Berwick Academy Behaviour Policy

> 'The quality of learning, teaching and behaviour in schools are inseparable issues.'   Steer Report 2010

Values and principles

In addition, within the whole school community the following occurs –

- Good behaviour is rewarded and sanctions are always applied consistently for unacceptable behaviour including bullying and violence.

- Appropriate action is taken to reduce the risk of poor behaviour occurring, including particular action to prevent a disproportionate number of behaviour issues arising amongst vulnerable groups of students.

- Students whose behaviour and attendance deteriorates through events such as bereavement, abuse, mental illness or through divorce/separation of parents are identified and supported.

- All members of the school community are listened and responded to.

- All school staff model positive behaviour and promote it through active development of students social, emotional and behaviour skills via the curriculum, P4L/IAG programme and in school life generally

Our behaviour policy includes –

Steer's ten aspects of school practice that, when effective, contribute to the quality of pupil behaviour
1. A consistent approach to behaviour management, teaching and learning
2. School leadership
3. Classroom management, learning and teaching
4. Rewards and sanctions
5. Behaviour strategies and the teaching of good behaviour
6. Staff development and support
7. Pupil support systems
8. Liaison with parents and other agencies

9. Managing pupil transition
10. Organisation and facilities

- Students conduct outside the school gates [see section 11]

School will implement sanctions where student behaviour outside the school gates effects the school's reputation or behaviour within school.

- The use of Detention [See section 12]

Detention is used in our school and will be carried out in line with recent government guidelines.

- Confiscation of inappropriate items [See section13]

School have power to search and confiscate banned items and will confiscate them in line with the procedures set out

- Power to use reasonable force [see Section14]

Reasonable force will be used where students are at risk of injuring themselves, others, school property or infringing the right of other students to learn.

Each of these areas are explained in more detail in the following guidelines and appendices.

SECTION 1
A consistent approach to behaviour management, teaching and learning

Behaviour is managed by a staged process.

We aim to identify pupil who are persistent offenders or are beginning to be noticed because of 'low level' disruption. Where this occurs we –

- Ensure staff follow through issues with pupils indicating what must be done to improve
- Ensure that staff discuss with parents the schools concerns and agree a common way of working to help pupils make improvements to their behaviour
- Establish the best way of communicating with parents and provide regular feedback on the progress being made.

We believe consistent experience of good teaching and learning engages students and this reduces instances of poor behaviour. The consistent application of good behaviour management strategies helps students understand the school's expectations and allow staff to be mutually supportive.

As a school we will:

Include individual school approach to achieving all above points. Examples from Steer report –

- Assess staff needs and build into continuing Professional Development (CPD) programmes specific opportunities to discuss and learn about behaviour
- Identify those students who have learning and behavioural difficulties or are experiencing difficulties out of school and agree common ways of managing and meeting their needs
- Ensure that senior colleagues are highly visible at particular times of the day, to support staff and maintain a sense of calm and order. Critical times in a school day are at the beginning, break and lunch times, changes of lessons, and the end of the school day
- Ensure that senior managers regularly walk their building, going into classrooms and assessing how well staff are consistently applying the school's policies on behaviour improvement

It is vital this occurs as consistent application is vital if the policy is to be valued.

SECTION 2
School leadership

Effective leadership in school is central when creating a climate of security and good order that supports pupils in managing their behaviour. The leadership team and governors have a critical role in identifying and developing values and expectations that are shared with and accepted by pupils, parents and staff on a yearly basis. For the behaviour policy to be effective it needs to be understood and applied consistently by all staff. The leadership team have a responsibility to 'lead from the front,' however leadership to support positive behaviour must be shared across the whole staff, including senior and subject leaders, pastoral staff, classroom teachers and support staff.

Parents have a responsibility to support the high expectations of the school and the Governors play a pivotal role in monitoring and supporting the policies adopted.

