

## Behaviour Policy Procedures

### Rationale

Good behaviour is key to school effectiveness and improvement

- Create calm, orderly, safe and supportive school environments.
- Disorderly classrooms have a significant impact on children's ability to learn and can have an effect on everyone's mental health and wellbeing.

All members of school community show respect and behave responsibly so that everyone can safely fulfil our school mission statement – Live to Learn: enjoy and achieve, Learn to Live: now and in the future.

The setting of clear expectations and acceptable boundaries are crucial to the learning, welfare, care and personal and social development of the students in school. Our aim is that:

- all members of our community show respect and courtesy towards each other
- parents and carers encourage their child to show respect and to support the school's positive learning ethos including, rewards and sanctions outlined in this policy
- all students and staff act in accordance with the agreed principles and practice

This will **enable us:**

- to promote a high standard of behaviour and an ethos where all members of the school are valued
- develop the self-esteem of each individual and respect for others
- to be good role models
- to have positive relationships between the whole school community
- to help students accept responsibility for their actions in the classroom and on school premises.
- to develop a consistent approach to dealing with problem behaviour in the classroom, around the School and whilst representing the School.
- to create an atmosphere where effective teaching and learning can take place both in and out of the classroom which will support high achievement
- to enforce fair, consistent and appropriate sanctions when necessary.
- to involve parents / carers and governors wherever it is appropriate or required.

We aim to have high expectations of behaviour and we seek to create an environment which encourages and reinforces positive behaviour and fosters positive attitudes. There are occasions when we will need to deal with poor behaviour and this policy sets out the consequences should it arise. We understand that reasonable adjustments sometimes need to be made for different children and we will ensure that this policy is applied fairly to these children. The principles detailed below underpin our management of behaviour in school.

Our Five behaviour principles in practice

<u>Principle</u>	<u>Practice</u>
<b>Positivity</b> – Always emphasising and praising positive behaviours reduces the incidence of less desirable behaviours	<ul style="list-style-type: none"> <li>• Thank students for doing the right thing</li> <li>• Smile</li> <li>• Always have a fresh start – don't bear a grudge</li> <li>• Model the behaviour you want to see</li> <li>• Where possible ignore secondary behaviours.</li> </ul>
<b>Good Teaching and Learning</b> – good teaching and learning promotes good behaviour and reduces the cause of poor behaviour	<ul style="list-style-type: none"> <li>• Have you differentiated – too easy/too hard?</li> <li>• Is the lesson motivating?</li> <li>• Are objectives clear?</li> <li>• Are the instructions clear?</li> <li>• Have you used the advice in the IEP to assist in your lesson planning?</li> <li>• Have you made the agreed reasonable adjustments?</li> </ul>
<b>Relationships</b> – build a positive relationship with a child and it will be collateral for difficult times	<ul style="list-style-type: none"> <li>• Repair and Rebuild</li> <li>• Never give up on a child</li> <li>• Show an interest in them as a person – you care!</li> <li>• Show compassion and empathy when they're upset or frustrated</li> <li>• Don't make them feel backed into a corner physically or metaphorically</li> </ul>
<b>Certainty, Consistency and Trust</b> – children like to know the rules and see them enforced	<ul style="list-style-type: none"> <li>• It is not the size of the consequence that matters, it is the certainty that it will happen</li> <li>• Follow through - If you say something will happen and you don't follow through then students will feel you cannot be trusted. You will find it more difficult in future if you give up</li> <li>• Concentrate on the (primary) indiscretion that has happened, deal with it and move on – don't rake up past indiscretions or it will appear there is no way out for the child and you don't like them</li> </ul>
<b>Responsibility</b>	<ul style="list-style-type: none"> <li>• Take responsibility and you will be respected even if (or because) it takes more input and effort in the short term. Show you care enough to follow it all through!</li> </ul>

## **Roles and responsibilities**

The Governing Body of Byrchall High School will establish the policy for the promotion of good behaviour and keep it under review. It will ensure that it is communicated to students and parents, is non-discriminatory and the expectations are clear. Governors will support the school in maintaining high standards of behaviour. Governors will support the school in maintaining the principles and powers that the school has in terms of maintaining good behaviour in school.

The Headteacher will be responsible for the implementation and day-to-day management of the policy and procedures. Support for staff faced with challenging behaviour is also an important responsibility of the Headteacher and SLT.

