



Sherburn High School



Behaviour for Learning Policy

Date Reviewed: February 2025

Next Review Date: February 2026

Sherburn High School

Garden Lane

Sherburn in Elmet

LS25 6AS

Policy Aims:

Effective teaching and learning can only take place in a well-ordered environment. Promoting positive behaviour requires:

- the commitment of all members of our school **community**, students, parents/carers, governors and staff;
- a consistency of practice across the school to ensure that students know and **respect** the standard of behaviour that is expected of them;
- active participation by all members of the school community in enabling all young people to be **ambitious** and strive to reach their full potential.

The Policy assists in offering all students an education of the highest quality as an essential preparation for life and to develop their talents to the full.

If all members of the school community are to achieve their best then they must be free to learn and teach in an environment that is caring and respectful, open and welcoming.

We strive to create a culture that promotes excellent behaviour through a clear vision of what good behaviour looks like; which behaviours are permitted and prohibited. When necessary, students will be taught explicitly what good behaviour looks like. We acknowledge that some students will need additional support to reach the expected standard of behaviour and that where possible, this support will be identified and put in place as soon as possible to avoid misbehaviour occurring in the first place.

Our Relentless Routines

To help us achieve our aims we have agreed a set of rules for around the school, these rules form part of our Behaviour for Learning Policy and students are expected to always follow them.

Our Relentless Routines are:

1. We enter classrooms and stand behind our chairs.
2. We place our equipment, including our planners and pencil cases, on the desk.
3. We leave classrooms by standing behind our chairs and waiting to be dismissed.
4. We walk on the left hand side of corridors and don't congregate on corridors or stairwells.
5. We don't wear coats when in lessons or walking around the school.
6. When a member of staff begins to count down, using "3,2,1" we become silent and listen for instructions.

Mobile phones are not permitted to be used in school, electronic devices should be turned off and kept in student bags and/or lockers. These should not be visible on the school premises (please see Mobile Phone Policy).

Roles and Responsibilities

Good behaviour does not happen by accident. It is the responsibility of those concerned with the school – parents/carers, staff, governors and students - to ensure good behaviour.

Staff responsibilities are to:

- Use the Behaviour for Learning Policy fairly and consistently to recognise and reward positive behaviours which reflect our values.
- Model positive behaviours and build relationships.
- Seek to raise the self-esteem of all students and develop their full potential.
- Work in close cooperation with parents/carers in matters of behaviour management and to encourage students to take responsibility for their own behaviour.
- Be a visible presence at transition periods and social times in order to create and maintain an ordered and calm atmosphere in which all members of the school community can feel comfortable and secure.
- Promote and educate students about British Values and challenge any homophobic, biphobic, transphobic, racist, bullying (including cyberbullying, prejudice-based and discriminatory bullying) or child-on-child abusive behaviour. We are clear that sexual violence and sexual harassment are never acceptable, will not be tolerated and that students whose behaviour falls below expectations will be sanctioned. It is important to challenge all inappropriate language and behaviour between students. Staff should never normalise sexually abusive language or behaviour by treating it as 'banter', an inevitable fact of life or an expected part of growing up. They should advocate strenuously for high standards of conduct between students and staff; they should demonstrate and model manners, courtesy and dignified/respectful relationships. Responding assertively to sexually inappropriate behaviour is an important intervention that helps prevent challenging, abusive and/or violent behaviour in the future.
- Educate students about the PREVENT agenda and challenge any extremist comments or behaviour and report this using the School's safeguarding procedures (refer to the Safeguarding Policy).

Monitoring and evaluating school behaviour

We have strong and effective systems for data capture, including all components of the behaviour culture. This is monitored and objectively analysed regularly by key staff across the school. There is a clear monitoring and evaluation cycle from school leaders at each data tracking point which assists with reporting on behaviour culture clearly and accurately.

