

WMSF UNDERSTANDING, SUPPORTING & RESPONDING TO BEHAVIOUR POLICY

1. Introduction – WMSF Guiding Principles

1.1 The core values of William Morris Sixth Form are to **learn, achieve, empower**. Crucial to all three is that students demonstrate good behaviour over the course of their study programmes.

1.2 WMSF adopts a whole-sixth form approach to understanding, supporting and responding to behaviour. We recognise that positive behaviour is key to academic achievement, and inseparable from safeguarding, the well-being of students/staff and all other aspects of learning.

1.3 The guiding principles of understanding, supporting and responding to behaviour at WMSF are:

- A recognition of the importance of wellbeing and relationships in shaping positive outcomes for students. Only where young people feel included, respected, safe and secure, where their achievements and contributions are valued and celebrated, can there be the development of good relationships.
- A positive ethos and culture are essential to developing good relationships and positive behaviour in the classroom, the sixth form site and the wider community.
- A positive ethos and culture can only be achieved if all members of the sixth form community work together to develop and maintain positive relationships across the whole sixth form community.
- Professionals should have the flexibility to develop creative approaches to enthusing and engaging learners, and for developing effective responses to the learning needs of their students, while operating within a framework that ensures no learner is left behind.
- Active engagement with parents and carers ensures any potential barriers to positive behaviour for learning are removed and collaborative approaches can be implemented. Parents and carers are more likely to promote positive behaviour when they feel part of the sixth form's community and work alongside them as equal partners.

The guiding principles in practice:

Always empower, never disempower:

- Help students to verbally express themselves.
- Avoid battles for power with students as behaviour will generally deteriorate when they feel more helpless.
- Classroom discipline is necessary, but should be done in a way that is respectful, consistent, and non-threatening.
- Allow students the opportunity to develop their own solutions in the first instance

Always provide positive regard:

- As consistent caring adults, Sixth Form staff have the opportunity to help students build trust and form relationships.
- Communicate using positive language – focus not on the negative past, but in terms for the positive future.
- Use positive behavioural supports and behavioural intervention plans.
- When speaking to parents and carers or making notes on SIMs about a concern, remain objective and do not use emotive or personalised language.

Maintain high expectations:

- Maintain the same high expectations of all students through consistent rules and consequences.
- Maintain predictable routines and behaviours so students know what to expect.
- The solutions will differ depending on the student and the context, but the framework in which behaviour interventions operate must remain constant.

Check assumptions, observe and question:

- Realise when you are making assumptions, and instead talk with the student and ask questions.
- Make observations about the student's behaviour and be fully engaged in listening to their response.

Be a relationship coach:

- Help develop students' social skills and support positive relationships between them and their parents and carers.
- Build professional relationships that are not solely based on academic outcomes.
- Model respectful, non- threatening relationships

Provide guided opportunities for helpful communication:

- Maintain open communication and relationship building with parents and carers.
- All behaviour interventions require communication between members of staff, parents and carers and the student.
- Unilateral communication about behaviour should be avoided as much as possible, for example, sending a letter home in place of verbal communication.

Such approaches help to identify and address the impact of students' experiences on learning and behaviours, ultimately leading to improved educational outcomes.

(Source: Washington State's Compassionate Schools Initiative)

1.4 This policy aims to provide:

- staff, students and parents and carers with a clear set of expectations for behaviour at WMSF;
- a clear framework for working with students, parents and carers and other staff members in order to support students to achieve these expectations;
- to support staff to create and maintain a positive learning environment within the classroom, the sixth form site and the wider community;
- a series of interventions for reviewing, supporting and improving the behaviour of students at WMSF;
- guidelines for students who are involved in a serious behaviour incident which may result in a fixed- or permanent exclusion.

Associated Policies, Procedures and Protocols:

- Supporting and Responding to Attendance
- Child Protection & Safeguarding Policy
- Fitness for Study Policy
- Bursary Policy

2. Scope

2.1 The Understanding, Supporting & Responding to Behaviour Policy applies predominantly to 16 – 19 year-old students who are funded via the Educational Skills Funding Agency (ESFA).

