



**Policy**                      **BEHAVIOUR POLICY AND STATEMENT OF BEHAVIOUR PRINCIPLES 2023/24**

**Headteacher**                      **TOM KELLY**

**Named personnel with designated responsibility for this policy**

Academic year	Designated Senior Person	Nominated Governor	Chair of Governors
2017/18	Mr T Kelly		Mr G Price
2019/20	Mr T Kelly		Mrs J Reed & Mr S Ingram
2020/2021	Mr T Kelly and Mrs A Knight		Mrs J Reed & Mr S Ingram
2021/2022	Mr T Kelly and Mrs A Knight		Mrs J Reed & Mr S Ingram
2022/2023	Mr T Kelly and Mrs L Woodward		Mrs J Reed & Mr S Ingram
2023/2024	Mr T Kelly and Mrs L Woodward		Mrs J Reed and Mr S Ingram

**Policy Review dates**

Review Date	Changes made	By whom	Date Shared with staff

September 2019	Updates: core values, inclusion room usage, mobile phones, Home Learning pyramid.	T. Kelly	Sept 19
September 2020	Updates: Rewards trial, Behaviour pyramid (in light of Covid 19), Home Learning pyramid and Covid 19 appendices.	T.Kelly and A. Knight	Sept 20
November 2021	Updates: Rewards, Behaviour Pyramid, removal of Home Learning Pyramid and inclusion of Escalation intervention. Wording of exclusions to suspensions.	T Kelly and A Knight	Nov 21
December 2022	Updates: Wording of peer on peer to child-on-child abuse, Rewards, Behaviour Management – addition of restorative conversations, updated behaviour pyramid	T Kelly and A knight	Jan 22
March 2024	Updates: Updated behaviour for learning graphic, rewards for positive behaviour, Inclusion +, DFE Mobile phone guidance,	T Kelly and L Woodward	April 24

Date Ratified by Governors	Review Date
March 24	March 2025

## Contents

1. Aims.....	2
2. Legislation and statutory requirements.....	2
3. Definitions .....	2
4. Bullying .....	3
5. Roles and responsibilities .....	4
6. Pupil code of conduct.....	5
7. Rewards and sanctions .....	5
8. Behaviour management .....	7
9. Pupil transition .....	8
10. Training.....	8

11. Monitoring arrangements .....	8
12. Links with other policies .....	9
Appendix 1: written statement of behaviour principles.....	9
Appendix 2: Behaviour For Learning .....	10

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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:

- Section 175 of the [Education Act 2002](#), which outlines a school's duty to safeguard and promote the welfare of its pupils
- Sections 88-94 of the [Education and Inspections Act 2006](#), which require schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and give schools the authority to confiscate pupils' property
- [DfE guidance](#) explaining that maintained schools should publish their behaviour policy online

## 3. Definitions

At Bedale High School, we expect our students to maintain high standards of behaviour at all times.

**Misbehaviour** is defined as:

- Disruption in lessons, in corridors between lessons, and at break and lunchtimes
- Non-completion of classwork or self-study
- Poor attitude to learning
- Repeated lateness to school/lessons
- Lack of respect for other students and staff

- Incorrect uniform
- Acting in any way that goes against our core values of courage, commitment, compassion

**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 (Child on Child abuse)
- Abusive or aggressive behaviour
- Vandalism
- Theft
- Fighting
- Smoking
- Racist, sexist, homophobic or discriminatory behaviour
- Possession of any prohibited items. These are:
  - Knives or weapons, (including items that though they may not be classed as weapons, may be used for that purpose and should not be brought into school)
  - Alcohol
  - Illegal drugs
  - Stolen items
  - Tobacco, E-Cigarettes, 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 intentional harming of one person or group by another person or group, either physically or emotionally, where the relationship involves an imbalance of power. It is usually repetitive or persistent, although some one-off attacks can have continuing harmful effects upon the victim. Please see our anti-bullying policy here for more details: [policy-Anti-Bullying.pdf \(bedalehighschool.org.uk\)](https://www.bedalehighschool.org.uk/policy-Anti-Bullying.pdf)

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 policy – see website for further details. [policy-Anti-Bullying.pdf \(bedalehighschool.org.uk\)](https://www.bedalehighschool.org.uk/policy-Anti-Bullying.pdf)

## 5. Roles and responsibilities

### 5.1 The governing board

The Governing Body is responsible for reviewing and approving the written statement of behaviour principles (appendix 1).