The Governing Body, Headteacher and staff will ensure there is no different application of the policy and procedures on any grounds, particularly ethnic or national origin, culture, religion, gender, disability or sexuality except where reasonable adjustments are deemed necessary due to a child's needs.

Staff, including teachers and support staff will be responsible for ensuring that the principles and practice of the policy are followed, and consistently and fairly applied. Mutual support amongst all staff in the implementation of the policy is essential. Staff have a key role in advising the Headteacher on the effectiveness of the policy and procedures. They also have responsibility, with the support of the Headteacher, for creating a high-quality learning environment, teaching good behaviour and implementing the agreed policy and procedures consistently.

Heads of Year will monitor and have an overview of the behaviour within their year group. They will manage the systems and procedures to ensure behaviour is effectively dealt with. They will liaise with the Assistant Headteachers (Upper and Lower school) in relation to behaviour.

The Head of Upper and Lower school will support the Heads of Year in managing the behaviour in year groups by: working with pupils and parents as appropriate and liaising with the Assistant Headteacher: Inclusion where a child behaviour puts them at risk of Suspension/Exclusion. In these cases, the Inclusion team may put in intensive support to avoid this.

Parents and carers will be expected to take responsibility for the behaviour of their child both inside and outside the school. They will be encouraged to work in partnership with the school as per the Home School agreement to support the school in maintaining high standards of behaviour.

Students will be expected to take responsibility for their own behaviour and will be made fully aware of the school policy, procedure and expectations. Students also have a responsibility to ensure that incidents of disruption, violence, bullying and any form of harassment are reported.

## What is inappropriate or unacceptable behaviour?

- Work skills – presentation, care of books, homework, settling to work, following instructions, accepting advice.
- Verbal behaviour – talking when the teacher talks, shouting out, mimicking, threatening other pupils or teacher, making inappropriate noises, sexual comments and abuse
- Non-verbal behaviour – leaving the classroom, wandering around the classroom, hurting other pupils, harmful sexual behaviours, disrespect for other people's property.
- Personal organisation – truanting, lateness, uniform infringements, failing to bring books or kit.

## Pupils are expected to

We are expected to	We are expected not to
Wear the correct uniform at all times	Make physical contact with each other
Follow a direct instruction first time every time	Take things that belong to others
Be on time for school and lessons	Have our mobile phones, earphones or ear pods on view or turned on
Complete all work to the best of my ability, without distracting others– Quantity and Quality	
Sit where my teachers tells me to	
Be polite and respectful	
Do homework	
Be kind	
Look after the school environment	
Move calmly and quietly around school.	
Use the toilet facilities and water machines before the start of school and at break/lunch	

## Behaviour Outside of School

Good conduct is also important outside of school and can be sanctioned when

- taking part in a school activity
- travelling to and from school
- wearing school uniform
- it poses a threat to another pupil
- it adversely affects the running or reputation of the school

### **Staff training**

On entry to the school staff training will take place, thereafter training and briefing will take place on a regular basis on the behaviours we expect to see and how these can be effectively managed to make sure that they collectively embody this school culture, by consistently managing behaviour, upholding the schools' behaviour policy at all times, and responding to misbehaviour consistently and fairly. All staff should communicate the school norms, routines, values and standards both explicitly through teaching behaviour and in every interaction with pupils.

### **Pupil transition**

On entry to the school (be that at the start of the school year or as part of the in-year admission process all pupils will be made aware of the school's behaviour expectations and systems. Where it is necessary, extra support and training should be provided for pupils who arrive at the school with characteristics or circumstances e.g., being Looked After Children, pupils joining the school as a 'managed move', pupils excluded from other schools, pupils with SEND and other factors.

### **Pupil Support**

All pupils deserve to learn in an environment that is calm, safe, supportive and where they are treated with dignity. To achieve this, every pupil should be made aware of the school behaviour policies, standards, expectations, and consequence processes. Some pupils will require additional support and development to enable them to meet the behaviour expectations. This support will be delivered through the personal development curriculum and for a small number through additional support and interventions delivered by the Pastoral, Inclusion and SEND teams.