2.2 Specific accountabilities of parties are:

- The Principal holds ultimate accountability to ensure a safe and supportive environment for all students

- The Vice & Assistant Principals have responsibility to ensure that procedures and processes are in place to support positive behaviour and to improve behaviour where it does not meet our expectations so that students can be successful on their study programmes
- The Personal Development, Behaviour & Attitudes Leads, Curriculum Area Leaders, Subject Teachers, Personal Tutors and associate staff, all have responsibility for applying processes and procedures associated with supporting good behaviour
- The Behaviour Panel, comprised of those members of staff relevant to the behaviour, safeguarding and well-being of students, have responsibility for applying processes and procedures associated with supporting positive behaviour and identifying solutions that are in the best interest of the student where there are concerns over the behaviour of a student.

3. Supporting positive behaviour for learning (BfL)

3.1 Behaviour for Learning (BfL) is concerned with issues relating to engagement, collaboration, participation, communication, motivation, independent activity, responsiveness, self-regard, self-esteem, responsibility, disruptiveness and disaffection. Thus, attendance and punctuality cannot be viewed in isolation from BfL. It is addressed via a whole sixth form approach, involving curriculum and pastoral teams.

3.2 The approach outlined in this document aims to improve relationships, behaviour and attendance through a solutions oriented approach, based on nurturing principles.

3.3 Positive behaviour for learning is supported via clear expectations, reporting procedures, transparent access to behaviour data for students as well as parents/carers and timely interventions based on the available behaviour data.

3.4 Behaviour for learning at WMSF is supported through a clear and simple set of expectations for all those involved in the learning process:

- **Attend all lessons**
- **Behave respectfully**
- **Commit fully to learning**

	What it looks like
Attend all lessons	Students and teachers are ready to start learning at the time the lesson starts and students maintain good attendance to their lessons (96% minimum).
Behave respectfully	Students, teachers and support staff use language that is appropriate and respectful.

	<p>Interactions between students, teachers and support staff are based on mutual respect.</p> <p>The behaviour of students, teachers and support staff contribute to a positive climate for learning.</p>
Commit fully to learning	<p>Students, teachers and support staff can access the necessary materials and resources for learning.</p> <p>Students, teachers and support staff have the necessary knowledge and skills to support learning.</p> <p>Students and teachers have completed the required independent work to support learning.</p>

3.5 Positive behaviour for learning is encouraged through rewards aimed at improving self-esteem through recognition.

3.6 Calendared events throughout the year, including Learner Review Days, Parents'/Carers' Evenings and Meet The Tutor Day, are aimed at supporting behaviour for learning.

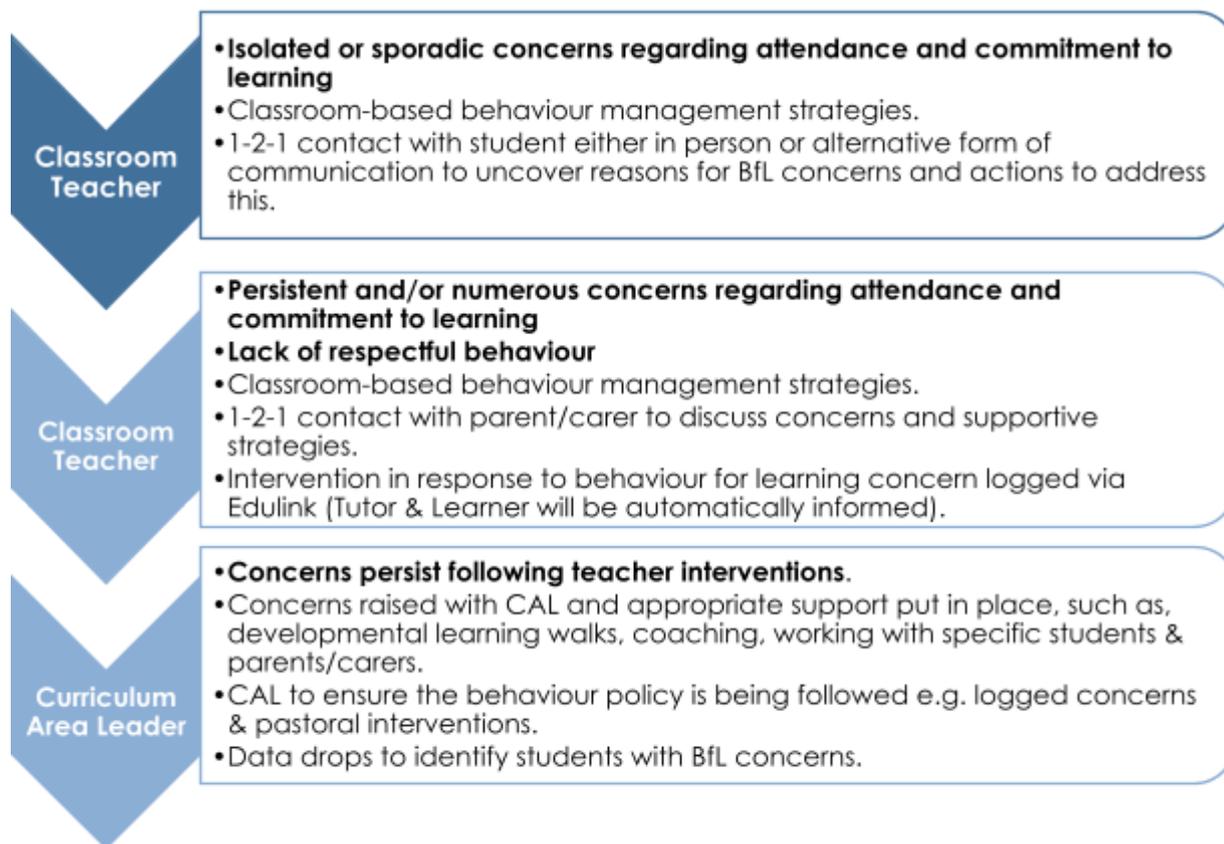
3.7 At the start of each academic year, students are subject to a curriculum induction in order to assess whether their behaviour for learning is appropriate for their chosen study programmes. Where it is deemed unsuitable, students will be supported within the curriculum to make the necessary improvements or supported to access a more suitable study programme either within William Morris Sixth Form or elsewhere.