Students:

Every student is made aware of the school behaviour standards, expectations, pastoral support, and consequence processes. They will be supported to achieve the behaviour standards, including an induction process that familiarises them with the school behaviour culture and a re-induction at key points throughout the academic year. Provision will be made for all new students to ensure they understand the school's Behaviour for Learning policy and wider culture. Where necessary, extra support and induction will be provided for students who are mid-term arrivals.

Students' Responsibilities are to:

- Work to the best of their ability and allow others to do the same, demonstrating **ambition** and a desire to achieve success, resilience and determination.
- Take responsibility for and ownership of their actions.
- **Respect** all others, tolerating all faiths and beliefs, including gender, race, physical or learning disabilities.
- **Respect** the school environment.
- Wear uniform correctly at all times during the school day.
- Represent the school in a positive way and follow school expectations in the local and wider **community**, including on school buses and educational trips and visits.

Behaviour expectations and pupils with Special Educational Needs and/or Disability (SEND)

As a Trauma Informed School, behaviour at Sherburn High School will be considered in relation to a pupil's SEND, although it does not follow that every incident of misbehaviour will be connected to their SEND.

As far as possible, we will anticipate likely triggers of misbehaviour and put in place support to prevent these. Examples of preventative measures may include (but are not limited to):

- short, planned movement breaks for a pupil whose SEND means that they find it difficult to sit still for long;
- adjusting seating plans to allow a pupil with visual or hearing impairment to sit in sight of the teacher;
- adjusting uniform requirements for a pupil with sensory issues or who has severe eczema;
- training for staff in understanding conditions such as autism.

Any preventative measures will take into account the specific circumstances and requirements of the student concerned.

Parents and Carers have responsibilities as role models for our young people and they have an essential part to play in relation to the Behaviour for Learning policy. We encourage all parents and carers to reinforce the policy at home as appropriate.

Under the policy, parents/carers are expected to co-operate with Sherburn High School and work with teachers and other members of staff to help their child develop to their full potential. Sherburn High School will reinforce the whole-school approach by building and maintaining positive relationships with parents/carers, for example, by keeping them updated about their children's behaviour, encouraging them to celebrate their successes, or holding sessions for parents/carers to help them understand the school's Behaviour for Learning Policy.

Parents/carers' responsibilities are to:

- Treat staff with respect.
- Pre-book all meetings with members of staff.
- To fully support the school's sanction system and policies.
- Share concerns about their child's education, welfare and behaviour with the school.
- Attend Progress Evenings and support school functions.
- Inform the school of any absence on the first day of absence and every day thereafter (to provide medical evidence if their child's attendance falls below 96%).
- Ensure their child arrives at school on time, in full school uniform and with the correct equipment.
- Ensure their child represents the school in a positive way and follows school expectations on their journey to and from school, whether this is by foot or by bus.

Rewards

Students should always be commended for good behaviour. We want to help students make the right choices. At Sherburn High School we believe that students learn by praise, reward and celebration of achievement. The list below illustrates the various rewards that are given out in school.

- Verbal and non-verbal praise by staff.
- Positive letters /calls/ emails/ E-postcards home from school to families.
- Achievement points and events awarded by staff for positive behaviours which are used in year group assemblies.
- Public recognition of achievement: Head's Letters, press releases and on our social media pages.
- Group achievement recognition: Form competitions and Inter-House trophies and other competitions.
- Super 6's - staff nominate students to receive a prize awarded by the Headteacher.
- Lucky Dip Super 6 another chance for students with Super 6 slips to be picked out of a lucky dip and to receive more recognition and an additional reward.
- Celebration Assemblies in Year Groups.
- Sherbie Awards evenings- celebration of success.
- Prom - students reaching the end of Year 11 whose effort has met our expectations will be invited to attend the school prom.

Educational Trips/Visits and Reward Trips

Good behaviour is extremely important when taking students out of school for health and safety reasons. We will endeavour to make all reasonable adjustments to facilitate students participating in trips or visits that are directly related to the curriculum and their learning.

