# Behaviour Policy and Statement of Behaviour Principles

| Approved by: | A. Perman | Date: 8th December 2017 |
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| Last reviewed on: | | |
| Next review due by: | December 2018 | |

**1. Values and Aims**

**Values**

The School's behaviour policy is based on four core values: Courtesy, Co-operation, Consideration and common-sense. It is an expectation that all members of Sharples School will have a clear understanding of their rights and responsibilities and will behave in accordance with this.

**Aims**

This policy aims to:

- Provide a **consistent approach** to behaviour management within Sharples School.
- Ensure that Sharples School is a safe and supportive environment.
- **Define** what we consider to be unacceptable behaviour, including bullying at Sharples school.
- Outline **how pupils are expected to behave and show respect to all at Sharples School.**
- Summarise the **roles and responsibilities** of different people in the school community with regards to behaviour management.
- Outline our system of **rewards and sanctions at Sharples School.**

**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

**3. Expected Standards of Behaviour**

Our basic expectation for students is articulated within the SMART principles.
**S**martly dressed in full uniform
**M**ust be equipped
**A**ttend school every day and on time
**R**espectful of others and the school environment
**T**arget success in all lessons

These expected standards of behaviour are regularly reiterated in tutorials, assemblies, through the House system and in lessons by all staff. The student code of conduct supports these principles and is outlined in the student planner.

We will not accept the following behaviours:

- Disrupting the learning of others, in lesson, in corridors between lessons and at break and lunchtime
- Use of inappropriate language
- Non-completion of classwork or homework
- Acts of aggression or any kind of physical violence
- Bullying or intimidation
- Vandalis

We will not accept the following serious behaviours:

- Repeated breaches of the school rules.
- Sexual assault, which is any unwanted sexual behaviour that causes humiliation, pain, fear or intimidation
- Theft
- Fighting
- Smoking
- Racist, sexist, homophobic or discriminatory behaviour
- Possession and or/use of any prohibited items. These are:
    - Knives or weapons
    - Alcohol
    - Illegal drugs
    - Stolen items
    - Tobacco and cigarette papers
    - Fireworks
    - Pornographic images
    - Any article a staff member reasonably suspects have 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 student)

## 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 policy.

## 5. Procedures for Dealing with Unacceptable Behaviour

There is a Curriculum behaviour pathway that is used by all staff.  This provides clear guidance on how to act when unacceptable behaviour contravening the SMART code is observed.

### Procedures for dealing with incidents requiring intervention

Should a member of staff encounter an incident requiring intervention within a lesson, they need to follow the Curriculum behaviour pathway (Appendix A)
Staff must Log all incidents on CPOMS and the sanction made clear. Where the incident is dealt with by a member of the SLT an additional sanction may be enforced.
Should the student reach S4 on the Curriculum behaviour pathway, then a member of the Pastoral Team or Senior Leadership Team will collect the student, deal with the incident and contact made with parents/guardians if required.

The teacher concerned **must follow up by recording the incident on CPOMS.**

### The use of sanctions

Students can be disciplined for inappropriate behaviour both in school and outside of school. Sanctions applied must be proportionate to the offence committed and the student concerned.
Sanctions include:

- Detention (SMART, subject or SLT)
- Being placed on report book
- Confiscation and/or destruction of property
- Isolation with the Internal Exclusion Unit (IEU) / Student Zone (SZ)
- Being placed on an Alternative Supervised Provision (ASP)
- Being placed on a Managed Move (MM) at another local school
- Receiving a Fixed Term Exclusion (FTE) (see exclusion policy)
- Governors Disciplinary Panel
- Permanent Exclusion

### Detention Policy and Procedure

Sharples school has a range of detentions issued in order of their severity and respective circumstances:

**Ten Minute Detentions**
Issued when a minor disruption is noted during a lesson

**Late Detention**
Students who arrive to school late (after 8.45am) or fail to arrive to lesson on time are required to complete a SMART detention on Friday, once a week, after school

**SMART Detention**
Students who do not meet SMART criteria are given a 40-minute detention for the following day. SMART detention is issued for:
- Failing to adhere to the Curriculum behaviour pathway (log on CPOMS)
- Failing to adhere to the school procedures and expectations outside the classroom
- Failing to attend 10 minute or late detentions, refusal, being removed from the classroom and exiting the classroom without permission

**Subject Detention**
Departments will have their own arrangements for holding a 40-minute detention when a student fails to produce satisfactory work or in circumstances when homework has not been completed.

**Senior Teacher Detention**
Senior detention is held once per week on Fridays (15.05-16.30) in the school theatre and is supervised by members of the Senior Leadership Team. Timings will be 15.05 – 16.15 from November – February.

**Senior Detention is set for:**
- Students who have exhibited extreme disruptive/dangerous/poor behaviour
- Students who have failed to attend previous SMART/Subject detentions
- Students who have been late on at least 3 occasions during the week.
- Students who reach S4 on the Curriculum behaviour pathway.
- Students who receive an Incident Require Intervention (IRI) on CPOMS

**All detentions issued are recorded on CPOMS.**

**Non–Compliance with School Uniform Policy**

The school seeks to maintain high standard of school uniform and action will be taken where these standards are breached. Form Tutors, classroom staff, Year Co-ordinators and Heads of House will check that students are wearing the school uniform in the correct manner at the start of every lesson. In circumstances of minor uniform discrepancies students will be spoken to and the matter addressed at the time. Where the breach of uniform is serious and cooperation is not forthcoming from the student, then he/she will be isolated within the IEU / SZ and this will be logged on CPOMS.

