

# BEHAVIOUR POLICY

## DEAN TRUST ARDWICK

### 2020-2021

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## **1. AIM**

The aim of the policy is to ensure that the school offers pupils a happy and caring environment in which they all have the opportunity to achieve the highest standards. To this end, the policy sets out measures, which, in accordance with section 89 of the Education and Inspections Act 2006, and relevant statutory guidance, aim to:

- promote good behaviour, self- discipline and respect;
- promote a proper regard for authority;
- prevent bullying;
- secure an acceptable standard of behaviour of pupils;
- ensure pupils complete assigned work;
- regulate the conduct of pupils.

## **2. THE PRINCIPLES**

We believe that good behaviour is achieved through a mixture of high expectations, a clear policy and ethos which fosters discipline and mutual respect between pupils, and between staff and pupils.

The Governing Body believes that in order for effective teaching and learning to take place, it is essential that pupils behave well both in and out of the classroom in all aspects of school life. It seeks to create a safe, caring and orderly environment in which pupils can best learn by:

- fostering a sense of belonging, care and enjoyment in learning and school life;
- providing a safe environment for pupils free from disruption, violence, bullying and any form of harassment or unwanted behaviour;
- promoting high standards of behaviour and discipline amongst the whole school community and beyond the school gates;
- promoting the development of self-esteem, self-discipline, respect for others and tolerance;
- promoting a proper regard for authority and positive relationships based on mutual respect;
- promoting a sense of responsibility for oneself;
- ensuring fairness for all and respect for all types of diversity;
- encouraging consistency of response to both positive and negative behaviour;
- ensuring early support for pupils where appropriate;
- encouraging a mutually supportive and positive relationship with parents and carers to encourage a shared approach in the implementation;
- encouraging staff to seek opportunities to praise all pupils in their care and reward where appropriate;
- ensuring a regular review of policy and procedures which benefit the needs of the school at the time;
- adhering to and upholding British Values, including democracy, the rule of law, individual liberty, mutual respect for and tolerance of those with different faiths and beliefs and for those without faith.

### **3. ROLES AND RESPONSIBILITIES**

#### **The Governing Body**

The Governing Body is responsible for ensuring that the behaviour policy is effectively pursued at the school and the principles stated above are reviewed from time to time. It will ensure that the policy is communicated clearly to the staff, pupils, parents and carers. The Governing Body will support the school in maintaining high standards of behaviour and ensure that the behaviour policy has reasonable expectations and is non-discriminatory in line with the legal responsibilities of the Equality Act 2010 and the Race Relations Act 2000. The policy should be read in conjunction with the Race Equality Policy.

#### **The Headteacher**

The Headteacher will ensure that effective measures are taken to support the principles laid out by the Governing Body, and will determine an acceptable standard of behaviour of all pupils. The Headteacher is responsible for the implementation and application of the policy and procedures, the provision of support for vulnerable pupils, and support for staff when faced with challenging behaviour. The Headteacher will also ensure that when dealing with behaviour issues, staff must always be mindful that behaviour issues presented by a pupil could be as a result of a safeguarding concern. In such cases, consideration would be given when deciding on an outcome or sanction for the behaviour displayed.

#### **Staff**

Staff, including teachers, support staff and volunteers, are responsible for following the school's policy and procedures in a fair and consistent way and without discrimination.

All staff are expected to model the behaviour expected of pupils and take responsibility for behaviour in any part of the school.

With the support of the Headteacher, staff are responsible for providing a positive learning environment that promotes self-discipline and personal responsibility.

Mutual support for colleagues is important to ensure consistency and high standards are maintained throughout the school.

Staff contributions to the review and development of the behaviour policy and procedures are essential for maximum effectiveness.

Staff have a responsibility to ensure that all pupils are listened to and supported, and that their views are taken into account.

Reasonable adjustments must and will be dependent upon an individual's specific learning needs in regards to SEND issues and social/emotional issues, some of which could be derived from safeguarding concerns regarding those pupils.

## **Parents and Carers**

Parents and carers are expected to take responsibility for the behaviour of their children both inside and outside school.

The school regards the relationship with parents and carers to be very important, and seeks to foster those relationships positively in order to maximise support for their child.

Parents and carers are encouraged to work in partnership with the school in maintaining high standards of behaviour, and to raise with the school any issues arising from the operation of the policy.

## **Pupils**

Pupils are expected to take responsibility for their own behaviour.

The policy, procedures and expectations will be clearly communicated to pupils. Pupils are encouraged to support their peers in behaving well.

They have a responsibility to support the school's stance on bullying, prejudice, harassment, disruptive and unsafe behaviour by reporting any witnessed or suspected incidents either verbally or through written communication with key members of staff.

