



## **BEHAVIOUR POLICY**

**THIS POLICY IS UNDER CURRENTLY UNDER REVIEW.  
THE UPDATED POLICY WILL GO LIVE FROM SEPTEMBER 2020**

### **INTRODUCTION**

A high standard of behaviour is an essential strand of an effective and high achieving school and this needs to be supported by high quality teaching, high expectations, positive relationships and a set of values which is clearly understood and shared by all stakeholders. Section 89 (1) (a-e) of the Education and Inspections Act 2006, the Education Act 2011 and the Equality Act 2010 provide the legal basis for this policy. This policy sets out the guidelines for managing behaviour and the use of rewards and sanctions.

Teachers have statutory authority to discipline pupils for misbehaviour and the power to discipline also applies to all paid staff with responsibility for pupils. Teachers' powers to discipline include the power to discipline pupils even when they are not at school or in the charge of a member of staff.

Headteachers and governing bodies must ensure they have a strong behaviour policy to support staff in managing behaviour, including the use of rewards and sanctions.

Governing bodies have a duty under section 175 of the Education Act 2002 requiring them to make arrangements to ensure that their functions are carried out with a view to safeguarding and promoting the welfare of children.

The school recognises that the following are key aspects of effective behaviour management:

- A consistent approach to behaviour management;
- Strong school leadership;
- Classroom management;
- Rewards and sanctions;
- Behaviour strategies and the teaching of good behaviour;
- Staff development and support;
- Pupil support systems;
- Liaison with parents and other agencies;
- The management of pupil transition;
- Organisation and facilities.

The school also recognises its legal duties under the Equality Act 2010, in respect of safeguarding and in respect of pupils with special educational needs (SEN).

### **1. AIMS**

The Behaviour Policy is the underpinning structure by which the school operates a consistent approach in order to:

1. Provide a safe, calm, purposeful climate for effective teaching and learning.

2. Promote good relationships and respect between all members of the school community.
3. Bring clarity and consistency to managing behaviour fairly and with certainty.
4. Provide a model of whole-school behaviour management based upon ownership, fairness and resolution that eliminates any referral culture and practice.
5. Utilise the notion of Gateway management where objective information is channelled logically and quickly to appropriate decision-making staff.
6. Significantly reduce both the frequency and length of time with both internal (IEU) and fixed term exclusion (FTE).

## **2. EXPECTATIONS**

The school requires all staff to abide by and adhere to the tacit agreement secured between colleagues of the Winning Classroom philosophy. Specifically, all staff will ensure:

1. The classroom is prepared and immaculate before the pupils arrive.
2. The teacher is at the door at the bell, greeting pupils and ensuring they are ready to learn, enforcing the highest standards of uniform and conduct before they sit in their assigned place.
3. Pupils have an immediate learning task to complete on entry and the register is taken. There is a formal start to the lesson.
4. The classroom is a 'no calling out' zone. Pupils do not put up their hands. The teacher uses targeted questioning to manage the classroom environment and differentiate the level of challenge for individual pupils.
5. Progress is reviewed regularly at the most appropriate points.
6. Pupils do not leave the classroom for any reason, only in the most exceptional circumstances with a staff corridor card.
7. At the end of the lesson, the classroom is left in an immaculate state. The teacher dismisses the class in an orderly fashion from the doorway.

Expectations for pupils:

1. Pupils will conduct themselves in a polite, courteous and respectful manner at all times.
2. Pupils must not bring anything to school that could be considered to be a weapon or injurious to the health of others. Offensive weapons such as knives, laser pens, air pistols and catapults are prime examples of such articles.
3. No illegal or controlled substances may be brought into school including alcohol.
4. Smoking is prohibited on school premises. Cigarettes, electronic cigarettes and lighters must not be brought to school. This also applies at any time that a pupil is engaged in fieldwork, an educational visit or while acting as a representative of the school.
5. Valuable items such as mobile phones, headphones etc. and large amounts of money should not be brought into school as the school cannot accept responsibility for their loss or damage. If pupils bring mobile phones to school, they must remain turned off and out of sight during school hours. They may be used before morning registration, at break and at lunch in the designated 'phone zone'. Access to the school wireless network is strictly prohibited.
6. All pupils must remain on the premises during the school day, unless permission for absence has been requested by parents and authorised.
7. All pupils must sign the ICT and Internet AUP agreement.
8. Nose studs or earrings are not allowed; necklaces and bracelets should not be worn; rings are not allowed.

