

## BEHAVIOUR POLICY

### Ethos

Shaftesbury School aims to provide a caring, inclusive and supportive community in which all students feel a sense of belonging, thus helping them become mature, responsible, thoughtful and well-adjusted young people with a sense of self-respect and confidence. The principles of this policy derive directly from the school's core values.

This Behaviour Policy acknowledges the school's legal duties under the Equality Act 2010 in respect of safeguarding and in respect of students with Special Educational Needs and Disabilities (SEND). In addition, this policy takes account of guidance provided by the Department of Education in relation to behaviour and discipline, screening and searching students, confiscation of inappropriate items, the power to use reasonable force and other physical contact. In addition this policy works alongside the Safeguarding policy and is viewed within the framework of statutory guidance in "Keeping Children Safe in Education".

### **Under the Education and Inspections Act 2006 it is the right of the school:**

- To make clear the school's statutory power to discipline students and that students and parents will need to respect this.
- To enforce their school behaviour policy – including rules and disciplinary measures.
- To expect students and parents' cooperation in maintaining an orderly climate for learning.
- To expect student and parents to respect the rights of other students and adults in the school.
- To take firm action against students who harass or denigrate teachers or other school staff, on or off premises – engaging external support services, including the police, as appropriate.

### **Equally, it is the responsibility of the school:**

- To ensure the whole school community is informed about the principles of the school behaviour policy.
- To ensure the school behaviour policy does not discriminate against any student on e.g. grounds of race, gender, disability or sexual orientation and that it promotes good relations between different communities.
- To ensure staff are clear about the extent of their disciplinary authority and receive necessary professional development on behaviour strategies.
- To support, praise and as appropriate reward students' good behaviour.
- To apply sanctions fairly, consistently, proportionately and reasonably – taking account of SEND, disability and the needs of vulnerable children and offering support as appropriate.
- To make alternative provision for fixed period excluded students, and where appropriate to arrange reintegration interviews for parents at the end of a fixed period exclusion

- To take all reasonable measures to protect the safety and wellbeing of staff and students, including preventing all forms of bullying and dealing effectively with reports and complaints about bullying.
- To promote positive behaviour through active development of students' social, emotional and behavioural skills.
- To keep parents informed of their child's behaviour – good as well as bad, use appropriate methods of engaging them and, where necessary, support them in meeting their parental responsibilities.
- To work with other agencies to promote community cohesion and safety.

### **Promoting good behaviour**

We are committed to the modelling and teaching of good behaviour and recognise that all interactions within school provide the opportunity to model it.

Staff recognises that lesson content, classroom management and organisation and teaching and learning strategies are all contributory factors to student behaviour.

### **Code of Conduct**

The governors are committed to securing the well-being of all members of the school community by creating a safe, secure and stimulating learning environment. Shaftesbury School has guidelines for student conduct and classroom expectations which are designed to set high standards of behaviour and to be consistently applied by members of staff. However, discretion and individual circumstances will be taken account of when deciding on action. We are committed to ensuring the welfare of all students. Vulnerable students, including looked after children, those with SEND, physical or mental needs, will receive behavioural support according to their needs.

### **CODE OF CONDUCT**

#### **Principles:**

All students are expected to do the following at all times:

- Behave in a manner which enables them to gain the most from their time in school in all circumstances, both in and out of school.
- Have a high standard of personal conduct which enables them to be effective learners in the classroom, arriving punctually for every activity and every day.
- Be safe, caring and considerate members of the school community, never placing other students, staff or visitors at risk. Respect will be shown to those in authority at all times.
- Respect the property and buildings of the school, and that of others.
- Never cause disruption to their own learning or that of others, encouraging others to behave well through their own example.
- Wear the school uniform appropriately, without variation or additions, and have the right equipment and attitude for each lesson.
- Follow the instructions of anyone who works for the school including those authorised by the Headteacher in a non-paid role.
- Be truthful and honest.

**On a day to day basis students should:**

- Attend every lesson
- Arrive on time
- Bring all the equipment they need in a suitable bag
- Put bags and coats out of the way
- Begin and end the lesson in a polite and orderly way
- Listen carefully
- Follow instructions
- Work hard
- Ask for help when they need it in a polite and respectful manner
- Help each other when it is appropriate but don't distract or annoy anyone
- Be sensible at all times
- Do home study as well as they can and hand it on time
- Not eat in the classroom unless given specific permission by the teacher

**Students should treat people with respect:**

This includes:

- Using a quiet voice - there is no need to shout
- Using language which is neither abusive nor offensive
- Offering help to others
- Being polite to visitors
- Trying to understand other people's point of view
- Not interrupting anybody or being interrupted by others
- Being silent when required
- Not answering back

