



Behaviour Policy 2019

Approved by Board of Directors

Date:

Review Date:

BEHAVIOUR POLICY 2019-20

Section 1

1.1 Vision

This policy is based upon the principle that all members of the school should be treated and treat others fairly, honestly and with respect and in line with our vision for education, reflecting that of the Church of England, asking 'for everyone to be the best they can be'. Inclusive in our vision is the common good of the whole community and its environment. We welcome diversity, respect freedom of religion and belief, and encourage all to contribute to our community.

This Behaviour Policy acknowledges the school's legal duties under the Equality Act 2010 in respect of safeguarding and in respect of students with Special Educational Needs and Disabilities (SEND). In addition, this policy takes account of guidance provided by the Department of Education in relation to behaviour and discipline, screening and searching students, confiscation of inappropriate items, the power to use reasonable force and other physical contact. In addition this policy works alongside the Safeguarding policy and is viewed within the framework of statutory guidance in "Keeping Children Safe in Education".

1.2 Under the Education and Inspections Act 2006 it is the right of the school:

- To make clear the school's statutory power to discipline students and that students and parents will need to respect this.
- To enforce their school behaviour policy – including rules and disciplinary measures.
- To expect students and parents' cooperation in maintaining an orderly climate for learning.
- To expect student and parents to respect the rights of other students and adults in the school.
- To take firm action against students who harass or denigrate teachers or other school staff, on or off premises – engaging external support services, including the police, as appropriate.

1.3 Equally, it is the responsibility of the school:

- To ensure the whole school community is informed about the principles of the school behaviour policy.
- To ensure the school behaviour policy does not discriminate against any student on e.g. grounds of race, gender, disability or sexual orientation and that it promotes good relations between different communities.
- To ensure staff are clear about the extent of their disciplinary authority and receive necessary professional development on behaviour strategies.
- To support, praise and as appropriate reward students' good behaviour.
- To apply sanctions fairly, consistently, proportionately and reasonably – taking account of SEND, disability and the needs of vulnerable children and offering support as appropriate.

- To make alternative provision for fixed period excluded students, and where appropriate to arrange reintegration interviews for parents at the end of a fixed period exclusion
- To take all reasonable measures to protect the safety and wellbeing of staff and students, including preventing all forms of bullying and dealing effectively with reports and complaints about bullying.
- To promote positive behaviour through active development of students' social, emotional and behavioural skills.
- To keep parents informed of their child's behaviour – good as well as bad, use appropriate methods of engaging them and, where necessary, support them in meeting their parental responsibilities.
- To work with other agencies to promote community cohesion and safety.

Section 2

2.1 Promoting good behaviour

We are committed to the modelling and teaching of good behaviour and recognise that all interactions within school provide the opportunity to model it.

Staff recognise that lesson content, classroom management and organisation and teaching and learning strategies are all contributory factors to student behaviour. Staff may use various reports to monitor and track good or improved behaviour (**see Appendix 2.1**).

2.2 Code of Conduct

The governors are committed to securing the well-being of all members of the school community by creating a safe, secure and stimulating learning environment. Shaftesbury School has guidelines for student conduct and classroom expectations which are designed to set high standards of behaviour and to be consistently applied by members of staff (**see Appendix 2.2a and 2.2b**). However, discretion and individual circumstances will be taken account of when deciding on action. We are committed to ensuring the welfare of all students. Vulnerable students, including looked after children, those with SEND, physical or mental needs, will receive behavioural support according to their needs. Students will carry Aspiration cards and Behaviour cards to reward and check how they are following the code of conduct during unstructured times (**see Appendix 2.2c**). All students carry these and are expected to follow the code at all times – failure to will result in a sanction.

2.3 Sanctions (see table Appendix 2.3a)

Where appropriate, staff will use non-sanction based methods, as part of good teaching and learning, to manage behaviour in the classroom before resorting to application of the available sanctions (**see Appendix 2.3b**). This may not always be possible. Placing students outside a classroom unattended is not normally appropriate. In extreme circumstances it may be necessary for a student to be removed from a lesson by another member of staff. In this instance the original member of staff remains responsible for the follow-up and recording of the incident. Help of a senior member of staff may be requested via On-call. However, some students have timeout cards and should be permitted to leave the classroom if timeout is required.

Staff should always seek to use the lowest significance of sanction to achieve a change in behaviour. In the case of uncertainty staff should consult with a more senior or experienced colleague. Sanctions and rewards must be proportionate to the incident.

The best behaviour management is based on mutual respect. If staff are confident, well-prepared and give students a challenging but enjoyable experience then good behaviour will follow. Where sanctions are needed, they are best applied by the member of staff concerned, with the aim of repairing and improving relationships or teaching the consequences of actions.

