

# 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 students 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 students 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
- Students selling any goods/services on school grounds
- 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 student)

## 4. Bullying

Bullying is defined as the repetitive, intentional harming of one person or group by another person or group, the relationship may involve an imbalance of power or perceived 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 and prevention of Bullying policy.

Students can report incidents of bullying by speaking to:

- one of our Anti-Bullying Ambassadors,
- form tutors,
- any teacher or member of the progress team.

Students can also e-mail their relevant form tutor or progress leader/assistant progress leader if they find this easier.

We encourage our students to report any bullying they may witness around the school.

Parents/staff can report incidents of bullying by speaking to the child's form tutor or the relevant progress leader/assistant progress leader.

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 students who have been bullied, and those vulnerable to bullying by monitoring their emotional welfare and by liaising with parents when necessary.

We have whole-school proactive strategies to prevent bullying. The school will also invite parents to attend workshops on bullying delivered by external agencies.

## 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 students (refer to student's support plan for example).
- Recording behaviour incidents (see appendix 3 for a behaviour log)

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

## 6. Student's code of conduct

Students 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 students 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

## 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
- Expecting additional work to be completed at home, at break or lunchtime
- Detention at break or lunchtime, or after school
- Referring the student to a senior member of staff
- Letters or phone calls home to parents
- Agreeing a behaviour contract
- Putting a student 'on report'
- Internal exclusion for a fixed period
- Fixed-term external exclusion
- Permanent exclusion from the school for the most serious incidents.

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

### 7.2 Offsite behaviour

Sanctions may be applied where a student 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 student makes an accusation against a member of staff and that accusation is shown to have been malicious, the principal will discipline the student 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 students to be engaged
- Reinforce the student code of conduct during lessons, assemblies and tutor time
- Develop a positive relationship with students, which may include:
  - Greeting students 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 student 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 students' possession will be confiscated. *These items will not be returned to students.*

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

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

### 8.4 Student support

The school recognises its legal duty under the Equality Act 2010 to prevent students 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 student.

The school's special educational needs co-ordinator will evaluate a student 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 student, 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. Student transition

To ensure a smooth transition to the next year, students 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 student 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 students 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. Exclusion policy
2. Safeguarding policy
3. Equality and Diversity policy

## Appendix 1: Written statement of behaviour principles

- Every student understands they have the right to feel safe, valued and respected, and learn free from the disruption of others
- All students, staff and visitors are free from any form of discrimination
- Staff and volunteers always set an excellent example to students
- Rewards, sanctions and reasonable force are used consistently by staff, in line with the behaviour policy
- The behaviour policy is understood by students 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
- Students 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 students' home life
- Parents/carers 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.

## Appendix 2: COVID-19 protective measures in education

The following specific behaviour expectations are based upon the Government guidance on [implementing protective measures in education](#) and [Safe working in education](#).

- Arrive at the designated time and follow the entry protocols set by the school (route, hand washing, social distancing)
- Remain in the designated classroom / block and observe social distancing while in lessons.
- Not to cough or spit at or towards any other person.
- Observe social distancing during any permitted break times, remain in the designated area for break and follow hand washing routines before return to the classroom.
- Respect the well-being of students and staff by refraining from making any inappropriate comments about COVID-19 and infection.
- Avoid touching your mouth, eyes and nose. Cover your mouth and nose with disposable tissues when you cough or sneeze. If one is not available, sneeze into the crook of your elbow, not into your hand. Dispose of tissues into a disposable rubbish bag and immediately clean your hands with soap and water or use a hand sanitiser.
- Depart the school site promptly at the designated time and return directly to home, observing social distancing.
- Students deliberately and/or repeatedly breaching the protective measures or behaving in such a way as to expose others to risk (both physical and emotional) will be excluded for a fixed term.

## Appendix 3: Remote learning rules

If students are not in school, we expect them to follow all of the rules set out below.

Parents should also read the rules and ensure their children follow them. Parents should contact the Progress Leader for their child's year group if they think their child might not be able to comply with some or all of the rules, so we can consider alternative arrangements with them and support them with their learning.

- Be contactable during required times e.g. when 'Live lessons' are scheduled on the timetable
- Complete work to the deadline set by teachers and ensure it is turned in correctly through MS Teams
- Seek help if they need it, from teachers or teaching assistants
- Alert teachers if they're not able to complete work
- Use proper online conduct, such as using appropriate language in messages
- Participate constructively in live lessons

### **Dealing with problems**

If there are any problems with students adhering to rules around remote learning, including if they don't engage with the remote learning set for them, we will:

- Contact parents / carers with our concerns; initially this will be by Progress Leaders and/or Pastoral Team and/or by a member of the Learning Support Team where there are identified learning needs.
- If poor or disruptive online behaviour continues a member of the Leadership team will contact parents/carers to discuss concerns and reinforce expectations.