4. Responding to behaviour for learning concerns

4.1 WMSF adopts a whole-sixth form approach to understanding, supporting and responding to behaviour.

4.2 As part of the curriculum team, subject teachers are required to challenge poor behaviour for learning and to support students to improve this in their subject area. Where behaviour for learning continues to be a concern, Curriculum Area Leaders are to support subject teachers where appropriate.

The diagram below demonstrates how positive behaviour for learning is supported via the curriculum team:



4.3 It is reasonable that low-level behaviour for learning issues be dealt with by the teacher as part of their professional responsibility. Where there are concerns regarding the ability of a teacher to carry out this duty, it is the Curriculum Area Leader's responsibility to ensure the appropriate training is carried out.

4.4 Where behaviour for learning concerns require wider support due to cumulatively poor behaviour for learning, the Pastoral Team will be involved to respond accordingly. See the process below:

Stage 1: Behaviour for Learning (Tutor)

The Tutor will work with the student to decide on appropriate, achievable targets for the student in the categories below:

Attendance – Attendance to lessons is to be improved to 96% and on time by [behavioural change that will enable them to achieve this] and this will be reviewed over the next 10 term time days.

Commitment to learning – Commitment to learning is to be demonstrated by [behavioural change that will enable them to achieve this] and this will be reviewed over the next 10 term time days.

Behave respectfully – Respectful behaviour is to be demonstrated towards the sixth form community by [behavioural change that will enable them to achieve this] and this will be reviewed over next 10 term time days.

When issuing a Stage 1: Behaviour for Learning, the following process is to be followed:

- The Tutor will phone parents/carers to inform them and then arrange a meeting with the student to discuss the reasons for not meeting the sixth form's expectations and strategies to address these.
- The Tutor will then send a Stage 1: Behaviour for Learning letter home informing them that the young person in their care is subject to a Stage 1: Behaviour for Learning and outlining the targets the student is required to meet during this period of improvement.
- The targets are to be reviewed 10 term time days later in a 1-2-1 meeting.
- If the student is on track to achieve their targets, a second review is to be scheduled to ensure the student continues to make improvements. If they are not on track, then the student is escalated to a Stage 2: Behaviour for Learning.
- If after two reviews all targets have been met satisfactorily then the case is a dormant concern.
- If concerns about the student's BfL arise again, they will be placed back on a 10 day review with their Tutor before being escalated to Stage 2, if necessary.