As a school we will –

- In partnership with parent, set high expectations for pupils and staff in all aspects of the school's life and show how they are to be met. For example:
  - By clear codes of conduct
  - By guidance on how to improve their work
  - A dress code
- Ensure senior leaders use opportunities such as assemblies to articulate their expectations and reinforce them by their visibility around the building during the day
- Ensure senior leaders model the behaviour and social skills they want pupils and staff to use;
- Ensure staff are sufficiently trained and supported and know how to exercise their individual responsibility in the implementation of the school's behaviour policy
- Recognise that leaders at all levels require training if they are to act as mentors to less experienced staff
- Clearly identify the responsibilities and roles of senior staff for behaviour improvement

Mr Wickens, Assistant Headteacher, has responsibility for the behaviour policy and monitoring behaviour and its management across the school.

SECTION 3
Classroom management, learning and teaching

Schools must ensure an appropriate curriculum is offered, which must be accessible to pupils of all abilities and aptitudes. Schools should develop a Learning and Teaching policy that identifies the teaching and classroom management strategies to be followed by all staff. Consultation on the policy would involve all members of the school community. We believe that this approach, when supported by high quality assessment, assists pupils to learn and teachers to teach. By engaging pupils more effectively, standards of behaviour improve.

As a school we will –

- Ensure all staff follow the learning and teaching policy and behaviour code and apply agreed procedures;
- Plan lessons well, using strategies appropriate to the ability of the pupils;
- Use commonly agreed classroom management and behaviour strategies such as a formal way to start lessons for example waiting outside for the teacher to arrive, being greeted, use of a starter activity and sharing lesson objectives.
- Offer pupils the opportunity to take responsibility for aspects of their learning, working together in pairs, groups and as a whole class;
- Use Assessment for Learning techniques, such as peer and self- assessment, to increase students' involvement in their learning and promote good behaviour;
- Collect data on students' behaviour and learning and use it, for example, to plan future groupings and to target support on areas where pupils have the greatest difficulty;
- Ensure teachers build into their lessons opportunities to receive feedback from students on their progress and their future learning needs;
- Recognise that students are knowledgeable about their school experience, and have views about what helps them learn and how others' poor behaviour stops them from learning;
- Give opportunities for class, year and school councils to discuss and make recommendations about behaviour, including bullying, and the effectiveness of rewards and sanctions.
- Plan homework carefully so that all pupils have a clear understanding of what is expected of them.

See appendix which shows the Code of conduct that is displayed in all classroom regarding expectations. It is also printed on page 2 of the student planner.

SECTION 4
Rewards and sanctions

Our aim is to provide a range of opportunities in which pupils can excel and be rewarded and a practical set of sanctions that deal appropriately with poor behaviour. In schools with good standards of behaviour there is a balance between the use of rewards and sanctions. Praise is used to motivate and encourage whilst at the same time students are aware of sanctions that will be applied for poor behaviour.

Sanctions will be applied where the pupils conduct falls below that which could reasonably be expected of them. Sanctions can only be applied by a paid member of staff, while on the school premises or in the care of the member of staff e.g. on a school trip, and must be reasonable in accordance with disability, Special Educational Needs, race and other equalities and human rights.

As a school-
- We will use the range of appropriate sanctions and ensure that they are applied fairly and consistently by all staff
- By using the Choices and Consequences Ladder [introduced Sept 2013 to be evaluated at the end of Autumn term with the view to make appropriate amendments]
- Ensure sanctions are taken against students who are found to have made malicious allegations against school staff. This could include use of Isolation or in extreme cases exclusion

It is important that our system identifies matters that should be dealt with by classroom teachers and those which require referral to a more senior member of staff.

We will use an achievement point system to reward students. All staff can award achievement points for
- Marked Improvement
- Being Enterprising
- High Quality Learning
- Showing Great Friendship
- Showing Exceptional Respect
- Achieving 100% attendance in week
- Being Student of the Month
- Being a term Winner

Departments also use their own methods of rewarding students e.g. stickers, postcards home

Detention will be used and parental consent is not required.

