Term Suspensions | 7 |
| In Year Fair Access Panel (IYFAP) and Managed Moves | 8 |
| Permanent Exclusion | 9 |
| Monitoring and Intervention | 9 |
| Interventions and Support | 9 |
| The Laurel | 9 |
| Misbehaviour off school premises | 10 |
| Confiscation of Banned Items | 10 |
| Searching and Screening | 11 |
| Administration and Record Keeping | 11 |
| Links with other policies | 11 |
| References Documents and Related Policy/Guidance | 11 |

Introduction

1. At Mulberry Academy Woodside we strive to provide purposeful and stimulating environments for learning in which all students have the opportunity for success. Central to this are our shared values where we will:



2. This policy sets out the expectations for students and staff so that our values can be fully realised. We all - school staff, students, parents and carers - have a responsibility for understanding and implementing the policy consistently and fairly across the school so that we have an atmosphere conducive to learning.

Aims of the Behaviour for Learning Policy

The policy aims to:

- Provide students with a framework so that they are responsible for their own actions;
- ensure the school is a safe and supportive environment for all individuals and prevent bullying;
- support all staff in managing behaviour fairly and consistently;
- provide a clear set of rewards and sanctions which all students, parents/carers and staff understand and apply consistently;
- ensure that any underlying causes of disruptive behaviour are identified and addressed with support from the Inclusion Team.

Implementation

There are three strands to the behaviour management:

- Shared expectations;
- rewards - praise points;
- sanctions - conduct points.

Shared Expectations

All students at Mulberry Academy Woodside will be:

- Ready to learn
- Ready to focus
- Ready to do
- Ready to think hard
- Ready to achieve
- Ready to reflect

Parents, carers, staff and students are also asked to uphold the school values of PRIDE, RESPECT and KINDNESS. At Mulberry Academy Woodside we:

- Greet people appropriately and speak politely
- Look after our school environment
- Take pride in having exceptional uniform
- Practise using emotionally friendly communication
- Follow the 'hands off policy'
- Represent the school well on school trips and in the local community
- Are confident in our own skills and support each other
- Use positive body language and facial expressions
- Are active citizens
- Have opportunities for speaking publicly
- Know how to keep ourselves and others safe and healthy
- Are respectful of each other's beliefs, cultures and identity
- Are on time and organised

Rewards: House Points

Students are recognised for their achievements in the following areas.

- PRIDE
- RESPECT
- KINDNESS

Scholarly behaviours will be rewarded and explicitly taught during assemblies and tutorial:

- Ready to learn
- Ready to focus
- Ready to do
- Ready to think hard
- Ready to achieve
- Ready to reflect

At Woodside we believe that rewards and celebration play a vital role in developing positive attitudes towards learning. Rewards are given in the ratio of three positives to one constructive criticism. Our praise point system allows students to be recognised for their achievements daily, weekly and throughout the year. Praise Points can be monitored by parents, carers and students through the classcharts app.

Students can earn praise badges for the number of praise points they accumulate across the year and will be awarded in assembly. Students who are awarded platinum badges will be invited on a reward trip and announced at House assemblies.

- Bronze badge = 300 praise points
- Silver badge = 500 praise points
- Gold badge = 700 praise points
- Platinum badge = 1000 points

| |
|---|
| Daily |
| <ul style="list-style-type: none"> ● Verbal praise in class or around the school - specific and using the students' name. ● Students will be recognised for receiving any praise each day in form time and celebrated amongst their peers. ● Phone calls home from staff. ● Top 10 praise point winners from the previous day and celebrated in whole school report and text message home is shared with parents and carers. |
| Weekly |
| <ul style="list-style-type: none"> ● Students who fall in the top 10 of each year group for praise points will be shared via the digital screens, announced at line up and a celebratory text will be sent to parents and carers. ● Students will be celebrated in assemblies on a weekly and termly basis. ● Students will have the opportunity weekly to gain badges for milestones (bronze, silver, gold and platinum), alongside certificates and prizes. ● Weekly top praise point winners shared in the newsletter. ● Students who show exceptional progress in meeting the expectations in lesson of the learning pillars will receive a postcard home from the classroom teacher |
| Termly |
| <ul style="list-style-type: none"> ● Students with the greatest number of praise points will be invited to a special celebration with Angela Wallace. ● Students with the greatest number of praise points will be celebrated at the end of term assembly as well as those with under 5 conduct points and students with 100% attendance. ● Commendation letters will be sent to all students who earn praise badges. ● 100% attendance will be celebrated via a postcard home. ● Form classes will be awarded the Krepski cup for most improved and best attendance. |
| Annually |
| <ul style="list-style-type: none"> ● Students' praise points will be published and shared with parents/carers via their school report. ● Students with the greatest number of praise points will be celebrated at the end of year assembly. ● Woodside praise badge holders will be in contention of winning whole school prizes and rewards trips. ● Parents and carers will be invited to attend a celebration event at the end of the school year if their child has been nominated for an award. An exemplary piece of work for each nominee will be showcased around the school. |