Example behaviours that would warrant a student being placed on Stage 1: Behaviour for Learning;

- Below 92% attendance overall or below 80% attendance in one or more subjects over the course of one half term.
- Persistent lateness – over 100 minutes or 10 instances of lateness in one half term.
- Internal truancy or missing extended periods of lessons without a valid reason, in more than one subject or in the same subject on more than one occasion in the same half term.
- Failure to submit work to an acceptable standard in more than one subject or in the same subject on more than one occasion in the same half term.
- Refusal to follow instructions in more than one subject or in the same subject on more than one occasion in the same half term, such as continuing to use phones/listening to music in lesson when asked not to.
- Repeat behaviour in lessons that risks the safety of other students (but not as serious as those outlined in Section 8), such as not wearing goggles in the science lab when required.

Stage 2: Behaviour for Learning (Tutor and parents/carers)

The Tutor will review the targets set in the Stage 1 meeting.

In addition, a **Behaviour for Learning agreement is signed by the student to say they understand the targets, the process and the potential consequences of not achieving set targets.** Any additional support via student services is to be put in place

A Stage 2 letter is sent home outlining the updated targets as a result of the student not being able to meet the targets set at Stage 1. Parents/carers will be asked to attend a Stage 2 meeting in person or via Google Meets. As above, targets are reviewed 10 term time days later.

If after two reviews all targets have been met satisfactorily then the case is a dormant concern. If a student does not meet their Stage 2 targets they will be referred to the Behaviour & Attitudes Lead to decide whether to escalate to Stage 3: Behaviour for Learning or whether to continue to review their progress.

If concerns about the student's BfL arise again, they will be placed back on to a 10 day review by their Personal Tutor..

Stage 3: Behaviour for Learning

Where a student is escalated to Stage 3, a behaviour panel reviews the situation and will adjudicate on the best course of action in the interests of the student concerned.

The Behaviour Panel will comprise a Vice or an Assistant Principal, the Behaviour & Attitude Lead, the Designated Safeguarding Lead (DSL), plus any other relevant member of staff as deemed appropriate from student services.

Based on all the available evidence, one of the following decisions will be made:

- To set final targets to be reviewed by the Behaviour & Attitudes Lead (as above)
- To refer to the Fitness to Study Panel due to issues impacting behaviour that relate to health/medical needs (if this has not been identified earlier)
- To conclude that the placement is no longer appropriate for the student and that they will be placed on a two week supported internal transition program to an appropriate route such as a Level 2/3 apprenticeship or supported internship.

If the Sixth Form reaches a decision, after consultation with the student and parents/carers (if applicable), that a student should withdraw then this will be actioned. In these situations, the Sixth Form would always assure students and their parents/carers that the best interests of the individual student and their welfare are at the centre of any decisions made.