The Governing Body will also review this behaviour policy in conjunction with the headteacher and monitor the policy's effectiveness, holding the headteacher to account for its implementation.

### 5.2 The headteacher

The headteacher is responsible for reviewing this behaviour policy in conjunction with the Governing Body, giving due consideration to the school's statement of behaviour principles (appendix 1). The headteacher will also approve this policy.

The headteacher 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 and positively
- Modelling positive behaviour
- Providing a personalised approach to the specific behavioural needs of particular pupils
- Recording behaviour incidents
- Modelling the restorative 'fix-it' approach to students

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

### 5.4 Parents

Parents are expected to:

- Support their child in adhering to the pupil code of conduct which is based upon maintaining a positive attitude to learning, showing respect for all and maintaining high levels of commitment in all areas
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher promptly
- Support the school in promoting our core values of courage, commitment, compassion as the basis for all student behaviour

## 6. Pupil code of conduct

Pupils are expected to:

- Model our core values: courage, compassion, commitment
- Maintain a positive attitude to learning at all times
- Show respect for all
- Display high levels of commitment in all areas of school life
- Behave in an orderly and self-controlled way
- Show their desire to achieve through the development of independence and self confidence
- Complete all work to the best of their ability both in class and through Home Learning
- Engage with the restorative 'fix-it' approach
- 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

## 7. Rewards and sanctions

### 7.1 List of rewards and sanctions

**How to gain points (this not an exhaustive list, (there are more options on Bromcom for staff to use)**

For rewards, we currently use an electronic system through Bromcom. Some examples of our main rewards are shown here (linked to our core values):

#### **Commitment**

- Showing commitment to learning
- Showing commitment to extracurricular activities
- Going the extra mile

#### **Courage**

- Challenging themselves in and out of the classroom
- Showing resilience when things are tough
- Showing courage to ask for help or to ask a question

#### **Compassion**

- Showing kindness and being helpful
- Representing the school
- Showing understanding and support to others

## Rewards\*

As well as a prize, students will be issued with a badge at the end of the term corresponding with their achievement. They will also receive a text message home and certificate for their achievements. Student surveys suggested they like visible acknowledgement of success such as certificates, postcards and badges.

## **\*Subject to change**

### **Sanctions:**

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

- A verbal warning (P1, P2, P3)
- Detention at break, lunch time or after school (See Appendix 2)
- Removal from a lesson (see note below)
- Internal exclusion from lessons (see note below)
- Referring the pupil to a senior member of staff
- Letters, texts, emails or phone calls home to parents
- Agreeing a behaviour contract
- Putting a pupil on Level 1,2 or 3 behaviour report
- Loss of social time
- Time in the Inclusion room to re-set, or pending further investigation of incidents
- Use of Inclusion +. A separate space for students who would normally have been suspended, to spend the day working in isolation supervised by senior staff
- Escalation intervention meeting – to reduce suspensions with a quick, intervention meeting with parents and the student
- Fixed term suspension or permanent exclusion

### **Inclusion Room and Inclusion +**

A student will be escorted to the Inclusion Room if they are given a P3 and subsequently removed from a lesson.

We may use the inclusion room in response to serious or persistent breaches of this behaviour policy. Pupils may be sent to the inclusion room if they are internally excluded from lessons following a serious incident, or repeated disruption of lessons. Efforts will be made to ensure they complete work relevant to the missed lessons, where possible.

Inclusion + will be used where a student is in danger of suspension. The student will be away from other students and will spend the entire day in Inclusion +, supervised by senior staff.

### **Reasonable Adjustments**

All students are expected to follow our Behaviour Policy.

The Bedale High School behaviour policy is applied flexibly for our students with SEND, as part of the [reasonable adjustments](#) schools are required to make for disabled pupils under the Equality Act 2010.

We emphasise that students individual needs must be considered when implementing our behaviour policy and applying sanctions. This may mean that pupils with SEND need to be treated differently to their peers, depending on what their needs are. Advice from the school's SENDCo and from external agencies as appropriate will be used and communicated to all staff. Each student's IPM provides information on their specific needs and provides information that must be taken into consideration when sanctions are considered.

Reasonable adjustments and provision for specific students are outlined to all staff during weekly pastoral briefings, written updates and bulletins from the SENDCo, and through individual student IPMs (Individual Provision Map).