For any pupil who is found to have made malicious accusations against school staff, this will be taken very seriously and a decision will be made about the pupil's future at the school.

The Governing Body, Headteacher and staff ensure that there is no differential application of the policy and procedures on any grounds, particularly ethnic or national origin, culture, religion, gender, disability and sexuality.

The Governing Body, Headteacher and staff are committed to ensuring that the behaviour policy and procedures safeguard the rights of all pupils to be educated in an engaging learning environment in which they feel safe and supported, and free from discrimination.

This means that in accordance with the Equality Act 2010, the application of the behaviour policy and procedures will not be prejudiced in any way, particularly on the grounds of nationality or ethnicity, culture, disability, religion or sexuality.

## **4. PROCEDURES**

The school's procedures arising from the policy are intended to foster a culture of self-discipline and personal responsibility for behaviour. We know that pupils make mistakes and recognise that this is part of growing up. We understand that pupils can witness or be lured into anti-social behaviour outside school. We have procedures in place which regulate the conduct of pupils. We provide support for pupils and ensure that we educate pupils about the risks of anti-social behaviour and the effects it can have on their own lives and those of others.

We believe that a strong partnership forged between parents and teachers can overcome most behavioural problems, and that standards of behaviour in school are exactly those that are expected from parents and carers in their homes. We expect decisions in school to receive full parental support.

### **Staged Behaviour Structure**

We have clear procedures in place which help teachers to manage behaviour constructively in their classrooms whilst building positive relationships with pupils. The behaviour system we have in place is an escalated approach which includes a range of actions together with support at each stage. There are a number of stages in the process, starting with classroom teacher input before escalating to Head of Faculty/Year involvement and finally SLT and Governors involvement. The behaviour structure involves parents early on, builds in levels of support through the stages, and allows pupils to discuss their behaviour and make the right choices. The system is reviewed regularly in consultation with staff and pupils to ensure maximum effectiveness. It is communicated to pupils and parents.

It is expected that all staff follow procedures fairly and consistently and seek support from others when necessary.

## **5. CODE OF CONDUCT (SCHOOL RULES)**

All procedures aim to support the school's Code of Conduct which is displayed on classroom walls and found in pupils' planners. Staff use the Code of Conduct to remind pupils of their responsibility towards contributing to a positive school ethos and ensuring good behaviour. As a school we expect pupils to adhere to the following standards:

### **You are respectful:**

- to yourself
- to others
- of your environment.

### **You are ready:**

- to learn
- to embrace opportunity
- to be the best you can be.

### **You are responsible:**

- for your behaviour
- for your learning
- for your appearance.

## **6. ANTI-BULLYING (to be read in conjunction with the school's anti-bullying policy)**

We operate a 'zero tolerance' approach to bullying, including name-calling and any prejudiced related behaviour. The school aims to effectively prevent and tackle bullying to create a safe and disciplined environment for pupils to learn to the best of their ability, free from disruption of any kind.

Our measures to prevent all forms of bullying are in line with the Equality Act 2010.

We believe that bullying involves a perceived imbalance of power, we define bullying as:

*A deliberate attempt, often repeated, to hurt or humiliate someone (or group) either physically, verbally or emotionally. Bullying can be aimed at others, based on their race, gender, religion, sexuality, or what is believed to be a weakness.*

We recognise that bullying can take many forms and we ensure pupils are aware of the many ways they can be bullied, including homophobic, bi-phobic or transphobic bullying.

### **Dealing with bullying**

The following should be read in conjunction with the school anti-bullying policy: Any incident or suspicion of bullying is taken seriously and addressed immediately. The procedure for dealing with bullying is as below, but of course may be exercised with flexibility depending on the circumstances:

- parents of both victim and perpetrator are contacted within 24 hours;
- the alleged perpetrator is likely to be withdrawn during investigation;
- following investigation, the perpetrator may incur a school sanction based on the balance of probability;
- restorative justice takes place to ensure that the victim feels confident and safe around school;
- a programme of support is provided for both victim and perpetrator and the situation monitored closely by key staff;
- records are kept of all bullying incidents including prejudiced related behaviour and name-calling
- Bullying or prejudiced related behaviour incidents are recorded by staff using the Child Protection Online Monitoring system (CPOMS) or on a separate form by pupils and parents, to identify the behaviour differently to others. The recorded incident or report is passed to pastoral staff immediately and a discussion can then follow, allowing swift action. This process ensures bullying, prejudice-related behaviour and name-calling incidents, including homophobic, bi-phobic or transphobic are investigated fairly and consistently, thus ensuring we comply with the Equalities Act 2010.