Participation in Reward Trips and the Year 11 Prom, however, are subject to the following criteria:

- Consistently good conduct with no suspensions
- No repeated Isolation sanctions

Steps to supporting the Behaviour for Learning Policy

Behaviour for Learning - Student Expectations

All staff will expect the highest level of behaviour for learning from you at all times. If your behaviour is a cause for concern, in or out of the classroom, the following steps will be taken.

		Action:		Consequences:					
Step 1:		Your behaviour does not meet basic expectations		Staff will REMIND you of the expected behaviour and you will have the opportunity to correct your mistake					
Step 2:		You do not correct your mistake and continue to demonstrate behaviour that does not meet basic expectations		Staff will now TELL you what you need to do to correct your behaviour and you will be given a warning of potential consequences. A restorative conversation may take place.					
Step 3:		Despite the warning, you choose to continue to demonstrate behaviour that does not meet basic expectations		There will now be a CONSEQUENCE which will be recorded and shared with your FT, HOY, parents/carers; moved seats in class, time out of lesson (no more than 2 minutes) with a restorative conversation or department detention.					
Step 4:		A sanction has been issued but you continue to choose to demonstrate behaviour that does not meet basic expectations		Staff will now use the 'on-call' system and a REFERRAL will be made . A decision will be made by the on-call member of staff at this stage about an appropriate next step.					
Step 5:		Despite a referral being made you continue to choose to demonstrate behaviour that does not meet basic expectations		You will be ISOLATED for the remainder of the school day. This might be with a senior member of staff or in the designated isolation room as appropriate.					
REMIND		TELL		CONSEQUENCE		REFERRAL		ISOLATE	

School Detentions:

At times, students will be involved in incidents of unacceptable behaviour and despite being given the opportunity to correct this behaviour sanctions must be applied. These sanctions must be fair and proportionate. Detention is one such sanction that will be applied for behaviour that does not meet the basic expectations of the school either inside or outside the classroom. A detention provides an opportunity for reflection. It also offers a chance for restorative practice to take place between staff and students, to discuss what has happened and agree strategies to limit future incidents.

The legal position as stated in the 2011 Education Act:

The Education Act 2011 removes the legal requirement to give parents 24 hours' notice before keeping pupils after school. The Act confirms schools' powers to use detentions by making it lawful for schools to put pupils in detention without parental consent after school hours.

- At Sherburn High School we reserve the right to issue an after-school detention if it is deemed appropriate to do so.
- Whilst it is no longer statutory, we will give parents 24-hours' notice in most cases. This period is intended to inform parents of where their child is expected to be and to allow parents an opportunity to make alternative arrangements for travel for their child. Notification will usually be made through ClassCharts or a text message sent to the parent/carer.

Detention procedure:

Detentions will be used for repeated negative behaviour displayed either inside or outside the classroom. We will give parents 24-hours' notice in most cases. School detentions may be issued for:

- Poor behaviour on corridors and at break/lunchtime, including being in out of bounds areas,
- Persistently disruptive behaviour in lessons, despite warnings to correct this behaviour in line with the behaviour policy,
- Poor responses to staff when challenged,
- Leaving a classroom without permission,
- Poor behaviour on the school bus,
- Repeated B2B issues for equipment/uniform,
- Repeated poor punctuality to school and to lessons,
- Failing to complete a behaviour report card appropriately by not getting it signed by staff/parents/carers.

This is not an exclusive list and other behaviours may be sanctioned with a detention. Each behaviour incident is reviewed fairly with a proportionate sanction issued.

Isolation Room:

Our Isolation Room is a comfortable work area with access to computers, Google Classroom and other resources so that students can continue to access their learning. Use of this space is planned and parents will usually be notified in advance if their child is working in this space. If however an incident occurs in school where a student needs to be immediately placed due to their actions or poses a safety risk, then parents will be notified the day this occurs. Students will not be permitted to join break or lunchtime with their peers.