SECTION 5
Behaviour strategies and the teaching of good behaviour

Understanding how to behave has to be taught. Our school adopts procedures and practices that help pupils learn how to behave appropriately. Good behaviour must be modelled by adults in their interactions with pupils. We are aware that there are many policies and practices to develop good behaviour in the early years of education that are applicable to older pupils. It is important that we build on the skills pupils have developed. We recognise that children learn respect by receiving it. How staff speak to pupils and praise them helps motivate them to do well. By not taking account of pupils' prior learning, we can inadvertently de-skill and de-motivate our pupils

As a school we will –

- Ensure all staff understand, and use consistently, the behaviour management strategies agreed by the governing body and school community;
- Use pupil tracking systems to identify positive and negative behaviour.
- Ensure all staff joining the school (including supply teachers) are given clear guidance and use the school's systems and its expectations for behaviour.
- Provide for our students who require it, support in developing emotional and social aspects of learning.
- Work in partnership with Parents on all matters concerning student progress and achievement in personal social and academic areas.

SECTION 6
Staff development and support

As a school we know that all staff should be equipped with the skills necessary to understand and manage pupil behaviour effectively. Training and coaching are both vital elements of a high quality professional development programme.

As a school we will –

- provide regular opportunities for all staff to share and develop their skills in promoting positive behaviour;
- monitor the effectiveness of the behaviour management techniques used by the school as part of the school performance management system;
- Ensure that all staff joining the school receive induction training. This need applies equally to Newly Qualified Teachers, senior managers and experienced teachers from other schools whose needs are often neglected;
- Create opportunities for staff to learn from the expertise of those with a particular responsibility for pupils whose behaviour is challenging. This could include teachers who manage Nurture Groups, Learning Support Units or other provision, and specialist advisory staff;
- Develop the specialist skills of staff who have particular leadership responsibilities for improving behaviour.

SECTION 7
Pupil support systems

We believe it is important for schools to have effective pastoral support systems.

As a school we will –

- Recognise that a good pastoral system involves teachers and support staff.
- Ensure that staff allocated with pastoral responsibilities:
  - o have appropriate time to carry out their task;
  - o are appropriately trained;
  - o have adequate administration support;
  - o Have access to specialist support e.g.
    - Educational psychologists,
    - Education Welfare Officers,
    - Child and Adolescent Mental Health Services and Speech
    - Language Specialists.
    - Locality Inclusion Support Teams
    - Targeted Youth Support Teams.
- Recognise that pupil support is not just about behaviour. We believe good pastoral support is concerned with academic attainment and developing pupils' ability to become good citizens*;*
- Ensure that pastoral staff understand and are responsive to the needs of particular groups within the school and wider community;
- Ensure that pupils are helped to identify as belonging to a community by sharing a common dress code.

We recognise that the Every Child Matters (ECM) agenda identifies that children should feel safe, be healthy, and enjoy and achieve in school. This cannot take place in a climate that allows bullying, harassment and oppressive behaviour to thrive.

As a result as a school we will –

- regularly make clear to pupils, parents and staff, that bullying, harassment and oppressive behaviour in any form is totally unacceptable and will not be tolerated;
- ensure that bullying, harassment and oppressive behaviour is punished;
- Use the Anti-Bullying Charter for Action to involve pupils in creating systems to support each other. E.g. Restorative Justice, Peer Mentor systems.
- have appointed a range of support staff to work with parents, allowing for early intervention and support when problems arise

SECTION 8
Liaison with parents and other agencies

We firmly believe we must work in partnership with parent/carers on all aspects of a young person's education including their behaviour. We accept that good liaison takes time, is demanding and requires resources. We are highly active in establishing these links and forging positive relationships. We ensure we evaluate our contact with parents to build upon good practice identified and amend as appropriate.