Sanctions: Conduct Points

It is imperative to delineate between minor infractions and more serious incidents (dangerous/abusive/high level), with sanctions tailored to the specific context of each case. Employing a restorative and child-centered methodology is paramount in addressing issues, aiming to preserve and enhance positive interpersonal relationships. Conduct points serve as a mechanism to alert students when their behaviour deviates from acceptable standards. This system, uniformly implemented throughout Mulberry Academy Woodside, provides students with the opportunity to reflect on their actions and change their behaviour.

Conduct points can be monitored by parents, carers and students through the [ClassCharts](#) app.

| Conduct Points | |
|--------------------------------|---|
| Positive reminder of behaviour | Verbal warning informing the student as to why this has been issued. |
| Conduct Behaviour (CB) | Conduct point for behaviour in lessons |
| Removal from lesson | <p>If a student has received a positive reminder, a CB and continues to fail to meet the expectations of the school they will be collected from lessons by a member of staff (Student Support) and taken to the reflection room.</p> <p>This is for the remainder of the lesson and 20 mins of their unstructured time.) A restorative will be completed with the class teacher and student. The removal from the lesson will also be communicated home by the class teacher.</p> <p>If a student is involved in a more serious incident (dangerous/abusive/high level), they will be collected by student support and taken to the reflection room to write a statement and parent/carers informed. They will likely be out of circulation until the incident has been investigated.</p> |
| Conduct Organisation (CO) | Conduct point for lack of organisation - equipment or uniform |
| Conduct Homework (CH) | Conduct point for incomplete homework, this may be escalated to a department or SLT detention. |

- Lunch detentions all take place at lunchtime the day after it is entered on to our online system. Reminders are given at morning line-up and during tutor time. Detentions can be monitored by parents, carers and students through the ClassCharts app.

- Lunch detentions are for 20 minutes only and are sat with the students respective Head of Year or Deputy Head of Year.
- Conduct points and praise points are monitored centrally each day. If students receive 4 conduct points or more, they may be referred for a lunchtime detention the next day.
- If students do not attend a lunch detention or if they gain more than 4 conduct points in one day the following will be considered:
 - SLT detentions - scheduled each Wednesday and Friday afternoon from 3.10pm-4pm
 - Reports (*Tutor, Deputy Head of Year, Head of Year, SLT and behaviour contract*)
 - Reflection Room
 - Parent / Carer meeting

The Reflection Room (Internal suspension)

The Reflection Room is an internal isolation room. Students are referred to the Reflection Room for a variety of reasons including: a single serious or dangerous incident, an accumulation of conduct points, truanting a lesson, refusing to complete an SLT detention or removal from a lesson. All students referred to the reflection room complete classwork independently and this is collected at the end of the day. All students are asked to complete a student statement which is reviewed by the Pastoral Support Manager.

An essential part of the Reflection Room is Restorative Practice. The Pastoral Support Manager will lead this process for students and staff so that students can have a fresh start when they return to lessons. The Pastoral Support Manager will analyse trends and lead behaviour modification sessions with students.

Truancy

A student is truanting at Mulberry Academy Woodside if they are not at line or out of class without permission. If a student turns up 10 minutes or more late to their period 1 lesson after tutor time this is also considered truancy.

Escalation steps:

- The student will be taken to the Reflection Room for that lesson and 20 minutes of unstructured time. In the first instance a parent/carers will be contacted by the Year team and a letter will be sent home confirming the truancy in writing and will be on report to their tutor.

- The second instance of truancy will result in the student remaining in the Reflection Room for the whole school day (including all unstructured time) and the parent/carer invited in for a meeting with the Year team, along with a report issued to their HOY.
- The third logged truancy may result in an external sanction (placement/FTS), parent meeting and issued a SLT report.
- Repeated truancy may result in further external sanctions and interventions such as a placement as this is a serious safeguarding concern.

Further Interventions:

- Inclusion Referral
- Short Term Placements
- Fixed Term Suspensions
- Extended Placements
- Governors Warning
- In Year Fair Access Panel (IYFAP) and Managed Moves
- Permanent Exclusion

Inclusion Referral

See below information on ‘extended placements’ and ‘the Laurel’.

