BEHAVIOUR POLICY AND STATEMENT OF BEHAVIOUR PRINCIPLES – 2018

School	**BEDALE HIGH SCHOOL**
Headteacher	**MR T RAWDIN**

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

Policy Review dates

Review Date	Changes made	By whom	Date Shared with staff

Date Ratified by Governors	Review Date
April 2018	April 2019

Contents

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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 homework
- Poor attitude to learning
- Lack of respect for other students and staff
- Incorrect uniform

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
- Abusive or aggressive behaviour
- Vandalism
- Theft
- Fighting
- Smoking
- Racist, sexist, homophobic or discriminatory behaviour
- Possession of any prohibited items. These are:
    - o Knives or weapons
    - o Alcohol
    - o Illegal drugs
    - o Stolen items
    - o Tobacco, E-Cigarettes, cigarette papers
    - o Fireworks
    - o Pornographic images
    - o 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 – see website for further details.

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

6. Pupil code of conduct

Pupils are expected to:

- 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

Positive behaviour will be rewarded with:

Verbal Praise	End of year reward trips
Termly Certificates	Letters or phone calls home to parents

Celebration Assemblies	Positive Profile: e.g. A mention in Headteacher's weekly email
Subject Achievement postcards	Special responsibilities/privileges

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

- A verbal warning
- Detention at break, or lunchtime, or after school (See Appendix 2 and Appendix 3)
- Removal from a lesson (see note below)
- Internal exclusion from lessons (see note below)
- Referring the pupil to a senior member of staff
- Letters or phone calls home to parents
- Agreeing a behaviour contract
- Putting a pupil 'on report'
- Fixed term or permanent exclusion

Isolation Room and Room 15

A student will be escorted to Room 15 if they are removed from a lesson. They will be expected to complete the same work as they would in class, where possible.

We may use the isolation room in response to serious or persistent breaches of this behaviour policy. Pupils may be sent to the isolation room if they are internally excluded from lessons following a serious incident, or repeated disruption of lessons. They will be expected to complete the same work as they would in class, where possible.

Detentions

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

The isolation 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 and Home Learning Pyramids in their classrooms (Appendix 2 and 3)

- Develop a positive relationship with pupils, which may include:
  - Greeting pupils at the start of lessons
  - 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

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 allowed to use mobile phones sensibly at break and lunchtimes, in outside areas. They cannot use them inside the school building and if a student is seen with a phone out inside the building, (or outside of break/lunchtimes), the phone will be confiscated and returned at the end of the day.

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 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 are 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