9. Disrespectful remarks about race, colour, gender, appearance or family background will be regarded as a serious incident.
10. Bullying or harassment in any form will not be tolerated, including violence and intimidation.
11. Due care should always be taken with regard to the buildings, furniture and the school environment in general. Graffiti is not acceptable.
12. Toilets should not be used during lesson time, except in the case of emergencies and only then with a medical note.
13. Pupils will remove hats, coats and earphones whilst in the buildings.
14. Food will only be eaten in designated areas; all litter should be placed in the bins provided.

### **3. MONITORING**

The policy will be monitored and evaluated by:

1. Monitoring and analysis of rewards and sanctions data.
2. Lesson observations and drop-ins.
3. Regular consideration through SLT and Pastoral Team meeting agendas.
4. Termly review of strategies.
5. Parental and other stakeholder consultation.

### **4. THE RESPONSIBILITY OF TEACHERS AND SUPPORT STAFF**

1. All school staff have statutory authority to discipline pupils whose behaviour is unacceptable, who break the school rules or who fail to follow a reasonable instruction (section 91 of the education and Inspections act 2006).
2. The power also applies to all paid staff with responsibility for pupils
3. All school staff can discipline pupils at any time the pupil is in school or elsewhere under the charge of school staff, including on school visits.
4. All school staff can also discipline pupils for misbehaviour outside school.
5. All school staff have a specific legal power to impose detention outside school hours.
6. All school staff can confiscate pupils' property.
7. It is the responsibility of every member of staff in the school to maintain appropriate behaviour within the school environment.
8. It is the responsibility of every school staff member in the school to manage the behaviour of groups and individual pupils at all times.
9. Every member of staff will use the agreed system of rewards and sanctions.
10. Reprimands and sanctions should not be humiliating or degrading. Pupils should be able to see that they can make amends for their behaviour and learn from their mistakes.
11. Sanctions should only be given to individuals and applied fairly and firmly.
12. Pupils will take responsibility for their own actions and their own learning, including apologising, where appropriate.
13. All staff will lead by example and model appropriate standards of behaviour and language.

### **5. SANCTIONS**

To be lawful, any sanction, including detentions, must satisfy the following three conditions:

1. The decision to punish a pupil must be made by a paid member of school staff or a member of staff authorised by the Headteacher.
2. The decision to punish the pupil and the punishment itself must be made on the school premises or while the pupil is under the charge of the member of staff.
3. It must not breach any other legislation, e.g. in respect of disability, special educational needs, race and other equalities and human rights, and it must be reasonable in all the circumstances.

The sanction must be proportionate. In determining whether a punishment is reasonable, section 91 of the Education and Inspections Act 2006 says the penalty must be reasonable in all the circumstances and that account must be taken of the pupil's age, any special educational needs or disability they may have, and any religious requirements affecting them.

In accordance with Section 89(5) of the Education and Inspections Act 2, pupils can be disciplined for any misbehaviour when they are:

- taking part in any school-organised or school-related activity;
- travelling to or from school;
- wearing the school uniform;
- in some other way identifiable as a pupil at the school.

Pupils can be disciplined for misbehaviour at any time that:

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

## **6. THE GATEWAY MECHANISM**

1. Any member of staff can open a Gateway if in their professional judgement, the behaviour witnessed is of a severe and serious nature. Staff must complete a brief statement proforma if incidents are likely to require sanctions of more than a detention.
2. The Pastoral Team (PT) facilitates the collection of evidence and information for the Gateway.
3. Pastoral Leaders (PLs) control the process of collecting information, statements and other relevant paperwork as well as ensuring that all stakeholders (staff, pupils, parents and carers) are familiar with the decision-making mechanism.
4. The PT meets daily and operates a system of live open case rolling review.
5. The PLs oversee the Internal Exclusion Unit (IEU) entry and exit processes. Pupils may not be admitted without the knowledge and acceptance of the Pastoral Manager to ensure number and group management is as smooth as possible.
6. The IEU maintains a live count of remaining hours for all pupils completing sanctions.
7. The IEU operates to support pupils in quickly reducing the number of hours they spend excluded from the normal curriculum. PLs actively encourage and insist on the highest standards of behaviour and compliance whilst pupils are in the IEU, reducing the number of hours in recognition of this. The aim is to return pupils to the normal curriculum as soon as possible.
8. Fixed Term Exclusions (FTE) may not be sanctioned by anyone other than the Head Teacher (HT) or Deputy Head Teacher (DHT).