**Students should keep the school clean and tidy so that it is always a welcoming place, which we can be proud of:**

This includes:

- Taking great care of our displays
- Keeping the walls and furniture clean and unmarked
- Putting litter in the bins
- Wear the correct uniform at all times
- Reporting any damage seen to a member of staff
- Using toilets and showers in an acceptable way
- Not to use chewing gum

**Students should move quietly and considerately about school**

This includes:

- Lining up sensibly outside classrooms
- Walking to lessons rather than running, pushing or barging past others
- Being ready to help by opening doors

## **Rewards**

Students are encouraged to reach the highest standards both in terms of their work and personal development. A range of measures is used to reward students' achievements and progress. These include:

- Verbal praise; a written comment on students' work, a letter or phone call to parents;
- Housepoints for effort, achievement, behaviour, contribution to school events, positive contribution in class and excellent effort;
- Attendance certificates;
- Displays of students' work in school; acknowledgement in assemblies; special awards either in assembly or at awards evening;
- Special responsibilities or privileges, such as being a house captain or sixth form mentor.

## **Sanctions**

Where appropriate, staff will use non-sanction based methods, as part of good teaching and learning, to manage behaviour in the classroom before resorting to application of the available sanctions. This may not always be possible.

### **Positive strategies to manage students can include:**

The number one strategy is top quality teaching and learning.

Others include:

Praise, giving students responsibility, reminders about appropriate conduct, seating plans, moving students to a different seat, giving students time to take up an instruction, recording the name of a disruptive student, explaining the next steps where a student fails to behave appropriately.

*Placing students outside a classroom unattended is not normally appropriate.* In extreme circumstances it may be necessary for a student to be removed from a lesson by another member of staff. In this instance the original member of staff remains responsible for the follow-up and recording of the incident. Help of a senior member of staff may be requested via reception.

Staff should always seek to use the lowest significance of sanction to achieve a change in behaviour. In the case of uncertainty staff should consult with a more senior or experienced colleague. Sanctions and rewards must be proportionate to the incident.

The best behaviour management is based on mutual respect. If staff are confident, well-prepared and give students a challenging but enjoyable experience then good behaviour will follow. Where sanctions are needed they are best applied by the member of staff concerned, with the aim of repairing and improving relationships or teaching the consequences of actions.

Sanctions are more likely to promote positive behaviour and regular attendance if students see them as fair and are less likely to be challenged by parents if they are administered as part of a staged response.

Having rigid categories of behaviour with associated scales of punishment is not effective. All staff are professionals and use their discretion. The most effective management of behaviour is undertaken by the member of staff immediately involved. There are a number of strategies that can be invoked dependent on the behaviour being encountered. The key question is: who intervenes when and what action is taken by whom?

## **Bullying**

Bullying is being persistently hurt, frightened or threatened by someone else. Nobody deserves to be bullied; everyone has a right to feel safe in and out of school. Bullying will not be tolerated.

Students do not deserve:

- To suffer verbal abuse
- To suffer racist, homophobic or sexist comments/ behaviour
- To be hit or physically hurt
- To have possessions stolen or touched without permission

Nobody should suffer the results of other people's actions. It is everyone's responsibility – staff and students – to prevent bullying. Students are encouraged to talk to any member of staff with whom they feel comfortable.

## **Use of Reasonable Force**

In certain circumstances all members of school staff have a legal power to use reasonable force to maintain good order and discipline in the classroom and to prevent students from:

- Committing an offence
- Hurting themselves or others
- Damaging property
- Causing disorder

This power will also apply to people whom the Headteacher has temporarily put in charge of students such as volunteers or parents accompanying students on a school organised visit. Up-to-date records are kept of any incidents where restraint is used and parents will be informed of such incidents. No member of staff is to put their own safety or professional status at risk by taking such action.

## **Policy Statement on mobile and electronic devices in school**

This statement covers all personal electronic devices, including telephones, laptops, e-readers and other small electronic items.

Students are encouraged not to bring expensive items to school and if parents allow students to bring them the school accepts no liability for their loss or damage unless caused directly by the actions of school staff. If students bring these items to school then they should retain these with them during the day and remain responsible for them. All electronic devices must remain switched off in school with the following exceptions:

Students may be permitted by teachers to use items in the classroom for the purposes of supporting learning. Items may not be used for photographic, video or sound recording purposes unless with the permission of a supervising teacher.

Students may use items, with the use of earphones at a low volume level, to listen to music at break or lunchtime when seated in the hall, outside areas or other designated area during wet break or lunch. Items will be confiscated by the school where they are not used in line with this policy. Where the school becomes aware of misuse of an electronic device then it is liable to confiscation for an extended period and subsequent action may be taken within the scope of the behaviour policy and appropriate legislation.