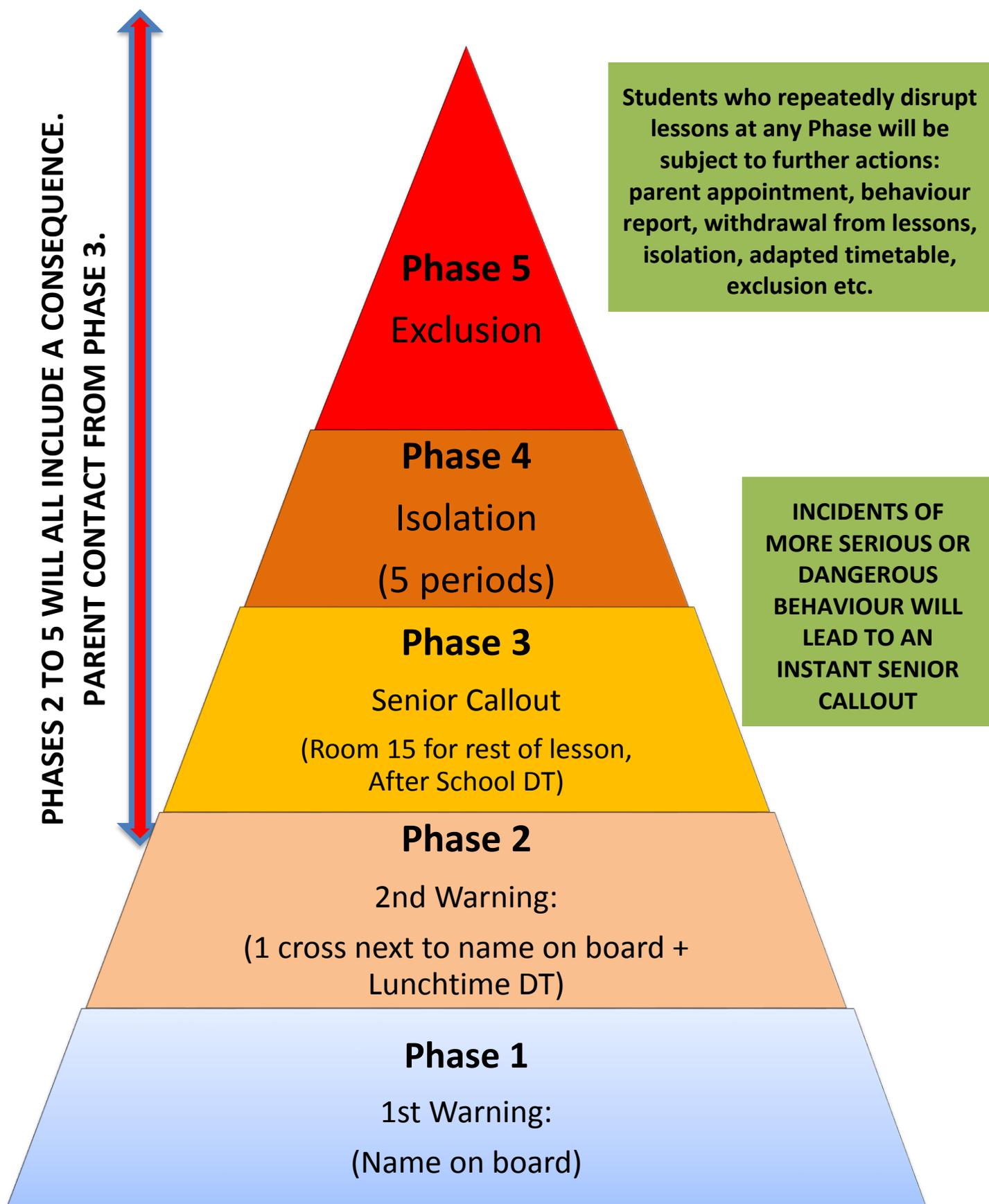This behaviour policy is linked to the following policies and key documentation:

- Exclusions policy
- Child protection policy
- Anti Bullying policy
- Guidance for Safer Working Practices
- Managing Allegations Against Staff and Volunteers

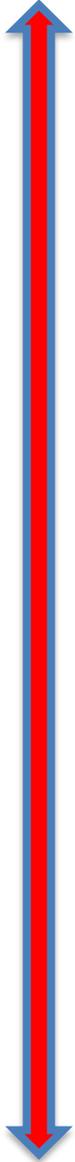# Appendix 1: written statement of behaviour principles

- Every pupil understands they have the right to feel safe, valued and respected, and learn free from the disruption of others

- All pupils, staff and visitors are free from any form of discrimination

- Staff and volunteers set an excellent example to pupils at all times

- Rewards, sanctions and reasonable force are used consistently by staff, in line with the behaviour policy

- The behaviour policy is understood by pupils 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