### **Involving parents**

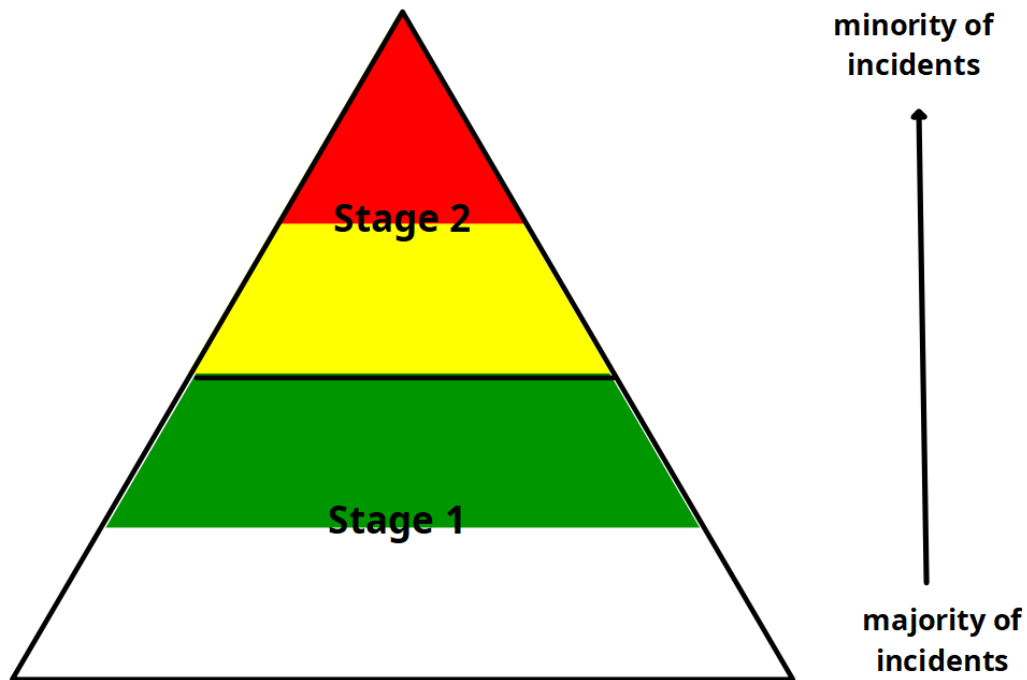
Staff should build and maintain positive relationships with parents, making parents aware when their children are exceeding, meeting, or missing behavioural expectations. Where appropriate, parents should be included in any pastoral work following misbehaviour, including attending reviews of specific behaviour interventions in place.

### **Involvement of outside agencies**

The school works positively with external agencies. It seeks appropriate support from them to ensure that the needs of all pupils are met by utilising the range of external support available. Regular meetings will take place to ensure vital communication links are maintained, where outside agencies are involved.

## Responding to inappropriate behaviour

Sanctions/Consequences are needed to respond to inappropriate or unacceptable behaviour. A range of these are used and their use will be characterised by clarifying why the consequence is being applied and what changes in behaviour are required to avoid further examples of the behaviour. It is important to remember that most behaviours are low level and can be swiftly and effectively dealt with at the point of contact. The pyramid of behaviours illustrates this really well.