As a school we will –

- Ensure that reception and other support staff and teachers are trained, so that they are welcoming, and have the skills to deal with difficult parental conversations;
- Have clear and well understood procedures in place for dealing with distressed and angry parents
- Ensure parents and carers hear from the school when their children are doing well so that the first contact is positive. There is a greater willingness to work with the school when the parent or carer believes the school has the pupil's best interest at heart;
- Allocate sufficient resources to allow the school to communicate effectively with parents and carers
- We are aware our parents too must behave appropriately towards school staff. Although abusive and intimidating behaviour can come about through frustration, we will take legal advice as appropriate as such behaviour is not acceptable and cannot be tolerated.
- Take advantage of new technology such as emails and mobile phones to improve communications with parents and carers. This should not replace personal contact.
- We believe that working with other agencies is important.

SECTION 9
Managing pupil transition

We are aware students find moves between schools and key stages unsettling and provide appropriate support and guidance whether they start at the beginning of a school year or depart or arrive part way through.

As a school we will –

- Ensure that teachers receiving a new class are given appropriate information to help the teacher plan work and manage the class.
- Ensure the class teacher receives and can build on the social, emotional and behavioural skills already developed by previous teachers, schools. We recognise that change causes anxiety and if not carefully managed can adversely affect pupils' motivation, attitude, attainment and behaviour. We work closely with parents/carers at transition to reduce this stress.
- Ensure in the event of a managed move the managed move protocols are followed.
- Provide transition days and events.
- Ensure that students support each other via our peer support programme.

SECTION 10
Organisation and facilities

We are aware that the school ethos is communicated in actions as well as words. Pupils attitudes can be positively or negatively influenced by the ambience of the schools physical elements as well as the personal interactions with staff.

As a school we will –

- Recognise that good behaviour and learning are improved when pupils and staff enjoy an attractive, clean environment and therefore ensure we keep repairs and maintenance up to date.
- Ensure that when graffiti/mess occurs it is cleaned up immediately
- Ensure the toilets are clean throughout the day, have soap/paper towels/hand dryers.
- Ensure that social areas in the school are identified and seating provided to encourage pupils to interact.
- Ensure timetabling arrangements are checked to see whether they cause difficulties for particular groups of pupils and teachers, for example -.
- Ensure that at key points of movement, staff are on duty to supervise.
- Create a welcoming and comfortable area where parents can be received.

SECTION 11
Pupil Behaviour Outside the School Gate

Teachers have a statutory power to discipline pupils for misbehaving outside the school premises. They <u>may</u> discipline a pupil for:
- Any misbehaviour when the child is:
    - Taking part in any school-organised or school-related activity or
    - Travelling to or from school or
    - Wearing school uniform or
    - In some other way identifiable as a pupil at the school.

- Misbehaviour at any time, whether or not the conditions about apply, that:
    - Could have repercussions for the orderly running of the school or
    - Poses a threat to another pupil or member of the public or
    - Could adversely affect the reputation of the school.

Discipline will always be carried out in accordance with the staged sanctions laid out in this policy.

On occasions the school may deem another agency more appropriate to deal with the incident or issue e.g. police.

SECTION 12
The Use of Detention

Detention is used within our staged sanctions. [See Choices and Consequences ladder]

Detentions in our school can be given by teaching staff and key support staff e.g. teaching assistants and cover supervisors.

Detentions can be given within the school day e.g. at lunchtimes, or outside of the school day e.g. after school, *at weekends except where preceding or following the half term breaks or on non-teaching days – usually referred to as 'training days'.*

We are **not required to give 24hours** notice for a detention but would always endeavour to do so by *phone* where the detention is to be held outside of school hours. School will take consideration when deciding the timing of the detention and will

- Consider whether suitable travel arrangements can be made by the parent for the pupil if the detention is to be held outside of school hours. It does not consider if making these arrangements is inconvenient.
- Ensure students have a reasonable time for having their lunch and using the toilet where lunchtime detentions are used.

