



# Behaviour Policy

Written by	Changes/Updates	Adopted
Jade Driscoll		September 2015

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## **1. Introduction**

The Department of Education has stated that 'Schools must apply their behaviour policies in a consistent, rigorous and non-discriminatory way and all areas of their application must be monitored routinely to satisfy legal requirements under race, disability and gender discrimination law'. This policy, along with the associated policies and the school's monitoring and self-evaluation process, fully takes the aforementioned requirement into account and has adopted the legal responsibility to have given due 'regard to the guidance' on: Improving Behaviour and Attendance on Exclusions from Schools and Pupil Referral Units' – DCSF September 2008.

The aim of this policy is to be inclusive, fair and equitable whilst managing and improving behaviour. "Good behaviour in school is important to their (students) future success. Pupils have the right to come to school and focus on their studies, free from disruption" (Department of Education White Paper 2010)

At Baysgarth School we believe that behaviour is strongly linked to students' motivation and academic achievement. Poor behaviour and low level disruption threaten the rights of young people to an effective education and can lead to people feeling unsafe, bullied, intimidated, or threatened. This Behaviour Policy seeks to encourage young people to make positive choices and re-enforces those choices through praise and rewards.

Some students will occasionally make choices that threaten their own learning or that of others. A series of strategies will then need to be used to bring about changes to these behaviours. The aim of these strategies is to encourage students to comply with the school rules through positive choices and re-engage with learning.

## **2. Aims of the Policy**

The aims of the behaviour system at Baysgarth School are:

- to place the focus on learning, allowing teachers to teach and students to make progress;
- to provide a consistent whole school approach to behaviour which is understood by students, staff and parents;
- to encourage and develop a sense of personal responsibility and accountability by students and emphasise that they make clear choices regarding their behaviour which is to be inclusive of the whole school;
- to create a positive environment in teaching areas and around school where learning can be effective and staff and students feel safe and respected;
- to ensure students are responsible for their behaviour and choices;
- to create a culture where negative behaviour (particularly low level disruptive behaviour) has consequences, and positive behaviour results in praise and rewards;
- to ensure a calm, orderly and focused learning environment.

All leaders within the school are relentless in their role to establish a positive learning climate. They are uncompromising in their expectations and challenge where appropriate colleagues, students and parents.

### **3. Principles**

- Students are made aware that they make a clear choice when deciding how to behave and understand how this impacts on their own and other pupils learning.
- Rewards will be attained by the majority of students and be shown to be given throughout Years 7 to 11.
- The balance should be largely in the favour of celebrating and rewarding positive behaviours. It should bring about a positive ethos where the emphasis is on rewards, but where students, staff and parents/carers are clear of consequences of any behaviour that hinders learning.
- Expectations regarding behaviour will be displayed in all teaching areas. Most expectations will be common across the school. However, flexibility is important and therefore some will be specific to cater for a department's specialist needs e.g. technology, science, PE etc.
- Confrontation is avoided by staff clearly stating a clear, pre-agreed consequence for failing to meet expectations.
- Sanctions are clear and escalated fairly and consistently by all staff where a student chooses a behaviour that is inappropriate.

### **4. School Ethos**

Baysgarth School's core value is PRIDE and this underpins all aspects of the school's work. The values that contribute to PRIDE are promoted through all aspects of school life and are recognised through our reward system.

<b>Value</b>	<b>What does this mean?</b>
<b>Positivity</b>	Being confident and optimistic, always focusing on the good things rather than the bad.
<b>Respect</b>	Showing consideration, thoughtfulness and tolerance towards other people, our school and community.
<b>Independence</b>	Willing to think and act for ourselves and not always rely on others.
<b>Determination</b>	Being ambitious and resilient, refusing to give up and overcoming all obstacles in our way.
<b>Excellence</b>	Always striving to be the very best we can be, having high expectations of ourselves and others.

## **5. Positive Discipline**

It is the aim of the school to develop positive classrooms, in all subject areas, which will increase student self-confidence and aspirations and raise their intrinsic motivation of students.

The aims of positive discipline at Baysgarth School are:

- Students that are more aware of the consequences of their actions (both with regards the sanctions and how their actions affect others).
- Teachers focus more on positive behaviours rather than identifying negative behaviours.
- Students have 'mistaken behaviours' corrected.

## **6. Rewards**

The emphasis around school and in learning areas within the school should be on recognising, acknowledging and rewarding the good behaviour, effort and achievement of our students. These achievements need not just be academic, but can equally be for progress, contribution to the community or in recognition of an extra-curricular activity. Praise within the classroom is a vital motivator for most students. Where there is a genuine attempt from a student to make a positive contribution, they should receive affirmation from the teacher as a matter of course. There should be a high priority on praise rather than censure.