5. Responding to difficult behaviour

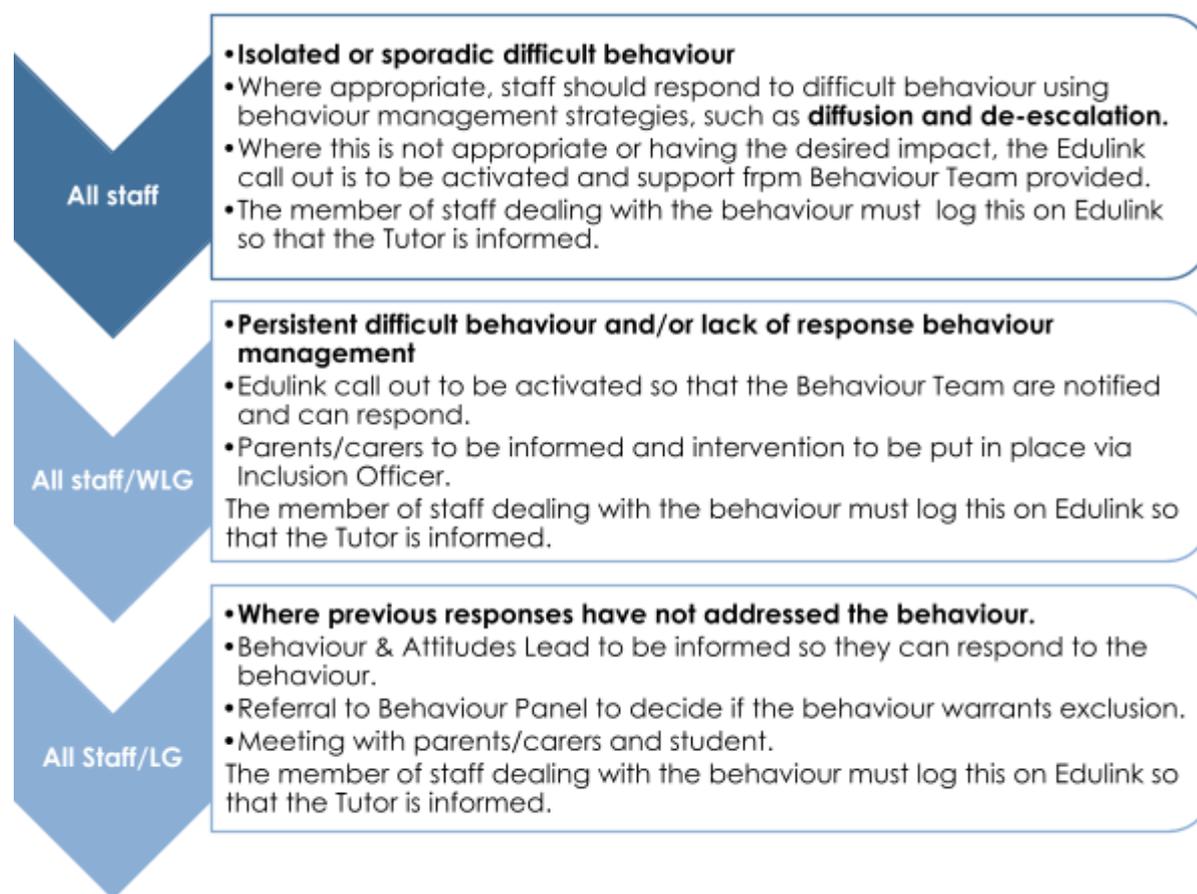
5.1 Difficult behaviour, in the Sixth Form context, encompasses behaviour that has duration, frequency, intensity or persistence and is beyond the typical range for the Sixth Form.

It generally:

- interferes with the pupil's own and / or other pupils' learning;
- disrupts the day to day functioning of the sixth form, making it a less safe and orderly environment;
- is less likely to be responsive to the usual range of interventions identified within the Sixth Form behaviour policy.

5.2 It should be recognised that difficult behaviour may also include withdrawn behaviour, including refusal to respond or engage.

5.3 Where difficult behaviour occurs in the classroom, the process for curriculum support should be followed. Should this behaviour occur outside the classroom, the process below should be followed:



5.4 Speaking with a student outside the class is a suitable diffusion and/or de-escalation strategy. However, removal from a classroom is a serious sanction and is not to be used by the classroom teacher.

5.5 Serious sanctions are only to be issued by the Senior Leadership Team when a student's behaviour is considered harmful and are outlined in the section below. If a member of staff feels a student needs to be removed from a classroom they are required to activate the call out button on Edulink.

5.6 Where it is agreed a student should be removed from the classroom, but the incident is not serious enough to warrant an exclusion, they must be able to continue their education in a managed learning environment. Appropriate actions must be in place to reintegrate the student back into the classroom as soon as is deemed appropriate.

6. Responding to harmful behaviour

6.1 Harmful behaviour in the Sixth Form context encompasses behaviour that is generally:

- physically aggressive towards adults or other pupils
- verbally abusive (and may include racist/homophobic/sexist abuse)
- destructive, including destruction of property and the environment
- self-harming

A more comprehensive list of behaviour that are considered harmful can be found under reasons for exclusion (section 7).

6.2 De-escalation should be employed when faced with harmful behaviour, making use of the following strategies:

- The student should be spoken to calmly, assertively and respectfully at all times, using simple de-escalation phrases (see below).

Simple de-escalation phrases:

1. **Name** (*Use the pupil's name*)
2. **I can see there's something wrong** (*acknowledge their right to their feelings*)
3. **I'm here to help** (*tell them why you are here*)
4. **Talk and I'll listen** (*it may be possible for staff to find out how the situation has developed, or how it may be resolved*).
5. **Come with me and we can.....**(*give them an 'out' to withdraw from the situation*)

- The student should be given physical space and time to recover and respond to requests.