9. IEU sanctions may not be signed off by anyone other than the HT or DHT. IEU Sanctions will not exceed 3 school days and will normally be one or part thereof. IEU sanctions will be expressed in hours.
10. Any sanction other than IEU, FTE or Permanent Exclusion (PX) may be signed off by members of the SLT or Pastoral Manager.
11. Supervision sanctions are delivered within departments, year teams or where appropriate, pastoral and line management teams. Supervision will not extend beyond 5 school hours and the principals of reduction in hours for excellent behaviour and compliance will be applied.
12. All sanctions, therefore all incidents meeting Gateway criteria, must include an element of reconciliation including the pupil accepting and taking full responsibility for their role in the breakdown as well as an appropriate apology. PLs facilitate the meeting of stakeholders to ensure that fresh starts and openness are restored.

## **7. REPRIMAND AND DETENTION**

1. Staff may apply a reprimand (short detention up to 30mins) as a sanction for unacceptable behaviour, usually at breaktime, lunchtime or after school, to be completed by the member of staff awarding the detention.
2. All incidents requiring a reprimand will be recorded on SIMS by the awarding member of staff.
3. All after school detentions, by any member of staff, must be for one hour and completed by the member of staff awarding the detention.
4. All incidents requiring a sanction of detention will be recorded on SIMS by the awarding member of staff.
5. Departments may design and operate a buddy system whereby outlet support is identified from department staff or line management teams.
6. All incidents requiring the use of a buddy system will be recorded on SIMS by the awarding member of staff.

An after-school detention will not be issued where it is known that doing so would compromise a pupils' safety. When ensuring that a detention outside school hours is reasonable, staff issuing the detention should consider the following points:

1. Whether the detention is likely to put the pupil at risk.
2. Whether the pupil has known caring responsibilities which mean that the detention is unreasonable.

Parents will be informed of the after school detention in advance via phone call, inconvenience in making these arrangements for the parent is not considered except in very exceptional circumstances.

## **7. EXCLUSION FROM SCHOOL**

There are two kinds of exclusion - fixed period (suspended) and permanent (expelled) which are applied for severe and serious incidents or culminations of incidents.

### **Fixed period exclusion**

1. A fixed period exclusion is where the pupil is temporarily removed from school. They can only be removed for up to 45 school days in 1 school year.
2. If a pupil has been excluded for a fixed period, the school will set and mark work for the first 5 school days.

3. If the exclusion is longer than 5 school days, the school will arrange full-time education from the 6th school day.

### **Permanent exclusion**

Permanent exclusion means the child is expelled. The local council must arrange full-time education from the 6th school day. Permanent exclusion will be considered if a pupil:

- a) Is in persistent breach of the provisions of this policy and as a result of his/her actions there is a serious detrimental impact on the welfare and education of others attending the school.
- b) Commits a serious breach of the behaviour policy by being involved in what may be termed an exceptional incident. There is not a comprehensive list of exceptional incidents and pupils and parents should be aware that these will cover actions which constitute unlawful acts whether or not they result in criminal prosecution. This sanction will also apply if the actions of a pupil take place outside of the school and are of such a nature that the reputation and good standing of the school is brought into disrepute.

### **Challenging exclusion**

The letter from school about the exclusion will tell parents how to challenge the decision. Parents can challenge fixed period exclusions if a pupil has been excluded for more than 5 school days in a term or if exclusion will mean they will miss a public exam or national curriculum test. For exclusions of 5 school days or less, parents can ask the governing body to consider their views. Parents can challenge permanent exclusion with the governing body. If they agree with the exclusion, parents can appeal to the local council. The governing body must tell parents how to do this.