The school reward system involves House points, which are monitored by form tutors each week. Students will receive House Points linked to our PRIDE values as outlined in Section 4. Students will also awarded additional House Points for good attendance, outstanding corridor behaviour, attendance to extra-curricular activities and achievements linked to our Expert Learner programme.

Parents/carers will be informed of achievements and there will be an opportunity to celebrate student successes at regular assemblies, achievement and prize giving ceremonies.

## 7. Non Negotiables

There are clear expectations for staff and students and these are communicated through the non negotiables which are displayed in all classrooms for students.

The non negotiables for classroom behaviour are based on the key value of PRIDE:

<b>Positivity</b>	<ul style="list-style-type: none"> <li>• Wear full uniform correctly at all times.</li> <li>• Outside jackets are not to be worn in the building.</li> <li>• Arrive to lessons on time, equipped for learning with a pen, pencil and ruler.</li> </ul>
<b>Respect</b>	<ul style="list-style-type: none"> <li>• Sit in the seating plan decided by the teacher.</li> <li>• Complete all work with PRIDE.</li> <li>• No earphones visible.</li> <li>• No mobile phones out unless it's a 'Technology Enabled Lesson'.</li> </ul>
<b>Independence</b>	<ul style="list-style-type: none"> <li>• Arrive the lesson promptly with the rest of the class.</li> <li>• Enter the room and start the learning task provided without being prompted.</li> </ul>
<b>Determination</b>	<ul style="list-style-type: none"> <li>• Respond to teacher comments and feedback using the purple pens.</li> </ul>
<b>Excellence</b>	<ul style="list-style-type: none"> <li>• Complete all work to the best of your ability.</li> </ul>

The non negotiables for behaviour around the school, within the school grounds and when travelling to and from school are:

<b>Positivity</b>	<ul style="list-style-type: none"> <li>• Wear full uniform correctly at all times.</li> <li>• Be a positive role model.</li> </ul>
<b>Respect</b>	<ul style="list-style-type: none"> <li>• Be polite and use respectful language at all times.</li> <li>• Be helpful and kind to everyone, respecting their feelings.</li> <li>• Eat in designated areas only and place litter in the bins provided.</li> </ul>
<b>Independence</b>	<ul style="list-style-type: none"> <li>• Support other students and staff.</li> <li>• Report bullying or other negative behaviour to staff.</li> </ul>
<b>Determination</b>	<ul style="list-style-type: none"> <li>• Determination to arrive to school and to each lesson on time.</li> <li>• Determination to take care of the school environment.</li> </ul>
<b>Excellence</b>	<ul style="list-style-type: none"> <li>• Act in a manner that brings honour to yourself and to</li> </ul>

## **8. Behaviour Management System**

The behaviour management system at Baysgarth School is designed to give students responsibility for their behaviour through the recognition of their choices. Its principle role is to support learning by tackling and dealing with low level disruptive behaviour. This behaviour can impact negatively on the learning and progress of students in the lesson and prevent the teacher from teaching the class. The behaviour management system ensures that behaviour is addressed consistently across the school.

The behaviour management system is not a replacement for good classroom management techniques and will not compensate for poor teaching and/or unstructured lessons.

Where a student chooses not to follow an agreed expectation, consequences are clear and consistent and opportunities are given to students to modify their behaviour through positive choices. The behaviour management system within lessons and outside lessons is based on the same principle of a tiered escalation of consequences. Students are given a warning prior to any sanction being applied. Reasonable adjustments will be made to applicable students with regards to the awarding of sanctions. See Appendix A for the tiered escalation of sanctions.

Consequences are never taken back and students have responsibility for the choices they make and therefore the consequences.

Students whose behaviour seriously breaches the expectations of the school or who have failed to comply with the consequences of their behaviour may face an isolation placement or a fixed term exclusion.

## **9. Exclusion**

‘Good discipline in schools is essential to ensure that all pupils can benefit from the opportunities provided by education. The Government supports Head Teachers in using exclusion as a sanction where it is warranted.’

(DfE ‘Exclusion from maintained schools, Academies and pupil referral units in England 2012)

All decisions to exclude are serious and only taken as a last resort or where the breach of the school rules is serious.

Exclusions can be fixed term or permanent and must be sanctioned by the Head Teacher (or the Deputy Head Teacher in their absence). Exclusion will be

considered if 'there is sufficient evidence that a pupil has committed a disciplinary offence and if allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school'. (paragraph 12a DCSF Guidance, September 2008).

