



Behaviour policy and statement of behaviour principles

Key Manager	Principal
Ratified by LGB	Wednesday 27th May 2020
Review Dates:	Summer 2020
Location of Policy:	This needs to be school specific
Access to Policy:	Open
Policy Context:	This Policy applies to all staff and students of the Academy and to those others offered access to such Academy resources.

Revision History

Revision Date	Description	Sections Affected	Revised By	Approved By
November 2018	Complete review of policy		Acting Principal	LGB 19/11/2018
Summer 2020	Complete review of policy		Vice Principal	LAB 27/05/2020

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
- Poor attitude

Serious misbehaviour is defined as:

- Repeated breaches of the school rules
- Any form of bullying
- 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.

5. Behaviour in response to COVID-19 guidance

Any pupil who commits serious or persistent breach of the new COVID-19 protection rules may be sanctioned by the headteacher using the full range of sanctions available, dependent on the seriousness of the breach, up to and including in extreme cases permanent exclusion.

6. Roles and responsibilities

6.1 The governing board

The governing board is responsible for monitoring this behaviour policy's effectiveness and holding the Principal to account for its implementation.

6.2 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.

6.3 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
- Recording behaviour incidents
- Upholding the school's Christian values

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

6.4 Parents

Parents are expected to:

- 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

7. 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
- Uphold the school's Christian values
- In class, make it possible for all pupils to learn
- Move quietly around the school
- Treat the school buildings and school property with respect
- Wear the correct uniform at all times
- Accept sanctions when given
- Refrain from behaving in a way that brings the school into disrepute, including when outside school
- Adhere to the new COVID-19 protection rules – this includes avoid anyone with symptoms, frequent hand cleaning and good hygiene practices and following social distancing measures to reduce contact and mixing.

7. Rewards and sanctions*

*This section has been amended to reflect the social distancing measures in place due to Covid-19. Please see appendix A for the updated 'Choices Steps'.

7.1 List of rewards and sanctions

Positive behaviour will be rewarded with:

- Praise
- Merits
- Weekly/termly star of the week
- Letters, texts or phone calls home to parents
- Special responsibilities/privileges

The school uses the following sanctions in response to unacceptable behaviour:

The 'Choice Steps' are displayed in every classroom and around the school.

Step 1 - Verbal warning

An adult has asked you to reflect on your behaviour. What can you do to improve?

Step 2 - Written warning

Your initials have been placed on the 'choice board.' Now you have had a verbal and written warning. Reflect on what you can do to improve?

Step 3 - A cross next to your initials

A cross has been placed next to your initials. You may be moved somewhere else in the class or to another class to help you concentrate on your work. You will need to complete work at the next playtime.

Step 4 - Detention

Your behaviour has not improved and now a detention has been issued. Parents/carers will be informed by a note in the school planner. Parents/carers must ensure they read and acknowledge this.

Step 5 - Detentions

If you receive more than one detention for the same poor behaviour, then you will speak to the Principal/Vice Principal.

Step 6- Behaviour plan

Your class teacher will meet with parents/carers to discuss the targets within a behaviour plan. Timely reviews of the plan will be in place to determine the duration of the behaviour plan.

Step 7- Fixed Term Exclusion

If stages 1-6 do not positively influence your behaviour then an internal isolation will be issued. If there is still no positive improvement, then a fixed term exclusion or permanent exclusion will be given.

Exceptions

If you are using physical violence or aggressive behaviour towards any member of the school community, showing defiance towards staff members, using bad language or damaging school property then the sanction will be within steps 4 to 7 depending on the severity of the behaviour.

We use internal isolation in response to serious or persistent breaches of this policy. Pupils may be sent to another classroom 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. Children are expected to behave appropriately when in uniform to and 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

Teaching and support 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
- Display the pupil code of conduct or their own classroom rules
- 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

8.2 Physical restraint

In some 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
- Following COVID-19 government advice, physical restraint will not be applied due to social distancing rules unless a child is in danger of seriously hurting themselves. In this instance, staff will be required to wear full PPE prior to using any restraint techniques.

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 will have transition sessions with their new teacher(s). In addition, staff members hold transition meetings.

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 to other schools.

10. Training

Our staff are provided with training on managing behaviour, as part of their induction process. Staff may also be required to carry out Team Teach training.

Behaviour management will also form part of continuing professional development.

11. Monitoring arrangements

This behaviour policy will be reviewed by the Principal and Local Advisory Board 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:

- Exclusions policy
- Safeguarding policy
- Anti-bullying policy

Appendix A: Updated Choices Steps

These steps have been amended to meet the guidance from the government with regard to COVID-19.

Step 1- Verbal warning

An adult has asked you to reflect on your behaviour. What can you do to improve?

Step 2- Written warning

Your initials have been placed on the 'choice board.' Now you have had a verbal and written warning. Reflect on what you can do to improve?

Step 3 - A cross next to your initials

A cross has been placed next to your initials. You will need to complete work at the next playtime.

Step 4 - Detention

Your behaviour has not improved and now a detention has been issued. Parents/carers will be informed by **phone call** and the sanctions deemed appropriate will be discussed. Detentions will continue to be administered at lunch times.

Step 5 - Detentions

If you receive more than one detention for the same poor behaviour, then you will speak to the Principal/Vice Principal.

Step 6 - Behaviour plan

Class teachers will, in the first instance, phone the parent to discuss a behaviour plan and/or an alternative arrangement if persistent poor behaviour is displayed.

Step 7- Isolation / Fixed Term Exclusion

If there is still no positive improvement, then a fixed term exclusion or permanent exclusion will be given. Fixed term exclusions will be used to address persistent poor behaviour. Exceptions to behaviour that will result in a fixed term exclusion include:

- not abiding to social distancing rules
- fake coughing or deliberate coughing
- any pupil who commits serious or persistent breach of the new COVID-19 protection rules may be sanctioned by the headteacher using the full range of sanctions available, dependent on the seriousness of the breach, up to and including in extreme cases permanent exclusion.

Exceptions

If you are using physical violence or aggressive behaviour towards any member of the school community, showing defiance towards staff members, using bad language or damaging school property then the sanction will result in a fixed term exclusion.

No internal isolations will be issued. Fixed term exclusions will be used to address persistent poor behaviour.