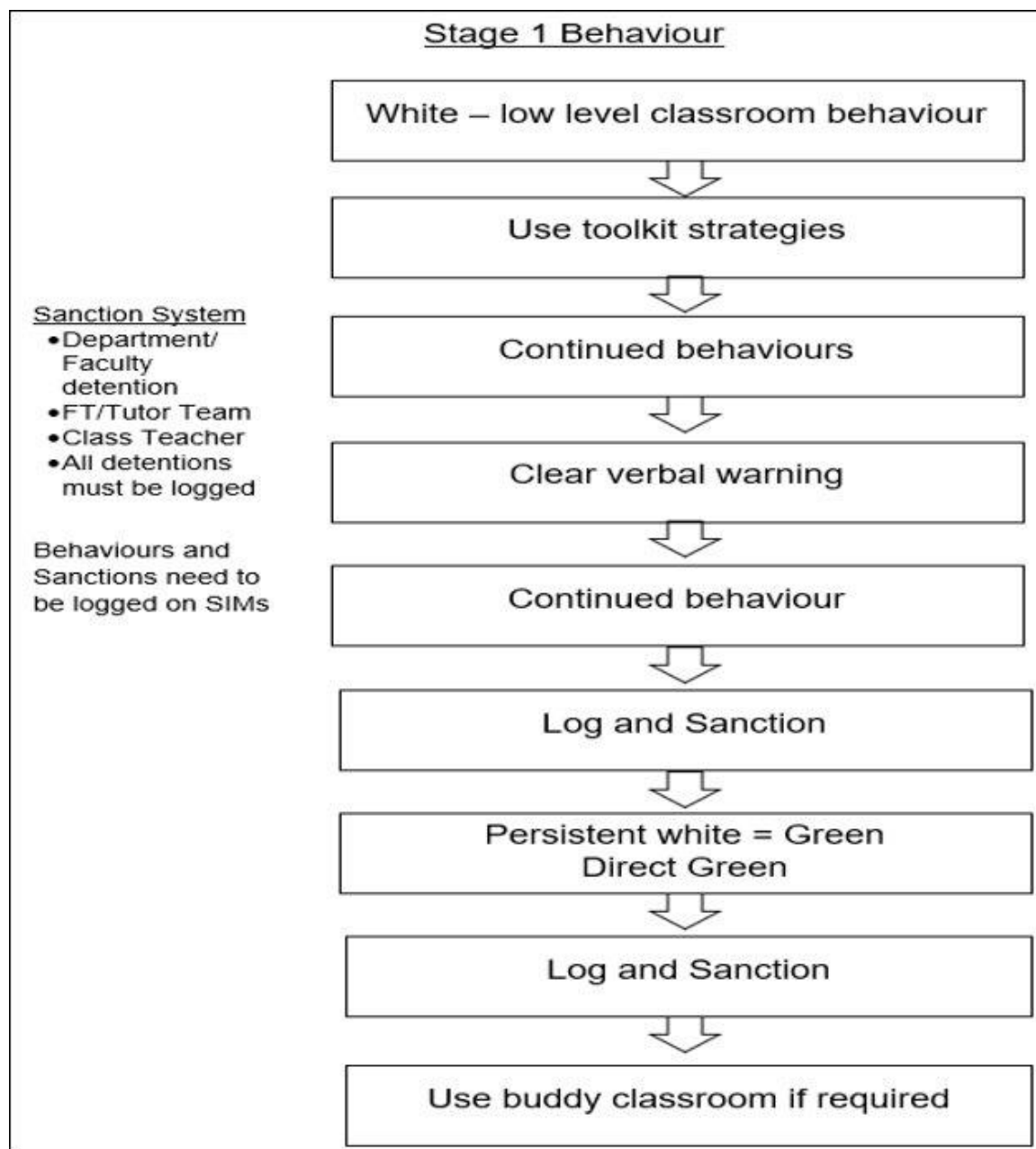


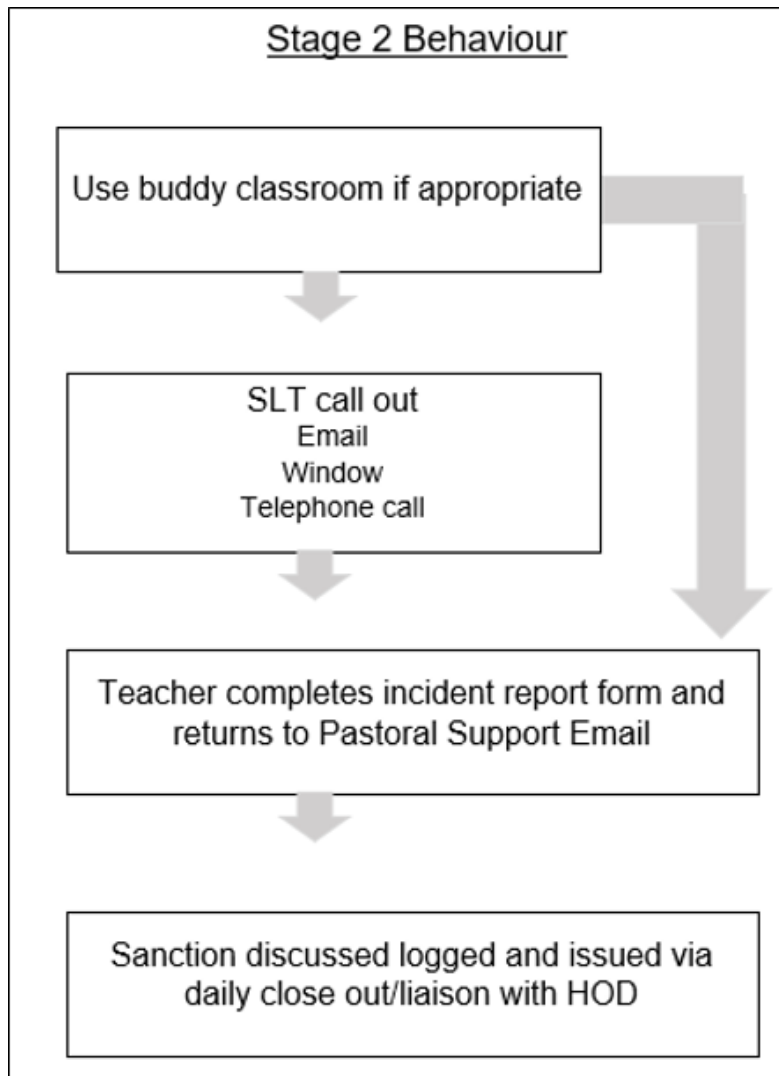
The table below explains in more detail the 2-stage approach of our behaviour system.