Students who are unable to successfully complete this intervention may be referred to Tadcaster Grammar School's Internal Exclusion Room for a fixed period or alternatively issued with a short fixed term suspension from school

Overview of Isolation as a sanction

Isolation sanctions are at the discretion of the school and do not qualify as formal suspensions. The statutory guidance on suspensions does not apply to this sanction, because they do not impact on a child's education by removing them from school premises. Isolation serves as a serious sanction directly below a Fixed Term Suspension but above minor sanctions such as a detention. This is, however, a sanction that is imposed for serious and/or persistent breaches of the School's Behaviour for Learning policy. Patterns of behaviour will also be taken into account. Although decisions to isolate a student will depend on the individual circumstances, examples of breaches of conduct that may result in isolation are:

- Physical violence/inciting physical violence
- Bullying
- Racist, homophobic or sexist behaviour towards others
- Refusing repeatedly to follow instructions
- Verbal and/or physical abuse of staff
- Truanting from lesson

There is no statutory maximum period for Isolation. In most cases a period will last between 1 to 2 days. During this time, we will work with the student to carry out restorative work. This strategy is dependent on the cooperation of all parties involved in an incident/situation and will usually be used where one person has done something to upset or harm another. It can be helpful for the student to redress the harm they have done and hopefully learn from their inappropriate choices. It can also provide closure for those who have been harmed.

Suspensions and Permanent Exclusion:

Sherburn High School aims to ensure that:

- The suspensions process is applied lawfully, fairly and consistently
- The suspension process is understood by governors, staff, parents/carers and students
- Students in school are safe and happy
- Students do not become NEET (not in education, employment or training)

Legislation and statutory guidance

Decisions to suspend or permanently exclude are based on statutory guidance from the Department for Education: [Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement](#)

Sherburn High School takes note of the guidance provided in the DFE Guide “Behaviour and Discipline in Schools” particularly the following ten key aspects of school practice:

1. A consistent approach to behaviour management
2. Strong school leadership
3. Classroom management
4. Rewards and sanctions
5. Behaviour strategies and the teaching of good behaviour
6. Staff development and support
7. Student support systems
8. Liaison with parents/carers and other agencies
9. Managing student transition
10. Organisation and facilities

The decision to suspend

Only the Headteacher, or Deputy Headteacher if the Headteacher is out of school, can suspend a student from school. A permanent exclusion will be taken as a last resort.

Our school is aware that off-rolling is unlawful. Ofsted defines off-rolling as:

“...the practice of removing a pupil from the school roll without a formal, permanent exclusion or by encouraging a parent to remove their child from the school roll, when the removal is primarily in the interests of the school rather than in the best interests of the pupil.”

A decision to suspend a pupil will be taken only:

- In response to serious or persistent breaches of the School’s Behaviour for Learning Policy, and
- If allowing the student to remain in school would seriously harm the education or welfare of others.

The Headteacher may decide that Permanent Exclusion is necessary for a student.

Reasons leading to a Permanent Exclusion, may include, but are not limited to, the following:

- All other steps to encourage the student to obey the school rules have failed
- Allowing the student to remain in school would be seriously detrimental to the education or welfare of others in the school
- Persistent and defiant behaviour. This would encompass persistent bullying including homophobic or racist bullying
- Serious actual or threatened violence against a student or member of staff
- Sexual misconduct
- Supply of an illegal drug, or the severe misuse of an illegal drug (or a legal high). Please see the Drug Education Policy for further guidance
- Carrying an offensive weapon
- Prohibited items such as e-cigarettes, tobacco, lighters etc.
- Deliberate activation of the Fire Alarm
- Wilful and repeated transgression of protective measures in place to protect public health
- Disciplinary action will also be taken against students who are found to have made malicious accusations against school staff.