Short Term Placements

As an alternative to a Fixed Term Suspension, the school may arrange a placement for a student at a local partner school. The purpose of this placement is to ensure that a sanction is in place but that the student is still able to access full-time education. Whilst on placement, the student should attend each day in full school uniform.

Placements may vary in length and on occasion a placement may be arranged pending further investigation into an incident and a decision being made regarding potential fixed term exclusion or managed move. A placement does not impact a child’s overall attendance and work will be provided for the duration.

Fixed Term Suspensions (external suspension)

This strategy is a last resort and should be seen as such. An accumulation of incidents, persistent failure to follow the school expectations or for more serious one-off incidents will incur a fixed term suspension (FTS).

Examples of behaviour that may lead to fixed term suspensions include the following (this is not an

exhaustive list):

- Physical Threat or Assault on Student
- Physical Threat or Assault on Staff
- Verbal Abuse of Student
- Verbal Abuse of Staff
- Physical assault against a student
- Physical assault against an adult
- Verbal abuse/threatening behaviour against a student
- Verbal abuse/threatening behaviour against an adult
- Racist abuse
- Sexual misconduct
- Damage
- Theft
- Persistent disruptive behaviour
- Use or threat of use of an offensive weapon or prohibited item
- Abuse against sexual orientation and gender identity
- Abuse relating to disability
- Inappropriate use of social media or online technology
- Willful and repeated transgression of protective measures in place to protect public health
- Misbehaviour off school premises

Fixed Term Suspensions can be for 1-45 days in duration depending upon the seriousness of the offence. After this the student returns to school with their parent and carer and a reintegration meeting takes place, where the seriousness of the incident is emphasised and the consequences of continued behaviour of this type is explained.

Suspension takes place in consultation with the Head of Year/Head of Department and Deputy Head and must be sanctioned by the Head Teacher.

Extended Placements

Some students may be referred to an alternative provision for an extended period. Whilst on placement at an alternative provision, students will complete a range of assessments to identify any additional support that they may require in school.

At the end of placement, parents/carers will need to attend a post-placement/reintegration meeting at school prior to reintegration to lessons. This will happen before a student is fully reintegrated into the school.

Governor's Warning

A meeting (calendared termly) will be arranged between a school Governor, the Head Teacher, the

student and respective parents / carers to discuss the conduct and behaviour of the student following previous fixed-term suspensions and/or short-term placements.

In Year Fair Access Panel (IYFAP) and Managed Moves

At Mulberry Academy Woodside we are part of a consortium of all state Secondary schools in Haringey. As a group we regularly meet and attempt to support each other by offering students a fresh start and alternative provision if the school feels that they have reached a point where the relationship with school is untenable.

Managed Moves usually consist of a six-week trial (which may be extended), where the student remains on roll at Woodside. Following review, the receiving school or college may decide to offer a permanent place to the student.

In some cases, the school may arrange alternative provision for students as an alternative to a permanent exclusion.

Permanent Exclusion

This is very much the last resort after all other sanctions have proved ineffective or the offence is so serious that no other sanction is appropriate. Mulberry Academy Woodside will consider permanent exclusion when the decision for a child to remain in the school would be detrimental to the safety, wellbeing or learning of other students. Permanent exclusions involve governors and the Local Authority.

Mulberry Academy Woodside operates a zero tolerance policy regarding weapons, drugs and alcohol. Any student who brings or uses a weapon, drugs or alcohol on the school premises will not be permitted to remain at the school.

Further information and guidance on exclusions can be found in the Exclusion Policy.

Monitoring and Intervention

Mulberry Academy Woodside is committed to removing barriers for our young people. HOY and HODs will monitor the use of reward and sanctions for their department or year group with a member of the Leadership Team on a weekly basis. A comprehensive tracking system has been implemented to monitor interventions for students from Year 7 through to Year 11. Additionally, an interventions glossary has been developed for staff to facilitate precise and effective referrals, thereby optimising the support provided to each student. If students need additional support or intervention the following may be considered:

Interventions and Support

At Mulberry Academy Woodside we are inclusive in our approach and offer a wide range of interventions and support to ensure that students are able to manage their behaviour. These include:

- Wellbeing Room;
- Learning Mentors;
- Reports to Tutors, Heads of Year and SLT for daily check-ins;
- Positive reports and 'on-track' meetings;
- Target setting and behaviour support plans;
- 1:1 literacy and numeracy intervention;
- Mental health and emotional wellbeing support including counselling through Open Door;
- Respite placements at alternative provisions;
- The Laurel
- The Anchor Approach

The Laurel

The Laurel is an internal school-based intervention aimed at providing an environment to support students to be more successful in mainstream lessons.