- Pupils are helped to take responsibility for their actions

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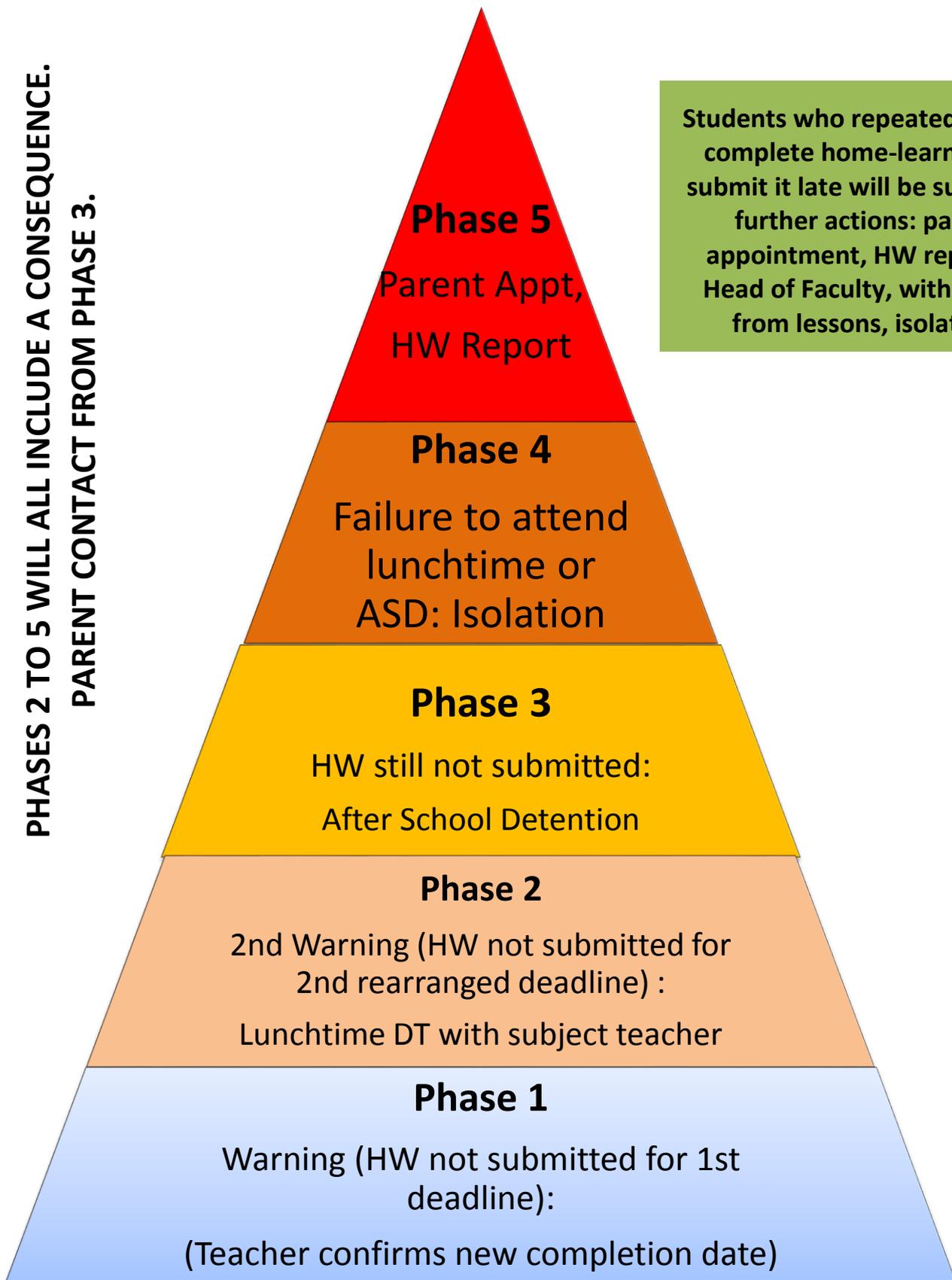
This written statement of behaviour principles is reviewed and approved by the Governing Body every year.

Appendix 2: Behaviour Pyramid   In-Class Sanctions

PHASES 2 TO 5 WILL ALL INCLUDE A CONSEQUENCE. PARENT CONTACT FROM PHASE 3.

Students who repeatedly disrupt lessons at any Phase will be subject to further actions: parent appointment, behaviour report, withdrawal from lessons, isolation, adapted timetable, exclusion etc.

INCIDENTS OF MORE SERIOUS OR DANGEROUS BEHAVIOUR WILL LEAD TO AN INSTANT SENIOR CALLOUT

Phase 5

Exclusion

Phase 4

Isolation

(5 periods)

Phase 3

Senior Callout

(Room 15 for rest of lesson, After School DT)

Phase 2

2nd Warning:

(1 cross next to name on board + Lunchtime DT)

Phase 1

1st Warning:

(Name on board)

Appendix 3: Home Learning Pyramid

Students who repeatedly fail to complete home-learning, or submit it late will be subject to further actions: parent appointment, HW report to Head of Faculty, withdrawal from lessons, isolation.

Phase 5

Parent Appt,

HW Report

Phase 4

Failure to attend lunchtime or ASD: Isolation

Phase 3

HW still not submitted:

After School Detention

Phase 2

2nd Warning (HW not submitted for 2nd rearranged deadline) :

Lunchtime DT with subject teacher

Phase 1

Warning (HW not submitted for 1st deadline):

(Teacher confirms new completion date)