As a school that subscribes to British Values, we aim to embed a culture that a lack of tolerance of any kind of diversity is unacceptable. We recognise that it is possible that bullying can be as a result of a safeguarding issue and if this is the case, the issue will be communicated to the welfare team for their involvement.

## **7. REWARDS**

We believe that providing engaging and purposeful lessons and extra-curricular activities in school that are supported by praise and encouragement help pupils to remain focused and positive, and reduces disruptive behaviour.

We also develop a culture of personal pride amongst pupils in their work, behaviour and appearance.

We invest heavily in creating a positive ethos as we believe pupils thrive on praise, encouragement and recognition for their hard work and efforts. Staff are encouraged to praise and reward pupils regularly on an informal basis, for example:

- verbal or written comment;
- telephone call home;
- Praise Postcards;
- Key Stage 4 Achievement Points;
- Key stage 3 Merit Stamps;
- regular merit reward shop;
- motivational incentives;
- subject based 'Stars of the Week' certificates;
- Behaviour for Learning certificates;
- Behaviour for Learning grade 1 league
- Headteacher's Commendations;
- Half termly rewards assemblies;
- Awards evening.

Systems for developing rewards are developed through consultation with staff and pupils.

## **8. SANCTIONS**

There are sanctions in place for those pupils who do not comply with the school's Code of Conduct. The sanctions are implemented consistently, and are proportionate and fair. Clear explanations for the sanction applied are always given, together with guidance on how to avoid future sanctions. During lessons pupils are given a chance and choice before being issued with a sanction. Responses to behaviour may vary according to the age of the pupil and any other special circumstances that may affect the pupil, including SEND or a safeguarding concern.

The school has the power to discipline pupils beyond the school gates. At DTA we take community behaviour seriously and expect our pupils to respect their community in the same way they would school or home. We always follow up complaints and contact parents where pupils have been found to be involved in anti-social behaviour.

The range of sanctions we use depends on the level of behaviour. Our staged escalated system clearly shows what actions staff will apply.

Examples of sanctions include:

### **Detention**

Parental consent is not required for detentions. Most detentions are conducted during school hours, but there may be occasions when pupils are required to attend detention after school or at weekends.

In this case parents/carers will be notified 24 hours before the detention if the detention exceeds 30 minutes. However, we like to deal with matters promptly therefore the school will attempt to arrange with parents/carers for the detention to be held on the same day if longer than 30 minutes.

Staff will consider whether the detention is reasonable on the grounds that it does not compromise the safety of the pupil or any caring responsibilities s/he may have outside school, or whether suitable travel arrangements can be made (not whether it is inconvenient for the parent/carer).

### **Internal Suspension**

Internal Suspension is a serious sanction and is a preventative and alternative measure to exclusion from school. Internal Suspension means that a pupil is withdrawn from the school community for a set period of time until 4pm. Pupils in internal suspension complete subject-based work to strengthen knowledge and understanding. The decision to withdraw a pupil from his/her school routine will be made reasonably and proportionately in all cases. Pupils will not be internally suspended for longer than is necessary. Internal suspension is a serious sanction. Failure to cooperate whilst internally suspended may result in an extended period of time in internal suspension or a fixed term exclusion from school.

Pupils will be supervised and permitted to eat and drink at designated times and visit the toilet when necessary. At all times pupils will be treated with respect and dignity.

Restorative work will be completed with pupils in internal suspension and follow up support work put in place to help prevent recurrence.

Certain behaviours in school carry set tariffs according to severity and type and these can lead to pupils spending a period of time in internal suspension, the school reserves the right to amend or adapt these sanctions.

All behaviours are dealt with on a case-by-case basis and therefore sanctions may vary according to circumstances and severity.

### **Withdrawal from lessons**

On occasions of serious disruption, pupils may be withdrawn from their lessons to work in a different class or, in some cases, another room. The duration of withdrawal varies and involves a discussion with a member of the senior leadership team. Pupils may be withdrawn if they are required to assist with an investigation, or when withdrawal would act as a preventative behavioural measure or for their own or others' health and safety or well-being.

In such cases the withdrawal is not recorded as a sanction. If a sanction is necessary this will be issued by the originating member of staff in discussion with their line manager.

Pupils may be withdrawn from their lessons for a set period of time for failure to adhere to the school uniform and appearance protocols. This is at the discretion of the Headteacher. Repeated failure to cooperate with the school's uniform and appearance protocols could result in further sanction.

Pupils withdrawn from lessons will be supervised and permitted to eat and drink at designated times and visit the toilet when necessary. At all times pupils will be treated with respect and dignity.