SECTION 13
Confiscation of inappropriate items

Students will be searched where there are reasonable grounds for suspecting that they are in possession of a prohibited item as set out in the table below. They can be searched on school premises or, if elsewhere, where the member of staff has lawful control or charge of the pupil e.g. on a school trip

If a member of staff suspects a student has a banned item in their possession, they can instruct the pupil to turn out their pockets or bag/locker and if the pupil refuses, the teacher shall apply an appropriate sanction in line with the stages already described.

If the student refuses to be searched, the Head teacher or **key senior staff** [Deputy Head teacher, Assistant Head teacher or Head of Year] can still carry out a search in line with the following guidelines

1. The item is a prohibited item. Prohibited items are knives or weapons, alcohol, illegal drugs and stolen items. They are also 'an article that the member of staff 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.
2. Ensure the member of staff has reasonable ground for suspicion. For example, they might have heard other students talking about the item or they might have noticed a pupil behaving in a way that causes them to be suspicious.
3. The search should be carried out by a person of the same sex where possible and in the presence of the student and with another member of staff (preferably of the same sex where possible.)
4. The person conducting the search may not require the student to remove any clothing other than outer clothing such as hats, shoes, boots, gloves, coats, scarves. Jumpers/sweatshirt would also be included where the student had a t-shirt or shirt beneath it.
5. The person conducting the search may search any of the students possessions, this includes any goods over which the student has or appears to have control e.g. lockers and bags

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 have acted lawfully, are in line with the guidelines above and have dealt with the confiscated items in line with the procedures set out on next page.

After the search school will confiscate the item and dispose of it in the following way -

Items banned in the school rules	Procedure after confiscation
Mobile phones	*Held until the end of the day and then returned to the student*
Cigarettes	*Thrown away*
Ipod	*Held until the end of the day and then returned to the student.*
Prohibited items	
Knives and other weapons	Handed over to police
Alcohol	Poured down a sink or returned to parents
Controlled drugs	Handed over to police
Other substances not believed to be controlled drugs	Handed over to police or disposed of
Stolen items	Handed to police if of high value Returned to the owner where of small value
An article that a member of staff reasonably suspects has been, or is likely to be used to commit an offence or cause personal injury to, or damage to the property of, any person in school	Returned to parents Handed to police if offence committed

Should the school have concerns in line with the table below about any data or files on a confiscated device they may examine it and may erase said data or files. Again this should be carried out with the pupil present and in the presence of another member of staff.

Data or files which could be searched for	Procedure if found
Indecent pictures that may cause harm or offence to others in the school community	*Files deleted and device returned to pupil at end of school day*
Information relating to illegal activity in school	*Device handed to police*
Photographs of staff members	*Files deleted and device returned at end of school day*

SECTION 14
The use of reasonable force

Schools have a legal duty of care for all their students. Where a student is creating a situation where they are threatening the well-being of other student's reasonable force may need to be used to control or restrain. It will only be used as a final option. Staff will always try to intervene verbally before using reasonable force. Where staff fear for their own safety and the student is not responding to a verbal request, help should be sort before intervening.

Reasonable force can be used to prevent students –
- from hurting themselves or others,
- causing damage to property or
- causing disorder within the class or school grounds.

In our school we will use reasonable force to –
- remove disruptive children 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 student leaving the classroom where allowing the student to leave would risk their safety or lead to behaviour that disrupts the behaviour of others
- prevent a pupil from attacking a member of staff or another pupil,
- to stop a fight in the playground
- restrain a pupil at risk of harming themselves through physical outbursts

Reasonable adjustments will be made for disabled children or children with SEN.

Where reasonable force has been used school parents will be informed.

All complaints about the use of force will be thoroughly, speedily and appropriately investigated in line with the schools complaints policy. The onus is on the person making the complaint to prove that their allegations are true and not the member of staff to show they acted reasonably. Suspension is not an automatic response to a complaint being made.

Revision Record of Issued Versions				
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Berwick Academy	02/10/2013	Full Governing Body	1.0	Final Version
Berwick Academy			1.1	Amend responsible person on policy. Sept 2015
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