## **8. BEHAVIOUR OF PUPILS WHILST OFF THE SCHOOL PREMISES**

Standards of pupil behaviour are expected to be exactly the same outside school as they are inside. Often, normal rules regarding uniform will not apply because pupils may be on a trip that does not require school uniform. The chain of referral may also be different. The Educational Visit Leader (EVL) will be the first point of referral for behaviour issues. The EVL may liaise with Pastoral Leaders when back at school. A comprehensive Educational Visits policy explains other issues relating to behaviour out of school.

Behaviour on the way to, and home from, school is expected to demonstrate the same high standards as it does during the school day.

1. Pupils are expected to return home promptly after finishing school and undertake jobs requested by parents such as picking up younger siblings from primary schools.
2. Pupils are expected to return home in correct school uniform.
3. Senior staff will be on duty outside the school gates to supervise pupils as they leave.
4. Incidents occurring as pupils return home from school will be treated seriously by school. If possible, school staff will attend; if required, police will be contacted.
5. Pupils involved in incidents outside school hours and/or off school premises will be dealt with using the full range of school sanctions. This may include detention, IEU or exclusion.
6. Pupils must not film, video or take pictures of other pupils whilst on school premises or travelling to and from the school site. Pupils found taking images of other pupils and posting these on social media sites may risk exclusion from school.

## **10. REWARDS**

The rewards system is a fully budgeted, calendared and heavily incentivised programme based on the underlying principles of certainty and visibility. Pupils work their way up a simple ladder by achieving Staff Commendations in lessons, awarded for 'outstanding discretionary effort' leading to substantial achievement in their work. Commendations are celebrated in assemblies and tangible prizes awarded, increasing in value through Pastoral Leader Commendations, Head Teacher Commendations, Governors Commendations and through sustained achievement, finally arriving at the titular award for Elite Pupil. The flow of commendation awarding is tightly monitored to ensure inclusion and proportionality across staff, pupils, year groups and form groups.

1. Staff award the pupil a commendation for 'extraordinary discretionary effort' that results in outstanding work produced in a lesson, ensuring they are informed.
2. Commendations are NOT awarded for behaviour, compliance or simply meeting expectation.
3. Staff drops clearly filled in commendations to the 'Elite Pupils' box in reception by 3.30pm.
4. Office staff empty box at 3.30pm and log all commendations on SIMS (name, date, staff, form). Commendations collated into Year Groups (YG) and passed to PLs.
5. SLT to monitor the DAILY flow of commendation awarding, by YG, Form Groups, pupil and staff and communicate key instructions to ensure budget neutrality is maintained.
6. Commendations are awarded publicly to pupils in Celebration Assembly and their success applauded.
7. Pupils then collate Commendations via Record of Achievement folders in Monday form time, celebrated by form tutors.
8. SLT maintain and undertake and maintain DAILY monitoring to ensure pupils receive incremental progression.

## **11. SUPPORT FOR PUPILS IN MANGING BEHAVIOUR**

Report and Time out cards will be issued to vulnerable pupils having taken into consideration their personal contexts and SEN needs. There are two levels which are given with the agreement of the Head of Pastoral and SENCO which will support pupils in de-escalating negative situations and ensure their learning is fully supported.

1. A blue time out card entitles pupils to have 5 minutes outside the classroom to reconsider their attitude. After 5 minutes, the pupil must return to the classroom and engage positively with their learning. This can only be used once in a lesson; the pupil must remain calm at the classroom door during their time out.
2. A Purple time out card entitles the pupil to leave the lesson and go to their designated member of staff for personal support. The pupil is fully aware of where to go each lesson and must go there without disruption. Any use of the card is recorded, monitored and discussed at length during a programme to support social and emotional aspects of their learning with their key worker.
3. PLs will monitor and analyse year group data to identify repetitions or patterns in sanctions being awarded. PL report cards will be issued to individual pupils to monitor further and address issues.
4. The Alternative Curriculum is an intervention implemented with the consent of parents to provide provision for targeted pupils with complex needs that educates and supports them to manage their behaviour acceptably within the school

environment. After review, should the weight of evidence suggest that no further progress can be made, the school placement may be reviewed.

5. External support may be implemented by the SENCO including PSS, Ed Psych, CAT Team etc.
6. In certain cases, Alternative Provision may be used to support pupils including via Sharing Panel, Managed Moves and ECHP placements via SENAR.