Behaviour Level		Responsibility	Examples	Possible sanctions
Stage 1	White	Classroom Teacher Form HOD HOY	Low level behaviours such as failure to follow a reasonable instruction, no homework, uniform, lack of work, talking while teacher talking	Verbal warning, seat move, short detention
	Green		Answering back, inappropriate language, repeated low-level behaviours, mobile phone	Longer detentions, phone call home.
	Amber		Hurting another	Detentions,

Stage 2		HOD HOY SLT	pupil Abusive to staff Smoking Fighting	withdrawal from lesson. Reflection
	Red		Banned items in school Making contact with a member of staff	Reflection Suspension The Lodge

The flow charts explain the stages staff are expected to follow





Even if a behaviour has been managed at a particular level it is crucial that, when a relationship has been damaged, the correct steps are taken to allow those involved to repair it. Such a restorative meeting, after an event, should be encouraged to allow closure on an incident and an agreement for moving forward made and put into place. Some additional guidance on this can be found in the Appendix 3.

### **Removal from classrooms**

Removal is where a pupil, for disciplinary reasons, is required to spend a limited time out of the classroom at the instruction of a member of staff. The use of removal should allow for continuation of the pupil's education in a supervised setting.

Removal from the classroom should be considered a serious sanction and only used when necessary. Removal should be used once other behavioural strategies in the classroom have been attempted, unless the behaviour is so extreme as to warrant immediate removal.

When removal is used, students will be provided with academic work as well as additional pastoral and behavioural support to support reintegration into mainstream lessons by trained staff.



## **Logging of Behaviours**

Unacceptable behaviours will be logged on SIMS or EduLink and 'resolved' as soon as the sanction has been completed.

Parents/carers should be given 24 hours' notice of any after school detention (although this can be less if parental consent is gained via email or the telephone)

Logging on SIMS/EduLink is a logging system only it is not a reporting tool for additional support or escalation.

To do this you should contact the relevant member of staff who will support and advise.

## **SLT Call-out**

SLT call-out is a system that should be used for extreme behaviour and is not for behaviour that should be managed at classroom/departmental level, e.g. lateness, calling out, talking, lack of equipment, underachievement, uniform/makeup, failing to complete homework etc.

If SLT call-out is used for less serious incidents; it reduces the impact of it.

Departmental or buddy withdrawal timetables should be used for students who need to be removed temporarily from lessons due to less serious incidents that do not require the use of the SLT call

The callout system should only be used for Stage 2 incidents; it does not need to be used for amber type incidents, if the lesson is progressing normally – those can be dealt with later. For example, if a student has a mobile and refuses to hand it over but puts it away this can be actioned later. If, however, they keep it out and start texting, it becomes a repeated offence that is disrupting the smooth running of the lesson. In such cases departmental or buddy support should be used in the first instance but if the matter cannot be resolved then SLT should be called.

Incidents of students truanting a lesson / student walking out of your lesson should be reported via the pastoral email and pastoral staff who will attempt to locate the student and return to lesson/alternative venue. After this, the pastoral staff will liaise with the classroom teacher/HOD who should organise/issue a sanction at the appropriate level. These should not be logged as an SLT call but as lesson truancy, usually a green behaviour.