Sanctions are more likely to promote positive behaviour and regular attendance if students see them as fair and are less likely to be challenged by parents if they are administered as part of a staged response.

2.3.1 Detentions

Detentions are a standard consequence, arranged by the teachers for infringements of the code of conduct in the lesson. These will be at a time determined by the teacher, break time, lunch time or after school. Failure to attend may lead to an extended after school department detention, and/or Progress Leader detention. Detentions beyond the end of the school day require parental notice and this is normally 24 hours. Teachers must not cause a student to miss a bus by detaining them at the end of the day without appropriate notice to parents. Escalation could result in a Leadership detention.

2.3.2 Isolation

Students who commit more serious behaviours and/or are On-called twice in a day will be removed from main school circulation and placed into Isolation to complete work. Students who fail to attend Leadership detentions will also be placed into Isolation. Parents will be notified of Isolations by either phone, email or letter. When a student is in Isolation they will be required to hand over their mobile phone. If a student receives 2x isolations within one week, there will be a discussion between the senior team about a further sanction that could result in a period of exclusion.

2.3.3 Fixed Term Exclusions

Will be used for an instance of serious misconduct, physical abuse of a school member, continued refusal to abide by the rules and/or do as requested by a member of staff, bringing the school into disrepute or a continuation of poor behaviour and hitting the behaviour point concern threshold. A student will be deemed to be acting as a member of the school irrespective of the time of the incident/issue if it is proved to be school related. Parents will be contacted by telephone, and will also receive an official letter from the school outlining details of the exclusion and work will be issued to the student. Parents and students will then attend an interview with a member of Leadership Team before the return to school where expectations for improvement will be discussed. A PSP has to be completed for a student returning from Fixed Term exclusion.

2.3.4 Managed Move

Where a student persistently disrupts learning, is being persistently on-called and/or has committed other significant behaviours and faces a possible Permanent Exclusion, a Managed Move may be used to give the student a fresh start. Only the Headteacher can agree a Managed Move and each move will begin with a meeting with the County's Exclusion's officer. A series of review meetings to measure the success will be

carried out. In case of a failed Managed Move the student would return to the home school and could face a Permanent Exclusion.

2.3.5 Permanent Exclusion

A student may face being permanently excluded if they continue to display poor behaviour or commit an incident of a very serious nature. This may include incidents surrounding drug use or possession, violence, or persistent difficult, challenging and serious behaviour. Only the Headteacher and CEO can issue a Permanent Exclusion.

2.3.6 Behaviour systems (see Appendix 2.3.7)

All incidents to be logged by the class teacher or investigating teacher on SIMS. Action taken must be completed and a detention slot selected on SIMS to track the sanction in case of possible escalation or non-attendance.

- Class teachers to refer to HOD if further action is required.
- Tutors refer to YPL/HPL if further action is required.
- HPL/YPL and HOD to refer to Line Manager if further action is required.

2.3.7 On-Call

If a student disrupts the class to the point that the teacher no longer deems them fit to be in the class, the student will be On-called. A member of staff will collect the student and take them to Isolation. The On-call member of staff will decide if they can return to further lessons. Two On-calls in a day leads to isolation for the one whole day. This may cross over to the next day.

It is the role of the teacher who on-called to log the incident on SIMS. If the student is kept in isolation the On-call member of staff must inform parents and staff of the action taken.

All students who are On-called will automatically be placed into the On-call Leadership Lunchtime detention – these run once a week per key stage – failure to attend will result in a Leadership detention after school on a Wednesday. Other areas may be used for On-call if the Isolation room is busy.

Section 3

3.1 Bullying

Bullying is being persistently hurt, frightened or threatened by someone else. Nobody deserves to be bullied; everyone has a right to feel safe in and out of school. Bullying will not be tolerated.

Students do not deserve:

- To suffer verbal abuse
- To suffer racist, homophobic or sexist comments/ and behaviour
- To be hit or physically hurt
- To have possessions stolen or touched without permission

Nobody should suffer the results of other people's actions. It is everyone's responsibility – staff and students – to prevent bullying. Students are encouraged to talk to any member of staff with whom they feel comfortable.

The school has a separate Anti-Bullying Policy and there are appointed Anti-bullying Ambassadors.

Section 4

4.1 Use of Reasonable Force

In certain circumstances all members of school staff have a legal power to use reasonable force to maintain good order and discipline in the classroom and to prevent students from:

- Committing an offence
- Hurting themselves or others
- Damaging property
- Causing disorder

This power will also apply to people whom the Principal has temporarily put in charge of students such as volunteers or parents accompanying students on a school organised visit. Up-to-date records are kept of any incidents where restraint is used and parents will be informed of such incidents. No member of staff is to put their own safety or professional status at risk by taking such action.