## **Detentions**

Pupils who do not attend a given detention, or who misbehave during detention, may be withdrawn from lessons and work in Room 15 or the inclusion room until the detention has been attended.

The inclusion room and Room 15 are managed by the Pastoral Support Team.

## **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 headteacher will discipline the pupil in accordance with this policy.

Please refer to our Managing Allegations Against Staff and Volunteers for more information on responding to allegations of abuse.

The headteacher 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 Behaviour for Learning Poster in their classrooms (Appendix 2)
- Develop a positive relationship with pupils, which may include:
  - Greeting pupils at the start of lessons
  - Use of a seating plan in all lessons where applicable
  - Modelling our core values: courage, commitment, compassion
  - Establishing clear routines
  - Communicating expectations of behaviour in ways other than verbally
  - Highlighting, promoting and rewarding good behaviour
  - Concluding the day positively and starting the next day afresh
  - Having a plan for dealing with low-level disruption
  - Using positive reinforcement and the 'fix-it' approach
  - Initiating a restorative conversation with the student before their next lesson with them
  - Rewarding pupils with reward points via Bromcom

## **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

### 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.

#### Mobile Phones

Students are not allowed to use mobile phones on site (includes both indoor and outdoor areas). Please see separate mobile phone policy for details.

Searching and screening pupils is conducted in line with the DfE's

[https://assets.publishing.service.gov.uk/media/65cf5f2a4239310011b7b916/Mobile\\_phones\\_in\\_schools\\_guidance.pdf](https://assets.publishing.service.gov.uk/media/65cf5f2a4239310011b7b916/Mobile_phones_in_schools_guidance.pdf)

### 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 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 and this is refreshed throughout the school year. Key pastoral staff may be trained in the proper use of restraint, but all staff are trained to ensure they are aware of the circumstances when it is appropriate to use restraint.

Behaviour management will also form part of continuing professional development.

## 11. Monitoring arrangements

This behaviour policy will be reviewed by the headteacher and Governing Body every year. At each review, the policy will be approved by the headteacher.

The written statement of behaviour principles (appendix 1) will be reviewed and approved by the Governing Body every year.

## **12. Links with other policies**

This behaviour policy is linked to the following policies and key documentation:

- Suspensions policy
- Child protection policy
- Anti-Bullying policy
- Substance Misuse policy
- Guidance for Safer Working Practices
- Managing Allegations Against Staff and Volunteers
- Special Educational Needs Policy
- Mobile phone policy

## **Appendix 1: written statement of behaviour principles**

Staff and volunteers set an excellent example to pupils at all times and model our core values of courage, commitment and compassion.

Pupils understand that they have the right to feel safe, valued and respected, and learn free from the disruption of others.

Pupils understand that school holds a zero-tolerance policy on child-on-child abuse.

All pupils, staff and visitors have the right to be free from any form of discrimination.

Rewards and sanctions are used consistently by staff, in line with the behaviour policy.

The behaviour policy is understood by pupils and staff, and shared with parents through the school website.

The Suspensions policy explains that suspensions will only be used for incidents of serious misbehaviour, or for repeated incidents of poor behaviour, and outlines the processes involved in permanent and fixed-term suspensions.

Pupils are supported in taking responsibility for their actions through 'fix it' conversations, restoratives and time to re-set.

Reasonable amendments and bespoke behaviour management responses are in place for students, where appropriate, in accordance with their needs.

Families are involved in behaviour incidents to foster good relationships between the school and pupils' home life.

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

*This written statement of behaviour principles is reviewed and approved by the Governing Body every year.*

# IN-CLASS RESPONSES BEHAVIOURS FOR LEARNING

5

## PHASE 5 Bespoke Interventions

Students who persistently disrupt and fail to engage with their learning will be provided with bespoke interventions based on our ladder of intervention and an adapted curriculum.

Students with persistent issues will work out of lessons for a period, or spend time in Inclusion Plus completing school work and targeted support on how to improve and aid their return.

4

## PHASE 4 Extended Inclusion time Inclusion Plus

Student to go on report if they receive 2+ P3s in a 1 week period (or equivalent). Restorative work to take place with staff/student.

3

## PHASE 3 Removal from lesson 50 min ASD

Student to go on report if they receive 3+ P2s in a 1 week period (or equivalent). 30 min ASD issued for P2s while on report

2

## PHASE 2 'Fix-It' conversation Text home

1

## PHASE 1 Verbal reminder Name on the board



COURAGE COMMITMENT COMPASSION