Before deciding whether to suspend a student, either permanently or for a fixed period, the Headteacher will consider:

- the age and state of physical and mental health of the student
- the student's previous record at the school
- any mitigating factors which are unique to the student and may be taken into consideration in relation to the behaviour
- any external pressures (e.g. peer pressure) or other factors (e.g. race, religion, culture)

- pregnancy, gender, sexual orientation issues, which may have contributed to the behaviour
- whether the suspension or permanent exclusion would be a proportional sanction given
- the severity of the behaviour and/or the frequency of its occurrence and the potential for further occurrences in the future
- whether the behaviour impaired or will impair the normal functioning of the student or other students in the school
- whether the behaviour contravenes one or more of the rules outlined in the school's Behaviour for Learning Policy
- whether the behaviour was the act of a single student or the act of a group of students
- whether additional support from external agencies may be appropriate
- whether the suspension or permanent exclusion would be a suitable response to a student with SEND or who is a Child Looked After
- whether the student and their behaviour can be accommodated without the use of suspension or permanent exclusion
- the student's voice in any mitigation or reasoning for their behaviour, and any expression of remorse or contrition for their actions.

In addition to strategies regarding initial intervention to address a student's behaviour, the Headteacher will also consider the use of alternative provision, managed move or proposing an Off Site Direction as preventative measures to avoid an exclusion.

Sherburn High School adheres to the STARMAT policy in respect of the processes that are followed for suspensions and permanent exclusions; [The STAR Multi-Academy Trust Suspension and Permanent Exclusion Policy](#).

Policies associated with the Behaviour For Learning Policy

Student Suspension and Permanent Exclusion Policy

Student suspension which is fixed term, and permanent exclusions will be used in accordance with the prevalent government guidance; [Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement](#)

Searching, screening and confiscation at school Policy

Searching, screening and confiscation will be used in accordance with the government guidance. We reserve the right to search, screen and confiscate any items from students who we believe hold a prohibited item in their possession as stated in the Searching, Screening and Confiscation Guidance 2018 set out by the DfE. The guidance, which can also be accessed here, states clearly the items for which are deemed prohibited in schools and can result in search, screening and confiscation taking place.

Anti-Bullying Policy

When behaviour displayed “by an individual or a group, repeated over time that intentionally hurts another individual either physically or emotionally”(DfE, Preventing and Tackling Bullying, July 2017), then the school reserves the right to both deal and record this as a bullying incident. On these occasions, the incident will be dealt with in line with our Anti-Bullying Policy. This policy is in place to not just deal with bullying incidents but includes measures to prevent bullying, including cyberbullying, peer on peer abuse and prejudice-based and discriminatory bullying.

Harmful Sexual Behaviours

“Harmful sexual behaviour is developmentally inappropriate sexual behaviour which is displayed by children and young people and which may be harmful or abusive. It can be displayed towards younger children, peers, older children or adults. It is harmful to the children and young people who display it, as well as those it is directed towards” (NSPCC 2016), including: Sexual Harassment – creating an intimidating, degrading, humiliating or offensive environment e.g. sexist jokes, sexual comments, flicking bras, and other specific criminal acts such as upskirting or ‘sexting’; Sexual Abuse – forcing or enticing a child or young person to take part in sexual activities. This includes touching someone’s bottom/breasts/genitalia without consent; Sexual Violence - rape & assault.

In addition, harmful sexual behaviour includes (but is not limited to):

- Sexist jokes and comments
- Physical and sexual abuse
- Sexual harassment and violence
- Gender based violence

- Emotional harm
- Teenage relationship abuse
- Technology assisted sexualised behaviour We will take immediate action on any report of harmful sexual behaviour. This can include:
 - Sanctions within school
 - Discussions with parents/carers
 - Discussions with the young people involved
 - Restorative approaches
 - Referral to support services
 - Use of fixed term suspensions
 - Referral to the Police Service

Sanctions will be consistently applied and will reflect the messages that are taught across the curriculum about harmful sexual behaviour.

Legislation and Statutory Requirements

This policy is based upon Department for Education (DfE) expectations:

- Behaviour and discipline in schools 2016
- Searching, screening and confiscation at school 2018
- 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
- Parental guide on school behaviour and exclusions 2023
- School guide on suspension and permanent exclusions 2023