- Where de-escalation has not been possible and difficult or harmful behaviour continues, they should be guided / supported from the situation to a place of safety, with the assistance of another member of staff. Where this is not possible, an alternative is for the rest of the class to be removed from a potentially dangerous or harmful situation.
- Staff should always stay with the student, but at a safe distance (this is usually at least an extended arm's length away from them).
- Staff should maintain an open stance, actively guiding them to a place of safety, rather than blocking them or backing them into a corner, as this could escalate the situation.

6.3 As part of safeguarding, following any serious harmful (or potentially harmful) incident, a risk assessment will be completed to inform planning and future practice.

7. Use of reasonable force and restrictive intervention (restraint)

7.1 The guidance produced by the Department for Education (July 2013) "Use of Reasonable Force" has been used to directly inform the following section of this policy.

7.2 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. 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. 'Reasonable in the circumstances' means using no more force than is needed.

7.3 Sixth Forms 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. 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.

7.4 Sixth Form 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.

7.5 All members of sixth form staff have a legal power to use reasonable force. This power applies to any member of staff at the sixth form. It can also apply to people whom the Principal has temporarily put in charge of students such as unpaid volunteers or parents accompanying students on a sixth form organised visit.

7.6 Reasonable force can be used to prevent students from hurting themselves or others, from damaging property, or from causing disorder.

7.7 The decision on whether or not to physically intervene is down to the professional judgement of the staff member concerned and should always depend on the individual circumstances.

7.8 Reasonable force can be used to:

- remove disruptive students from the classroom where they have refused to follow an instruction to do so;
- prevent a student behaving in a way that disrupts a sixth form event or a Sixth Form trip or visit;
- prevent a student leaving the classroom where allowing the student to leave would risk their safety or lead to behaviour that disrupts the behaviour of others;
- prevent a student from attacking a member of staff or another student, or to stop a fight on or around the sixth form site;
- restrain a student at risk of harming themselves through physical outbursts.

7.9 Reasonable force cannot be used to:

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

7.10 In addition to the general power to use reasonable force described above, Principals and authorised staff can use such force as is reasonable given the circumstances to conduct a search for the following “prohibited items”:

- knives and weapons
- alcohol
- illegal drugs
- stolen items
- tobacco and cigarette papers
- 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.

Force cannot be used to search for items banned under the sixth form rules.

8. Exclusion (fixed-term & permanent)

8.1 Where there is a serious breach or persistent breaches of the Sixth Form's behaviour policy or when the education or welfare of the student or the wider sixth form community are at risk of harm the decision to exclude a student will be taken.

8.2 Exclusion is the most serious sanction available at the Sixth Form. We follow the statutory guidance published by the Department for Education: '**Exclusion from maintained Sixth Forms, academies and pupil referral units in England**'.

8.3 Only the Principal can issue an exclusion. However, in the event that the Principal is not available a Vice Principal can agree to an exclusion on their behalf.

8.4 When establishing the facts in relation to an exclusion, the decision of the Principal must apply the civil standard of proof, i.e., 'on the balance of probabilities...', rather than the criminal standard of 'beyond reasonable doubt'.

8.5 A **fixed term exclusion** is an exclusion from Sixth Form for a specified amount of time. Only the Principal, or Vice Principals in the absence of the Principal, has the authority to exclude a student and this must be on disciplinary grounds. A student may be excluded for one or more fixed-term periods, but this must not exceed 45 days in a single academic year.

Parents/carers have the right to tell the Governing Body what they think about the exclusion. This is called making representations. If the exclusion is fewer than 5 days in one term, the Governing Body must consider any representations, but it cannot direct reinstatement and is not required to arrange a meeting with parents.

8.6 The decision to **permanently exclude** a student will only be taken in response to a serious incident of behaviour or persistent breaches of the sixth form's behaviour policy; and where allowing the child to remain in Sixth Form would seriously harm the education or welfare of the pupil or others in the Sixth Form. The student and the parent have the right to appeal a decision to permanently exclude by writing to the Clerk to Governors.

8.7 The table below provides a full set of the descriptors of reasons for exclusions*.

All behaviours below would contravene the Behaviour Policy's requirement for students to behave respectfully. Behaviour of a student outside Sixth Form can be considered grounds for exclusion.