The types of incidents that should be used for SLT call are:

- Swearing at staff
- Hurting another student
- Harmful Sexual Behaviours
- Fighting
- Refusal to hand over a dangerous item that should be confiscated (i.e. lighter, cigarettes)
- Racism
- Threatening behaviour towards staff
- Refusal to go to buddy classroom

### **The use of force or restraint in order to control students**

It is not the case that teachers cannot intervene physically. However, caution should be taken to ensure actions are proportionate, not likely to be misconstrued and any contact should not be the norm.

Section 93 of the Education and Inspections Act 2006 enables school staff to use such force as is reasonable in the circumstances to prevent a student from doing, or continuing to do, any of the following:

- committing an offence
- causing personal injury to, or damage to the property of, any person (including themselves)
- prejudicing the maintenance of good order and discipline at the school or among students receiving education at the school, whether during a teaching session or otherwise

We would strongly recommend that only those staff specifically trained exercise this duty.

Any physical contact with students should be reasonable. There is no legal definition of reasonable force. However, nothing in the law concerning the use of reasonable force legitimises corporal punishment. The term 'reasonable force' covers the broad range of actions used by teachers at some point in their career that involve a degree of physical contact with students. Force is usually used either to control or restrain. This can range from guiding a student to safety by the arm through to more extreme circumstances such as breaking up a fight or restraining a student to prevent violence or injury.

Staff should always try and diffuse a situation without physical intervention. We also do not expect staff to put themselves at risk. However, should the need arise the member of staff available must use their judgement on whether to intervene. There is a power, not a duty, to use force so members of staff have discretion whether or not to use it. However, teachers and other school staff have a **duty of care** towards their students and it might be argued that failing to take action (including a failure to use reasonable force) may breach that duty.

The judgement on whether to use force with students with SEN or disabilities should not only depend on the circumstances of the case but also on information and understanding of the needs of the student concerned.

Schools do not require parental consent to use force on a student.

Headteachers and authorised school staff may also use such force as is reasonable given the circumstances when conducting a search without consent for knives or weapons, alcohol, illegal drugs, stolen items, tobacco and cigarette papers, fireworks, pornographic images or articles that have been or could be used to commit an offence or cause harm.

If physical intervention/restraint is used in any manner, it must clearly be written and recorded on a referral form for negative behaviour and processed/followed up in the normal way with the addition that the designated Child Protection Officer must be notified. The student that restraint is used upon must also be given the opportunity to be examined (should they wish) by the School's First Aid Staff and/or Child Protection Officer.

### **The power to search**

The Headteacher and staff authorised by them have a statutory power to search students or their possessions, without consent, where they have reasonable grounds for suspecting that the student may have a prohibited item. Prohibited items are:

- knives or weapons
  - alcohol
  - illegal drugs
  - stolen items
  - tobacco and cigarette papers including Shisha pens
  - fireworks
  - pornographic images including contents of ipads and phones
  - any article that the member of staff reasonably suspects has been, or is likely to be, used
- I. to commit an offence,
  - II. to cause personal injury to, or damage to the property of, any person (including the pupil)
  - III. the Headteacher and authorised staff can also search for any item banned by the school rules which has been identified in the rules as an item which may be searched for.

A member of staff conducting a search must be the same sex as the student being searched; and there must be a witness (also a staff member) and, if at all possible, they should be the same sex as the student being searched.

The search must take place in a suitably private area and never in front of another student, unless a group of students (the same sex) are being searched and it is with their consent.

The need for a search and the reason behind that should be clearly explained. If a pupil refuses, they may be sanctioned in line with the behaviour policy.

The power to search, without consent, enables a personal search, involving removal of outer clothing and searching of pockets. Should a search not reveal anything and the member of staff remains certain that a student may still have in their possession illegal items or something they believe could be used as a weapon then the police should be called. The police can use the guidance set out in the Police and Criminal Evidence Act 1984 (PACE) Code A and in accordance with the Police and Criminal Evidence Act (PACE) Code C must not be unaccompanied with a child and an appropriate adult should always be present. School staff always retain the duty of care to the pupil involved and should advocate for pupil wellbeing at all times. Any search of a student must be recorded on an incident form and processed in the normal manner. Should any member of staff conduct a search without consent the member of the Senior Leadership Team responsible for behaviour must be informed, in their absence a Child Protection Officer. Searches must be recorded even if nothing is found.

Searches without consent can only be carried out on the school premises or, if elsewhere, where the member of staff has lawful control or charge of the student, for example on school trips.