**Searching screening and confiscation (Appendix B)**

The school has a statutory obligation to manage the health and safety of staff, students and visitors and ensure that school discipline is maintained. Under this authority, we reserve the right to search and screen students under the following circumstances and to confiscate items in line with DFE guidelines.

Any prohibited items (listed in Point 3) found in student's possession will be confiscated. These items will not be returned to students.

We will also confiscate any item which is harmful or detrimental to school discipline. These items will be returned to students after discussion with senior leaders and parents, if appropriate.
Searching and screening pupils is conducted in line with the DfE's latest guidance on searching, screening and confiscation.

**Use of Restraint (Appendix C)**

In cases where a student is at risk of causing harm to themselves, another student, an adult or damaging property, reasonable force may be used to control or restrain pupils.

In some circumstances, staff may use reasonable force to restrain a pupil to prevent them:

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 (CPOMS) and reported to parents / guardians

**6. Roles and Responsibilities**

**The Governing Board**

Sharples Governing Committee are responsible for reviewing and approving the written statement of behaviour principles.

The Governing Committee 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.

The governing committee is responsible for monitoring this behaviour policy's effectiveness and holding the headteacher to account for its implementation.

**The Headteacher**

The Headteacher is responsible for reviewing this behaviour policy in conjunction with the Governing Committee giving due consideration to the school's statement of behaviour principles. The head teacher 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.

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**Staff**

Staff are responsible for:

- Implementing the behaviour policy consistently
- Modelling positive behaviour
- Providing a personalised approach to the specific behavioural needs of particular students.
- Recording behaviour incidents (CPOMS)
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The Senior Leadership Team will support staff in responding to behaviour incidents.

**Parents/Guardians/Carers**

Parents/Guardians/Carers are expected to:

- Support their child in adhering to the pupil code of conduct
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher promptly.

**7. Student Code of Conduct**

Students are expected to conduct themselves with common sense always.  They must treat peers, staff and visitors with respect, courtesy and consideration.

**Registration**

- Students sit down and place their planner and basic equipment (pen, pencil ruler and rubber) on their desks for checking.
- Students are wearing the correct uniform.
- Students engage in activities as requested by their Form Tutor.

**At start of lessons**
- Students should arrive punctually.
- Books and basic equipment should be out.
- Planners should be placed visibly on desks.
- Bags should be placed on the floor.

**During lessons**
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 Curriculum Behaviour Pathway
- Develop a positive relationship with students, which may include:
    - Greeting students in the morning/at the start of lessons
    - Establishing clear routines
    - Communicating expectations of behaviour in ways other than verbally
    - Highlighting and promoting good behaviour
    - Concluding the day positively and starting the next day afresh
    - Having a plan for dealing with low-level disruption
    - Using positive reinforcement
- Students should not speak when the teacher is speaking to the whole class.
- Students should listen carefully and do their best always.
- Students should make it possible for all students to learn.
- All homework should be entered into planners.

**Movement to lessons**

- Students must walk on the left-hand side of corridors in a quiet and orderly manner.

**At break/lunchtime**

- All students must leave the school building unless they have permission to remain inside or are attending a club.
- At the sound of the first bell or whistle, students should go straight to their lessons in a quiet and orderly manner.
- Outer clothing (coats, scarves, and gloves) must be removed before re-entering the building.

**In and around the school, students should not:**

- leave classrooms or the school site without permission;
- show intimidating or aggressive behaviour (verbal or physical);
- use mobile phones, IPods or other electrical items;
- smoke on or near the school site;
- Use bad language or swear.
- chew gum or drink fizzy drinks;
- Drop litter.

**Journey to/from school**

Students are expected to act responsibly and conduct themselves in a manner considerate of others including residents. To refrain from behaving in a way that brings the school into disrepute.

**8. List of Rewards and Sanctions**

Positive behaviour will be rewarded with:

- Praise
- Reward points
- House points
- Letters or phone calls home to parents
- Special responsibilities/privileges

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

- A verbal reprimand
- Sending the pupil out of the class
- Expecting work to be completed at home, or at break or lunchtime
- Detention at break or lunchtime, or after school
- Referring the students to a senior member of staff
- Letters or phone calls home to parents

- Agreeing a behaviour contract
- Putting a student 'on report'
- Students accessing the Whole school behaviour pathway

We may use the (IEU / SZ) in response to serious or persistent breaches of this policy. Students may be sent to the (IEU / SZ) during lessons if they are disruptive, and they will be expected to complete the same work as they would in class.

Students who do not attend a given detention will be escalated to the next level of consequence.

The (IEU) is managed by (Ms J Gregory, Inclusion Manger and Ms M Moss, Pupil Intervention Officer)

## 9. 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.

## 10. Malicious Allegations

Where a student makes an accusation against a member of staff and that accusation is shown to have been malicious, the Headteacher will discipline the student in accordance with this policy.

Please refer to our safeguarding policy/statement of procedures for dealing with allegations of abuse against staff, for more information on responding to allegations of abuse.

The Headteacher will also consider the pastoral needs of staff accused of misconduct.

## 11. Student 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.

## 12. Student 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.

## 13. Training

Our staff are provided with training on managing behaviour, including proper use of restraint, as part of their induction process.

Behaviour management will also form part of continuing professional development.

A staff training log can be found in Appendix E

**14. Monitoring Arrangements**

This behaviour policy will be reviewed by the head teacher and The Governing Committee annually. At each review, the policy will be approved by the Headteacher.

The written statement of behaviour principles will be reviewed and approved by the Governing Committee, annually.

**15. Links with Other Policies**

This behaviour policy is linked to the following policies:

- Exclusions policy
- Safeguarding policy
- Anti-Bullying Policy