Exclusion Code	Pupil Exclusion Reason	Example
OW	Use or threat of use of an offensive weapon or prohibited item	Carrying or bringing onto the Sixth Form site an offensive weapon / prohibited item such as knives, sharp instruments and BB guns,

		<p>Carrying any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property</p> <p>Use of an offensive weapon</p>
LG	Abuse against sexual orientation and gender identity	<p>Derogatory statements about sexual orientation (e.g. heterosexual, lesbian, gay, bisexual) and gender identity (e.g. transgender)</p> <p>Homophobic, biphobic and transphobic bullying</p> <p>LGBTQ+ graffiti</p> <p>LGBTQ+ taunting and harassment</p> <p>Swearing that can be attributed to LGBTQ+ characteristics</p>
DS	Abuse relating to disability	<p>Derogatory statements or swearing about a disability</p> <p>Bullying related to disability</p> <p>Disability related graffiti</p> <p>Disability related taunting and harassment</p>
MT	Inappropriate use of social media or online technology	<p>Sharing of inappropriate images (of adult or pupil)</p> <p>Cyber bullying, abuse or threatening behaviour online, especially that relating to protected characteristics</p> <p>Organising or facilitating criminal behaviour using social media</p>
PH	Wilful and repeated transgression of protective measures in place to protect public health	<p>Deliberate breaching of protective measures such as (but not limited to): non-compliance with social distancing, causing distress such as through purposefully coughing very near to</p>

		other students or adults, or any other deliberate breach of public health protective measures which the Sixth Form has adopted.
PP	Physical assault against student	Fighting Violent behaviour Wounding Obstruction and jostling
PA	Physical assault against adult	Violent behaviour Wounding Obstruction and jostling
VP	Verbal abuse / threatening behaviour against student	Threatened violence Aggressive behaviour Swearing Verbal intimidation
VA	Verbal abuse / threatening behaviour against adult	Threatened violence Aggressive behaviour Swearing Verbal intimidation
BU	Bullying	Verbal, physical, cyber bullying or threatening behaviour online, racist bullying, sexual bullying, homophobic, biphobic and transphobic bullying, bullying related to disability, bullying related to hate crime
RA	Racist abuse	Racist taunting and harassment Derogatory racist statements

		Swearing that can be attributed to racist characteristics Racist bullying Racist graffiti
SM	Sexual misconduct	Sexual abuse Sexual assault Sexual harassment Lewd behaviour Sexual bullying Sexual graffiti
DA	Drug and alcohol related	Possession of illegal drugs Inappropriate use of prescribed drugs Drug dealing Smoking Alcohol abuse Substance abuse Vaping
DM	Damage to property	Damage includes damage to sixth form or personal property or property of local residents Vandalism Arson Graffiti

TH	Theft	Stealing Sixth Form property Stealing personal property (student or adult) Stealing from local shops Selling and dealing in stolen property
DB	Persistent or general disruptive behaviour	Challenging behaviour Disobedience Persistent violation of sixth form rules Raising of fire alarms falsely Persistent failure to observe acceptable standards of behaviour (including by moving through the BFL stages).

*The examples are to be used as a guide and are not an exhaustive list.

8.8 In excluding pupils, the Sixth Form will take account of the following factors before making a decision:

- The possibility of discrimination on the grounds of disability
- The possibility of discrimination on the grounds of ethnicity
- Special educational needs
- Language fluency
- Age and maturity
- Other mitigating factors

9. Searching, Screening & Confiscation

9.1 Searching can play a critical role in ensuring that schools are safe environments for all pupils and staff. It is a vital measure to safeguard and promote staff and pupil welfare, and to maintain high standards of behaviour through which pupils can learn and thrive.

9.2 Headteachers and staff they authorise have a statutory power to search a pupil or their possessions where they have reasonable grounds to suspect that the pupil may have a prohibited item listed in the section above, or any other item that may cause harm to the individual student or any other member of the sixth form community.

9.3 Designated staff at the sixth form have the power to search a pupil for any item if the pupil agrees. The member of staff should ensure the pupil understands the reason for the search and how it will be conducted so that their agreement is informed.

9. Key Documents

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1089687/Behaviour_in_Schools_guidance_July_2022.pdf

<https://www.gov.uk/government/publications/searching-screening-and-confiscation>

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1089688/Suspension_and_Permanent_Exclusion_guidance_July_2022.pdf

Responsible Staff	Mary Berrisford / Julia Brown
Approving body	Governors
Review date	June 2023
<i>All policies are available to stakeholders either on the Sixth Form website or upon request from the Sixth Form Office.</i>	