### **Confiscation**

Staff can seize any prohibited item found as a result of a search. They can also seize any item, however found, which they consider harmful or detrimental to school discipline.

If the following items are found they must be given to the Headteacher or Deputy Headteacher and the police will be contacted to collect the item and if necessary, arrest the student:

- Knives
- Guns, genuine or imitation
- Any object thought to be a weapon
- Illegal substances of any class
- Stolen items (unless they are stolen in school and the decision is made to return them to their owner and the School follows its own disciplinary procedures)
- Pornographic images where the possession constitutes a specified offence (i.e., it is extreme or child pornography) in which case it must be delivered to the police.

If the following items are found, a member of the Senior Leadership team or a Head of Year should be consulted in order to arrange for their disposal.

- Alcohol
- Cigarettes, tobacco and papers, Shisha pens
- Fireworks
- Laser Pens

- Other substances which are not believed to be controlled drugs, (e.g., legal highs)

Many other items may be confiscated from students, normally because it is either against uniform requirements or it has disrupted or has the potential to disrupt learning or health and safety. Examples could include mobile phones, hoodies, jewellery, inappropriate clothing, food being consumed during a lesson or high caffeine content energy drinks. These items can be returned to a student at the end of the lesson or day (whichever is more appropriate or as stated in the related protocol). In these cases members of staff are not liable for any loss or damage to any item they have confiscated, providing they have acted lawfully.

## **Suspensions and Exclusions**

Through the positive manner in which we encourage all students to do their best, and through the supportive and encouraging environment, behaviour for nearly all students should lie within the boundaries of the school's rules. However, there may be an occasion when a student goes beyond what is acceptable behaviour and the school would then consider excluding the student for a period of time or, in extreme circumstances, permanent exclusion may take place.

### **Suspension**

The School will use suspension (fixed term) if a student has seriously broken school rules, internal exclusion (Reflection) has had limited impact or allowing them to stay in school would seriously harm their education or welfare, or the education and welfare of other students.

Only the Headteacher or Acting Headteacher can make the decision to exclude. In his or her absence only the Deputy Headteacher(s) can make this decision.

Before deciding to suspend or exclude a student the Headteacher will:

- ensure that an appropriate investigation has been conducted;
- ensure that all the relevant evidence has been considered;
- give the student an opportunity to be heard;
- consult other relevant people if necessary.

Having considered these matters, the Headteacher will make a decision based normally on the balance of probability, having regard to any current guidance from the DfE.

Following a suspension students and parents will attend a return from suspension meeting to plan a way forward with a student and give an opportunity to repair and rebuild relationships.

### **Off-Site Direction**

The governing body of a school can require a pupil to attend another school or alternative provision to support an improvement in behaviour. The timing of an Off-site directions will be agreed by parties at the start of the direction and during the

planning stage alternative options for the end of the off-site direction should be considered such as a managed move on a permanent basis.

### **Permanent Exclusion (including Managed Transfer)**

A decision to exclude a student permanently, as befitting its gravity, will only be taken as a last resort when a wide range of strategies for dealing with disciplinary offences has been attempted but to no avail, or if an exceptional 'one-off' offence has been committed, such as:

- Serious violence, actual or threatened, against a student or member of staff
- Sexual abuse or assault
- Supplying an illegal drug
- Carrying an offensive weapon
- Or any other one-off offence considered by the Headteacher to be exceptionally serious.
- Persistent breaches of the school rules.

At the point of Exclusion, the Headteacher will ensure that parents, the Local authority and, where a child has one, the social worker is informed of the exclusion.

Parents have the right to make representations to the governing body (or discipline committee) about exclusion and the governing body must review the exclusion decision in certain circumstances, which include all permanent exclusions. Where a governing body upholds a permanent exclusion, parents have the right to appeal the decision to an independent appeal panel.

Schools are under a duty to provide suitable full-time education for an excluded student from the sixth school day of any fixed period exclusion of more than five consecutive school days. Local authorities are under a duty to provide suitable full-time education from the sixth school day of a permanent exclusion.

### **Managed Transfer**

The Headteacher, at his/her discretion, may offer a parent a 'Managed Transfer' where a pupil transfers to another mainstream school permanently. Managed moves are voluntary and should be agreed with all parties. They will be used as part of a planned programme of interventions there is evidence that appropriate intervention and support has been put in place.