Exclusion will be considered when:

- There is an assault (or attempted assault) on a member of staff or student
- A student is in possession of a weapon/prohibited substance
- There is extreme rudeness/verbal abuse towards a member of staff
- Failure to comply with a reasonable request from a senior member of staff
- A previously agreed contract has been broken
- There is cumulative misbehaviour
- There is persistent defiance/disruption
- There is repeated refusal to accept sanctions (isolation referral)
- Serious and unacceptable behaviour causing distress to staff
- Breaches of health and safety
- Wilful damage to property
- Homophobic bullying
- Racist bullying
- Sexual misconduct
- Theft
- Making a false allegation against a member of staff
- Minor assaults or fighting that is not premeditated or planned
- Other serious breaches of school rules

A student dealing in prohibited substances or brandishing an offensive weapon can expect to be permanently excluded. In these situations the Police will be informed immediately and asked to attend the school.

Students may spend time in isolation whilst an incident is fully investigated and to ensure that exclusion does not take place until the facts have been considered by the Head Teacher.

Students will be given opportunity to provide statement(s) and any subsequent decision to exclude will apply the standard of proof on, 'the balance of probabilities', i.e. if it is more probable than not that the pupil did what he or she is alleged to have done.' (paragraph 24 DCSF Guidance, 2008).

Parents will be informed of any exclusion by telephone and a letter will be sent in the post. On the student's return to school as part of the reintegration into school, students will be expected to participate in exclusions seminars and any other behaviour intervention that is recommended.

## **10. Fixed Term Exclusion & Sixth Day Provision**

A student can be excluded for one or more fixed periods which, when aggregated, do not exceed a total of 45 school days in any one school year. The decision to exclude a student will be taken on a balance of probabilities and will take into



account the seriousness of breaches of the school's Behaviour Policy, including persistent disruptive behaviour.

Where it becomes clear that fixed period exclusions are not deterring poor behaviour the school will consider alternative strategies for addressing that behaviour.

For example a student may be referred to:

- Educational Behavioural Psychology Support Team;
- Educational welfare;
- Inclusion team;
- Pupil Referral Unit through moderation panel.

A student may also be offered a Personalised Learning Programme or managed move in order to support the student in modifying their behaviour and avoiding permanent exclusion.

The Governors have the power to direct a pupil off-site for education to improve his or her behaviour.

Where there is a persistent lack of parental cooperation and this is affecting the child's behaviour, the school or local authority may consider applying for a Parenting Order (as outlined in paras 45 & 46 of DCSF Guidance, 2008).

Family support may also be accessed through the Early Help Process (EHA).

In the majority of situations fixed term exclusions will be between one and five days - work will be set by the school during this period. Students who are excluded for a period of six days or longer will be provided with alternative educational provision, which will normally be off-site. For Children In Care, an alternative provision will be provided from the earliest date possible, preferably from the first day of exclusion.

Students may be required to engage in a phased reintegration (particularly for assaults) and will access support through the Inclusion Team.

## **11. Reintegration Meeting**

A reintegration interview will be arranged with the parent/carer during or following the expiry of any exclusion. The aim of the reintegration interview is to assist the reintegration of the pupil and promote the improvement of his or her behaviour. The reintegration interview will also provide an opportunity to emphasise the importance of parents working with the school to take joint responsibility for the improvement of their child's behaviour.

## **12. Screening, Searching and Confiscation**

Please refer to the DfE Guidance 'Screening, Searching and Confiscation. Advice for Head Teachers, staff and Governing Bodies'.

In addition to the practice identified in the DfE Guidance, Baysgarth School also bans the following items and as a result are able to search students for them:

- Lighters, matches, lighter fluids
- Firecrackers
- Lasers
- Cigarettes, tobacco
- Electronic cigarettes

Any item brought into the school with the intention of the item being sold or passed on to other students which, in the Head Teacher's opinion, will cause disruption to the school or be detrimental to any member of the school community will be searched for and confiscated. This is at the Head Teacher's discretion.

### **13. Confiscation**

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

Staff should hand the confiscated item to the relevant member of on call staff as soon as possible and complete the necessary information to identify the item, the date it was confiscated, the name of the student and the member of staff's name. Staff must not give the confiscated item to another student to hand in and must not leave the item in an unsecure area at any time.

Any item which staff consider to be dangerous or criminal i.e. drugs must be brought to the attention of a senior member of staff immediately.

Items confiscated by the school can be collected by parent/carers except where the school has chosen to dispose of the confiscated items, e.g. cigarettes, alcohol, lighters. Students cannot collect any item themselves.

The school's general power to discipline, as set out in Section 91 of the Education and Inspections Act 2006, enables a member of staff to confiscate, retain or dispose of a student's property as a disciplinary penalty, where reasonable to do so.

