

Behaviour Policy

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1. Aims

This policy aims to:

- Provide a **consistent approach** to behaviour management
- **Define** what we consider to be unacceptable behaviour, including bullying
- Outline **how pupils are expected to behave**
- Summarise the **roles and responsibilities** of different people in the school community with regards to behaviour management
- Outline our system of **rewards and sanctions**

2. Legislation and statutory requirements

This policy is based on advice from the Department for Education (DfE) on:

- [Behaviour and discipline in schools](#)
- [Searching, screening and confiscation at school](#)
- [The Equality Act 2010](#)
- [Use of reasonable force in schools](#)
- [Supporting pupils with medical conditions at school](#)

It is also based on the [special educational needs and disability \(SEND\) code of practice](#).

In addition, this policy is based on:

- Schedule 1 of the [Education \(Independent School Standards\) Regulations 2014](#); paragraph 7 outlines a school's duty to safeguard and promote the welfare of children, paragraph 9 requires the school to have a written behaviour policy and paragraph 10 requires the school to have an anti-bullying strategy
- [DfE guidance](#) explaining that academies should publish their behaviour policy and anti-bullying strategy online

This policy complies with our funding agreement and articles of association.

3. Definitions

Misbehaviour is defined as:

- Disruption in lessons, in corridors between lessons, and at break and lunchtimes
- Non-completion of classwork or homework
- Poor attitude
- Incorrect uniform

Serious misbehaviour is defined as:

- Repeated breaches of the school rules
- Any form of bullying
- Poor attendance which is deemed to be behaviour related
- Truancy
- Sexual assault, which is any unwanted sexual behaviour that causes humiliation, pain, fear or intimidation
- Vandalism
- Theft
- Fighting
- Smoking
- Racist, sexist, homophobic or discriminatory behaviour
- Possession of any prohibited items. These are:
 - Knives or weapons
 - Alcohol
 - Illegal drugs
 - Stolen items
 - Tobacco and cigarette papers
 - Fireworks
 - Pornographic images
 - Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil)

4. Bullying

Bullying is defined as the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power.

Bullying is, therefore:

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against

Bullying can include:

Type of bullying	Definition
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Racial	Racial taunts, graffiti, gestures
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

Details of our school's approach to preventing and addressing bullying are set out in our anti-bullying strategy document.

Students can report incidents of bullying by speaking to our CCS Anti-Bullying Ambassadors, Form Tutors, any teacher or member of the Pastoral/Progress Team. Students can also e-mail their relevant FT or Progress Leader if they find this easier. We encourage our students to report not only any bullying they may witness or see around the school.

Parents/Staff can report incidents of bullying by speaking to their child's FT or the relevant Progress Leader. They may also wish to e-mail these members of staff or any member of the Progress Team.

The Progress Team will investigate any allegation of bullying and sanction procedures as per section 7 of this policy.

The Progress Team will also support pupils who have been bullied, and those vulnerable to bullying by monitoring their emotional welfare and by liaising with parents when necessary.

CCS has whole-school proactive strategies to prevent bullying, as per guidelines above, and prevents bullying by delivering relevant assemblies, and the school values in everything we do - including the delivery of PSHE during Tutor Time. The school also invites external speaker and agencies to support the delivery of values and current issues among youngsters.

CCS also invites parents to attend workshops on Cyber-bullying delivered by external agency.

5. Roles and responsibilities

5.1 The academy trust

The academy trust is responsible for monitoring this behaviour policy's effectiveness and holding the principal to account for its implementation.

5.2 The principal

The principal is responsible for reviewing and approving this behaviour policy.

The principal will ensure that the school environment encourages positive behaviour and that staff deal effectively with poor behaviour and will monitor how staff implement this policy to ensure rewards and sanctions are applied consistently.

5.3 Staff

Staff are responsible for:

- Implementing the behaviour policy consistently
- Modelling positive behaviour
- Providing a personalised approach to the specific behavioural needs of particular pupils (refer to pupil's support plan for example).
- Recording behaviour incidents (see appendix 3 for a behaviour log)

The progress team and senior leadership team will support staff in responding to behaviour incidents.

5.4 Parents/Carers

Parents/carers are expected to:

- Accept the professional judgement of members of staff within the school
- Support their child in adhering to the pupil code of conduct

- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher promptly
- Work in collaboration with the school to solve problems in the most effective and sensitive way

6. Pupil code of conduct

Pupils are expected to:

- Behave in an orderly and self-controlled way
- Show respect to members of staff and each other
- In class, make it possible for all pupils to learn
- Move quietly around the school
- Treat the school buildings and school property with respect
- Always wear the correct uniform in the correct way
- Accept sanctions when given
- Refrain from behaving in a way that brings the school into disrepute, including when outside school
- Respect others

7. Rewards and sanctions

7.1 List of rewards and sanctions

Positive behaviour will be rewarded with an extensive range

- Praise
- Achievement points
- Letters or phone calls home to parents
- Special responsibilities/privileges