## **Exclusion**

The decision to exclude a pupil from school, whether temporarily or permanently is never taken lightly, and other alternatives are always considered.

### Fixed term exclusions

Pupils who blatantly defy the school's Code of Conduct may be temporarily excluded from school, if internal suspension does not suffice. This would most likely be the case for incidents such as:

- persistent disruptive behaviour;
- refusal to cooperate;
- dangerous behaviour;
- verbal abuse towards staff;
- threatening behaviour;
- assault on a pupil;
- intentional damage to school property;
- threatening or aggressive behaviour in the community;
- failure to successfully complete an internal suspension sanction;
- bringing prohibited items into school.

These examples are not exhaustive.

In line with our staged system, repeated serious behaviour as described above will result in a governors' disciplinary panel meeting where the pupil's future at the school is considered.

Permanent exclusion is likely to occur for the following reasons:

- Persistent disruptive behaviour where the school feels they cannot do any more to support the pupil;
- Where allowing a pupil to remain in the school would seriously harm the education or welfare of the pupil or others in the school. This could be a one- off incident irrespective of whether the pupil has a negative behaviour record or not.

## Community work

We expect pupils to treat the school respectfully as they would their own home.

We believe that as far as possible the sanctions should try and fit the behaviour breach. For example, a pupil may be required to pick litter, clean tables in the dining hall, tidy a classroom, remove graffiti if they have behaved in such a way if they have dropped litter, left a mess in the dining hall, disrespected the classroom environment or defaced school property.

## 9. THE POWER TO USE REASONABLE FORCE

### Purpose of reasonable force

Reasonable force is used to **control and restrain** pupils and covers a range of actions including a degree of physical force.

**Control** means passive physical contact e.g. standing between pupils or blocking a pupil's path, or active physical constraint such as leading a pupil by the arm out of a classroom.

**Restraint** means to hold a pupil back physically or bring a pupil under control e.g. when two pupils fight and refuse to separate without physical intervention.

Staff should always avoid acting in a way that might cause injury but in extreme cases, avoiding injury may not always be possible.

### When reasonable force is used

The use of reasonable force is down to the professional judgment of the member of staff and should always depend on the individual circumstances ('Reasonable in the circumstances' means using no more force than is needed, Use of Reasonable Force Guidance July 2013). School does not require parental consent to apply reasonable force.

All members of staff have the power to use reasonable force (Education and Inspections Act 2006).

Staff must make reasonable adjustment for pupils with SEND.

The school has the power to prevent pupils from:

- Committing an offence;
- Injuring themselves;
- Damaging property;
- Causing disorder.

The school also has the power to use reasonable force when searching for 'prohibited items' (see below) and Education Act 2011, however force may not be used to search for banned items which appear under the school rules e.g. non- uniform items, confectionary.

Examples of when reasonable force may be used by any staff member at DTA:

- Prevent a pupil from attacking a member of staff or another pupil, or to stop a fight;
- Remove disruptive pupils from the classroom where they have refused to follow an instruction to do so;
- Prevent a pupil behaving in a way that disrupts a school event or a school trip or visit;
- Prevent a pupil leaving the classroom where allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the behaviour of others;
- Restrain a pupil at risk of harming themselves through physical outbursts. The school cannot use reasonable force as a punishment.

When physical force has been used we always endeavour to tell the parent or carer.

### **Other physical contact with pupils**

It is not illegal to touch a pupil and the school does not subscribe to a 'no contact' policy. There are times when it is appropriate to touch a pupil, and for these examples' permission would be sought from the pupil by the staff member. For example:

- comforting a distressed pupil;
- congratulating or praising a pupil;
- demonstrating the use of a musical instrument;
- demonstrating an exercise in Physical Education or how to hold a musical instrument;
- helping a pupil with a physical disability;
- to give first aid.

## **10. PROHIBITED ITEMS**

In the interests of the health and safety of pupils, staff, other members of the school community and visitors to the school, the school asks parents and pupils to ensure that any inappropriate and dangerous items, or harmful substances, are not brought in to school. In the majority of cases the application of common sense will easily determine what should not be brought in to school.

Pupils suspected of bringing in any item in the 'prohibited' items list below may be searched without consent, including their belongings, by the Headteacher or other staff who are authorised to do so:

- weapons and knives;
- alcohol;
- illegal drugs;
- drug-related paraphernalia;
- stolen items;
- tobacco, cigarette papers and e-cigarettes;
- fire lighting equipment;
- fireworks or explosives of any kind;
- pornographic images;
- any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property.

- any item listed under 'banned items' in the school rules and which specify they may be searched for.