The Head Teacher will use their discretion to confiscate, retain and/or destroy any item found as a result.

If the following items are confiscated the school will dispose of it:

- Alcohol
- Tobacco
- Cigarettes
- Cigarette papers
- Lighters
- Substances that are not controlled such as 'Legal Highs'
- Fireworks

- Pornographic images (Images found on electronic devices or mobile phones will be deleted unless it is deemed necessary to retain them and pass to the Police)

If the following items are confiscated, the Police are contacted immediately:

- Controlled substances
- Stolen items (these may be returned to the owner at the Head Teachers discretion)
- Weapons
- Items that are evidence of a serious offence
- Pornographic images that constitute a specified offence (e.g. extreme or child related)

#### **14. CCTV**

The school may use CCTV for the purpose of maintaining discipline and managing behaviour and safety. A separate policy exists which covers the use of CCTV.

#### **15. Use of Reasonable Force**

Please refer to the DfE Guidance 'Use of reasonable force: Advice for Head Teachers, staff and Governing Bodies' and the school Physical Restraint Policy.

All members of school staff have a legal power to use reasonable force. This power applies to any member of staff at the school. It can also apply to people whom the Head Teacher has temporarily put in charge of students such as unpaid volunteers, cover staff or parents/carers accompanying students on an organised visit.

#### **16. Discipline beyond the school gate**

Parents/carers are encouraged to report criminal behaviour, anti-social behaviour and serious bullying incidents that occur anywhere off the school premises which pose a threat to a member of the public or a student, to the police as soon as possible.

If a member of the public, school staff, parent/carer or student reports criminal behaviour, anti-social behaviour or a serious bullying incident to a member of staff, the Deputy Head Teacher should be informed immediately. In the vast majority of cases they will involve the school's Police Liaison Officer. In addition if the Deputy

Head Teacher considers that the misbehaviour is linked to a child suffering or being likely to suffer significant harm the school's Safeguarding Policy will be followed.

For health and safety reasons, very high standards of behaviour are expected on school residential and day trips and the same behaviour sanctions that are applied to incidents of misbehaviour that occur on the school site will be applied.

Where bad behaviour occurs when a student is travelling to and from the school, the school reserves the right to issue a consequence, or a fixed term or permanent exclusion, particularly in relation to violent conduct e.g. a physical assault or bullying incidents.

Students are encouraged to wear their uniform correctly when travelling to and from the school, demonstrating PRIDE at all times and avoiding any behaviour that could adversely affect the reputation of the school.

## **17. Exclusions and The Equality Act 2010**

The Equality Act 2010: Part 6, defines a disabled person as 'someone who has a physical or mental impairment which has a substantial and long term effect on his or her ability to carry out normal day to day activities'. Students to whom this definition applies will receive support and intervention as outlined below but will also benefit from the two key duties summarised as:

- A less favourable treatment duty
- A reasonable adjustment duty

To prevent discrimination the school will not treat students less favourably for a reason related to their disability than to someone to whom that reason does not apply, without justification.

To prevent discrimination the school will not fail to take reasonable steps to ensure that disabled students are not placed at substantial disadvantage, in comparison with pupils who are not disabled, without justification.

The school will make 'reasonable adjustments' to the application of the Behaviour Policy. Reasonable adjustments are aimed at preventing discrimination and reducing the risk of exclusion. Reasonable adjustment can be taken in the form of:

- Use of individual behaviour plans (IBPs)
- Buddy system, personal mentor
- Internal exclusion
- Counselling
- Exclusion intervention programme
- Support from Educational Behavioural Psychology Support Team (EBPST)
- Special Educational Needs Support Services (SENS)
- Child Adolescent Mental Health Service (CAMHS)

The school will seek to make 'reasonable adjustments' to ensure that 'less favourable treatment' does not occur (unless the reasonable adjustment would not

have made a difference to the particular case). The 2008 Guidance on 'comparator' states: "The comparison should be with a pupil who is not disabled and who has behaved in the same way" (paragraph 77 and Caselaw LB Lewisham v Malcolm (2008)).

The 'less favourable duty' **does not** mean that disabled pupils have an excuse for disruptive or anti-social behaviour. The DDA states that: 'Where a child has a disability which **causes** 'behavioural difficulties', a school will be required to consider what adjustments they might make in order to manage behaviour rather than simply use exclusion as a tool.'

Exclusion Appeals Fixed term and permanent exclusion letters include details of all appeal procedures. All Permanent Exclusions are considered by an Independent Appeal Panel, SEND (SEN & Disability Tribunal) can consider claims of disability discrimination.

## Appendix 1: Behaviour for Learning