The school may use one or more of the following sanctions in response to unacceptable behaviour including bullying:

- A verbal reprimand
- Sending the pupil out of the class
- Letter of apology
- Loss of free time (lunchtime or after school)

- Seating Plan Changed
- Temporarily removed from class within Faculty
- Recorded on SIMS and behaviour points as appropriate.
- Parental contact made
- Parents may be invited into school by Faculty Leader / Progress Leader where appropriate
- Isolation.
- Can lead to fixed-term exclusion.
- Expecting work to be completed at home, or at break or lunchtime
- Detention at break or lunchtime, or after school
- Referring the pupil to a senior member of staff
- Letters or phone calls home to parents
- Agreeing a behaviour contract
- Putting a pupil 'on report'
- Working in isolation for a period of time depending on the seriousness of the incident
- Fix-term exclusion for the most serious incidents.

We may remove a student from their normal lesson to work away from their peer group in response to serious or persistent breaches of this policy.

Pupils may be sent to the to work in another area during lessons if they are disruptive, and they will be expected to complete the same work as they would in class.

7.2 Off-site behaviour

Sanctions may be applied where a pupil has misbehaved off-site when representing the school, such as on a school trip or on the bus on the way to or from school.

7.3 Malicious allegations

Where a pupil makes an accusation against a member of staff and that accusation is shown to have been malicious, the principal will discipline the pupil in accordance with this policy.

Please refer to our Safeguarding Policy for more information on responding to allegations of abuse.

The principal will also consider the pastoral needs of staff accused of misconduct.

8. Behaviour management

8.1 Classroom management

Staff are responsible for setting the tone and context for positive behaviour within the classroom.

They will:

- Create and maintain a stimulating environment that encourages pupils to be engaged
- Reinforce the pupil code of conduct during lessons, assemblies and tutor time
- Develop a positive relationship with pupils, which may include:
 - Greeting pupils in the morning/at the start of lessons
 - Establishing clear routines
 - Communicating expectations of behaviour in ways other than verbally
 - Highlighting and promoting good behaviour
 - Concluding the day positively and starting the next day afresh
 - Having a plan for dealing with low-level disruption
 - Using positive reinforcement such as Achievement Points

8.2 Physical restraint

In rare circumstances, staff may use reasonable force to restrain a pupil to prevent them:

- Causing disorder
- Hurting themselves or others
- Damaging property

Incidents of physical restraint must:

- **Always be used as a last resort**
- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned

- Never be used as a form of punishment
- Be recorded and reported to parents (see appendix 3 for a conduct/behaviour log)

8.3 Confiscation

Any prohibited items (listed in section 3) found in pupils' possession will be confiscated. *These items will not be returned to pupils.*

We will also confiscate any item which is harmful or detrimental to school discipline. These items will be returned to pupils after discussion with senior leaders and parents, if appropriate.

Searching and screening pupils is conducted in line with the DfE's [latest guidance on searching, screening and confiscation](#).

8.4 Pupil support

The school recognises its legal duty under the Equality Act 2010 to prevent pupils with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour may be differentiated to cater to the needs of the pupil.

The school's special educational needs co-ordinator will evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.

When acute needs are identified in a pupil, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis.

9. Pupil transition

To ensure a smooth transition to the next year, pupils may have transition sessions with their new teacher(s).

To ensure behaviour is continually monitored and the right support is in place, information related to pupil behaviour issues may be transferred to relevant staff at

the start of the term or year. Information on behaviour issues may also be shared with new settings for those pupils transferring from or to other schools.

10. Training

Our staff are provided with training on managing behaviour, including proper use of restraint for key staff, as part of their induction process.

Key staff are trained in the appropriate use of restraint.

Behaviour management will also form part of continuing professional development.

11. Monitoring arrangements

This behaviour policy will be reviewed by the principal and the academy trust every year. At each review, the policy will be approved by the principal.

12. Links with other policies

This behaviour policy is linked to the following policies:

1. Exclusions policy
2. Safeguarding policy
3. Appendix 1: Written statement of behaviour principles
 - Every pupil understands they have the right to feel safe, valued and respected, and learn free from the disruption of others
 - All pupils, staff and visitors are free from any form of discrimination
 - Staff and volunteers always set an excellent example to pupils
 - Rewards, sanctions and reasonable force are used consistently by staff, in line with the behaviour policy
 - The behaviour policy is understood by pupils and staff
 - The exclusions policy explains that exclusions will only be used as a last resort, and outlines the processes involved in permanent and fixed-term exclusions
 - Pupils are helped to take responsibility for their actions
 - Parents/carers and other family members are involved in behaviour incidents to foster good relationships between the school and pupils' home life
 - Parents/carers and are expected to support the students in meeting the expectations of this policy

The academy trust also emphasises that violence or threatening behaviour will not be tolerated in any circumstances.