Students are referred to the Laurel by the Heads of Year in consultation with the Senior Leadership Team. The length of time in The Laurel will be dependent on the reasons for the referral and the student's needs but typically are for a minimum of half a term (6-7 weeks).

Parents and carers will be informed about the referral of their child once the decision has been made and will be invited in to discuss the requirements and expectations of the students' time in the Laurel and agree targets and sign a behaviour contract. They will also be informed about the reintegration back into mainstream classes. Each student referred to The Laurel will have a Pastoral Support Plan and assessment of learning needs.

Whilst in The Laurel, students will have access to the National Curriculum. Academic work will be delivered by subject teachers from the main school. Students will also be taught a Life Skills Programme aimed at improving behaviour, self-esteem, social skills, peer influences, family and school relationships. They will also have access to our on-site mentors and inclusion staff as well external agencies that have been sourced to promote positive choices. Students whilst in The Laurel are expected to follow Mulberry Academy Woodside mainstream protocols and to maintain good attendance and punctuality levels.

The Anchor Approach

At Mulberry Academy Woodside, a relationship-based approach to behaviour is key, this is exemplified in the work with the Anchor Approach (Haringey Council). The Anchor Approach is crucial for fostering students' emotional well-being, emphasising holistic well-being by integrating emotional health into overall development. It prioritises early intervention through community resource connections and promotes multi-sector collaboration to offer comprehensive support. Aligned with the principles of inclusive education, it ensures all students can thrive in a supportive environment. By addressing emotional barriers to learning, engaging the community, promoting resilience, and providing personalised support, the Anchor Approach adheres to educational guidance principles, enhancing students' academic and social success.

Misbehaviour off school premises

Woodside High students are expected to be always positive ambassadors for the school. The expected standard of behaviour described in this behaviour policy therefore applies to students on educational trips and visits, work experience placements, sporting events, on their way to and from school and when wearing Mulberry Academy Woodside uniform in a public place.

Students acting as positive ambassadors for their school and in support of their local community will be rewarded. Any student misbehaving off school premises will receive an appropriate sanction, if possible, at the time of the incident, if the student is under the supervision of a school staff member when the incident happens. Otherwise, students will receive an appropriate sanction on their return to school. Intimidating or threatening behaviour from Mulberry Academy Woodside students towards the public will not be tolerated.

Confiscation of Banned Items

We will not accept students bringing banned items into school or having items such as airpods or phones visibly out in the school building and across the school site. If a teacher sees a phone/airpods the student will be required to hand in the item to their teacher, who will pass it to the office to be stored in the school safe (see mobile phone policy). Parents/Carers will be contacted and invited to come into school to collect the item. In a meeting with a member of staff, the confiscated item will be presented to parents/carers and a discussion will be had about the importance of following school rules.

We do not allow students to bring merchandise into school to sell onto other students. Staff will take these items away from students and place them in the possession of the Head Teacher or the school safe. The student in possession of these items will receive an appropriate sanction.

Students who wear inappropriate items of clothing to school, including hoodies, jewellery and trainers may have them confiscated by any member of staff. They will then be available to collect at the end of the school day, each week on a Friday from 3.10pm.

Items banned in school include anything that can be used as a weapon, fireworks, fun snaps, laser pens, vapes/e-cigarettes and illicit substances; these items will be confiscated and students may receive a sanction. The school may choose to make a referral to linked services in the borough to support students.

Searching and Screening

At Mulberry Academy Woodside, the only staff permitted to search students are the Senior Leadership team who have been trained and a named staff member of their choice present. Staff have a statutory power to search students or their possessions where they have reasonable grounds for suspecting that the student may have a prohibited item. There will always be two adults present.

If a student has been searched, parents and carers will always be informed. A log is kept of any searches carried out in school and this is reviewed periodically throughout the year. If a student refuses or is found to be in possession of a banned item this may lead to disciplinary action in line with the school's behaviour policy.

Administration and Record Keeping

All incidents and linked documents are recorded on Sims. Data is reviewed regularly, and separate records are kept for: bullying, child on child abuse, use of reasonable force, racist incidents and homophobic/biphobic/transphobic and disablist incidents.

Links with other policies

- Anti-Bullying Policy
- Child Protection and Safeguarding Policy
- E-safety policy
- Equalities policy
- Confidentiality Policy
- RSHE
- Mobile Phone Policy
- Exclusion Policy
- Use of Reasonable Force Policy

References Documents and Related Policy/Guidance

Safe to Learn- DFE Guidelines

Exclusion from Maintained Schools, Academies and Pupil Referral Units - DFE-00184-2017

Behaviour and Discipline in Schools - DFE Guidelines: January 2016