4.2 Confiscated items and searches

Searches may be conducted by school staff authorised to do so by the Headteacher or Senior Leaders. These are subject to DFE guidance on the law. To be lawful, confiscation must be a reasonable sanction in the circumstances of the particular case. Decisions about retention and disposal of confiscated property must also be reasonable in the circumstances of the particular case.

Prohibited items include:

Weapons (or anything deemed to be able to be used as a weapon), knives, alcohol, illegal drugs, stolen items, tobacco and cigarette papers, electronic cigarettes, vapes and associated liquids, fireworks, pornographic images, any article that could be used to cause harm and any item banned by the school rules.

The School has a zero tolerance on drugs. Any student found with drugs on them in school will face an exclusion.

4.3 Electronic Devices

Policy Statement on mobile and electronic devices in school. This statement covers all personal electronic devices, including telephones, laptops, e-readers and other small electronic items.

Students are encouraged not to bring expensive items to school and if parents allow students to bring them the school accepts no liability for their loss or damage unless caused directly by the actions of school staff. If students bring these items to school then they should retain these with them during the day and remain responsible for them. All electronic devices must remain switched off in school.

Items will be confiscated by the school where they are not used in line with this policy. Where the school becomes aware of misuse of an electronic device then it is liable to confiscation for an extended period and subsequent action may be taken within the scope of the behaviour policy and appropriate legislation.

Section 5

Support for Parents

- Home school agreement to clarify expectations
- Information evenings for parents on specific issues
- Letters home regarding child's behaviour, including positive feedback
- Parents' evenings
- Face to face meetings for early intervention; advice given for strategies to use
- Referrals are made to relevant outside agencies
- Reintegration meetings after exclusions to avoid future problems

Section 6

6.1 Staff Roles and Responsibilities (see Appendix 6.1)

All adults have a statutory authority to discipline students whose behaviour is unacceptable, who break the school rules or who fail to follow a reasonable instruction.

The responsibility also applies to all paid staff with responsibility for students, such as teaching assistants, as laid out below.

Subject Teachers are responsible for consistently following the school agreed Behaviour Policy and for meeting the school's expectations. Whilst we acknowledge that every teacher will have their own strategies for addressing inappropriate conduct, the rewards and sanctions are applied in line with the School's agreed Behaviour Policy

6.2 Guidance for staff:

6.2.1 Lateness

There are standard consequences for students who are persistently late to school. Students who are less than 10 minutes late are sanctioned by the tutor. Students who are 10 or more minutes late are placed into the Punctuality detention on a set break time. School starts at 8:35am and students are late as of then. These detentions are centralised and run by a Senior Leader. Lateness to lessons is also unacceptable. This will be dealt with by the class teacher. Lateness to lessons is any time after the lesson has begun.

6.2.2 Support for staff

- All staff are aware which sanctions they can apply and which may only be applied by more senior staff

- Staff will receive regular in-school training and support regarding behaviour training and systems training such as that of SIMS and Class Charts.
- All staff receive training on what is acceptable conduct and what is not; specific reference is made to contact with students, both physical and electronic
- All staff are CRB checked and the school adopts all the guidelines contained in the Safeguarding Children and Safer Recruitment in Education. This sets out the responsibilities of local authorities, schools and FE colleges to safeguard and promote the welfare of children and young people, and details the process for dealing with allegations of abuse against staff.

6.3 Student misbehaviour outside school

We have a statutory power to regulate the behaviour of students when off school premises and not supervised by school staff. The school's Behaviour Policy will be considered when addressing any non-criminal bad behaviour and/or bullying which occurs anywhere off the school premises and which is either witnessed by a staff member or reported to the school.

Shaftesbury School has expectations of positive behaviour off the school site. This includes behaviour on activities arranged by the school such as educational visits and sporting events; behaviour on the way to and from school; and behaviour when wearing school uniform in a public place.

The Principal will be responsible for determining whether a matter will be pursued by the school.

6.4 Use of Behaviour support

The school will use a student support programme for those students who are at risk of permanent exclusions and will activate once exclusion has occurred. Student support will be managed by the Senior Leader in charge of Pastoral and led by one of the House/Year Progress Leaders.

The student support programme will be a set period of time, dependent on the tier the student enters, (determined by the number of days exclusion/severity of the behaviour incident). These tiers are time-bound and last between 2 and 16 weeks, where behaviour in school will be closely monitored and various interventions put in place. Parents/carers will be asked to attend a review meeting based on the behaviour of the student regularly. If no improvement is made after that period the student may be permanently excluded.

The programme may include such interventions as report, transition support, mentoring, ELSA plus a range of other internal and external support systems. Parents/carers will also be asked to support their child and the student will also have a set of targets and expectations to follow.