Pupils suspected of bringing in any other banned item, such as those listed below may be searched (only with the pupil's consent), by a member of staff.

#### **Other banned items at DTA:**

- any form of liquid based correction fluid. Note: pupils may use correction tape and correction tape devices;
- laser pens or LED torches;
- chewing gum;
- cans, energy drinks or fizzy drinks;
- confectionery (crisps and chocolate bar only as part of lunch pack);
- any aerosol (other than essential medication) Note: pupils should use non- aerosol deodorants;
- metal pronged combs;
- cameras and mobile or other electronic devices: the school reserves the right to confiscate cameras or mobile phones and to delete any unauthorised pictures or video recordings, of pupils or staff or malicious communications. These items can be searched for without consent. (Education and Inspections Act 2006).

The school does not require formal written consent from pupils or parents when searching for banned items under the school rules. Neither does the school require the presence of a parent or carer when searching pupils.

Authorised staff who can conduct a search for school banned items with consent from pupils may ask pupils if they can hand over their bag or outer clothing, or to turn out their pockets or empty their own bags.

Staff may not ask pupils to remove clothing next to their skin. A more intimate search which may involve removal of inner clothing may only be conducted by a person authorised to do so, such as the police.

Staff authorised to search must conduct the search with another staff member as witness. The staff conducting the search must be of the same sex as the pupil and preferably the witness should be of the same sex.

A search may be conducted by an authorised staff member of the opposite sex or on their own without a witness only when it is not practical to summon another staff member and if by not searching immediately there is an immediate risk of serious harm.

If a pupil refuses to comply with the search, school sanctions may apply.

If a pupil is found to be in possession of any banned or prohibited item, school sanctions may apply.

In extreme cases, such as bringing in prohibited items, pupils may be excluded from school whether temporarily or permanently.

## **Seizing and confiscating items**

As circumscribed by Section 89 of the Education and Inspections Act 2006, enables a member of staff to confiscate, retain or dispose of a pupil's property as a disciplinary penalty, where reasonable to do so. (s89 Education and Inspections Act 2006).

The member of staff can use their discretion to confiscate, retain and/or destroy any item found as a result of a 'with consent' search so long as it is reasonable in the circumstances. Where any article is reasonably suspected to be an offensive weapon, it must be passed to the police.

Staff have a defence to any complaint or other action brought against them. The law protects members of staff from liability in any proceedings brought against them for any loss of, or damage to, any item they have confiscated, provided they acted lawfully.

### **Items found during a 'without consent' search**

*Items which should be seized and handed to the police:*

- controlled drugs (unless the staff member thinks it is reasonable to dispose of them);
- stolen items (unless the staff member thinks it is reasonable to dispose of them or return good to the owner);
- extreme or child pornography images;
- an item used to cause injury or damage to property (unless staff member thinks it is reasonable to return to the owner);
- any weapons or items which are evidence of an offence.

*Items which may be disposed of or retained by the school but not returned to the pupil:*

- alcohol;
- tobacco or cigarette papers;
- other substances other than controlled drugs e.g. so-called 'legal highs';
- drug-related paraphernalia;
- fireworks;
- pornographic images which do not constitute extreme or child pornography.

Banned items under the school rules may be disposed of, retained or returned to owner at the school's discretion.

### **Dealing with electronic devices**

Where an authorised staff member conducting a search finds an electronic device that they reasonably suspect has been or is likely to be used to commit an offence or cause personal injury or damage to property, they may examine the data or files on the device.

The authorised member of staff can delete data and files unless handing the device to the police.

There is no need to gain parental consent if seized within a lawful 'without consent' search, and is reasonably suspected of being, or likely to be, used to commit an offence or cause injury or damage to a person or property.

## **11. MALICIOUS ACCUSATIONS AGAINST STAFF**

We aim to build strong and positive relationships with pupils.

However, there may arise an exceptional circumstance where a pupil makes an allegation against a member of staff. If, after investigation, the accusation is deemed to be malicious, i.e. a deliberate act to deceive, then serious sanctions are likely to be applied to the pupil which could result in exclusion.

## **12. STAFF TRAINING**

The school is committed to providing appropriate high quality training for staff on all aspects of behaviour management to ensure successful implementation of the policy.

## **13. INTERRELATIONSHIP WITH OTHER SCHOOL POLICIES**

In order for the behaviour policy to be effective clear, links with other school policies, such as Safeguarding and Child Protection, anti-bullying, Acceptable Use and SEND policies have been established.

## **14. REVIEW**

In consultation with staff, the policy and its procedures are regularly reviewed and updated in conjunction with statutory requirements and DfE guidance. The behaviour policy is published to parents annually.