## Guidance on strategies

Level		Response strategies may include
1	<p>Examples include:</p> <p>Low level disruption  Off task Underperformance  Lateness  Rudeness  One-off minor incident  Uniform  Lack of homework  Lack of classwork  Chewing  Litter  Lack of planner  Graffiti in books  Phone or headphone related misbehavior  Failure to follow an instruction</p>	<ul style="list-style-type: none"> <li>• A verbal warning</li> <li>• An apology – verbal (or written)</li> <li>• Moved in the classroom</li> <li>• Breaktime detention</li> <li>• Lunchtime detention</li> <li>• After School detention</li> <li>• Contact home</li> <li>• Repeated detentions</li> <li>• Moved to a different classroom</li> <li>• Completion of unfinished work</li> <li>• Community service or other tasks such as lines</li> <li>• Confiscation of items</li> <li>• Loss of responsibilities, extra curricular or enrichment activities</li> <li>• Extended detention after school, on training days or on a Saturday (where authorised by the Headteacher)</li> <li>• Regular reporting to a member of staff, HOD/tutor/Progress leader or</li> </ul>
2	<p>Examples include:</p> <p>Lack of respect for staff/peers  Graffiti on desks/walls  Repeated truancy  Repeated failure to follow instructions  Threatening or aggressive behaviour  Swearing in the presence of staff</p>	<ul style="list-style-type: none"> <li>• Any of the level 1 strategies</li> <li>• Removal from class for the remained of a lesson to a sixth form lesson or another suitable venue or by Leadership team in extreme cases</li> <li>• Meeting with parents</li> <li>• Report/target card arranged with department head or progress leader</li> <li>• Extended community service</li> <li>• Internal isolation for 1 day (where authorised by Leadership Team or Progress Leader)</li> </ul>

<b>3</b>	<p>Examples include:</p> <p>Swearing directly at a member of staff or other adult</p> <p>Fighting</p> <p>Theft</p> <p>Possession of illegal substances</p> <p>Possession of a knife or other item which may be used as a weapon</p> <p>Supply of illegal substances</p> <p>Persistent bullying</p> <p>Racist incidents</p> <p>Inappropriate sexual behaviour</p> <p>Violence and/or vandalism</p> <p>Any other behaviour deemed outside the realm of acceptable conduct in school</p>	<ul style="list-style-type: none"> <li>• Any of the above L1 or 2 strategies</li> <li>• Internal Isolation for an extended period</li> <li>• Fixed term external exclusion</li> <li>• Restorative Justice meeting</li> <li>• Meeting with Leadership Team / governor panel</li> <li>• Report/target card for an extended period</li> <li>• Pastoral support plan / CAF</li> <li>• Referral to outside agencies</li> <li>• Acceptable behaviour contract</li> <li>• Permanent exclusion</li> </ul> <p>Only the Headteacher has the authority to exclude a student.</p>
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### Support for Students

In order to pre-empt the escalation of behaviour problems, the school offers the following support:

- Discussion of behaviour issues with members of staff
- Contact with parents at an early stage.
- Placement on report using staged approach
- Mentoring
- 6 week programmes on improving elements of behaviour
- Individual behaviour targets

### Support for Parents

- Home school agreement to clarify expectations
- Information evenings for parents on specific issues
- Letters home regarding child's behaviour, including positive feedback
- Parents' evenings
- Face to face meetings for early intervention; advice given for strategies to use
- Referrals are made to relevant outside agencies
- Reintegration meetings after exclusions to avoid future problems

## Staff Roles and Responsibilities

All adults have a statutory authority to discipline students whose behaviour is unacceptable, who break the school rules or who fail to follow a reasonable instruction.

**The responsibility also applies to all paid staff with responsibility for students, such as teaching assistants, as laid out below.**

<p><b>Subject Teachers</b> Are responsible for consistently following the school agreed Behaviour Policy and for meeting the school's expectations. Whilst we acknowledge that every teacher will have their own strategies for addressing inappropriate conduct the rewards and sanctions are applied in line with the School's agreed Behaviour Policy</p>	L 1/2
<p><b>Teaching Assistants / Learning Mentors</b> Are responsible for consistently following the agreed Behaviour Policy and for meeting the school's expectations. Teaching Assistants support the teacher in applying the appropriate behaviour standards in the classroom.</p>	
<p><b>Support Staff</b> Are responsible for consistently following the agreed Behaviour Policy and for meeting the school's expectations.</p>	L1
<p><b>Tutors</b> Are responsible for monitoring merits / awards, incident reports and detentions of members of their tutor group. Tutors may coach, mentor and guide students should they display concerning behaviour and inform the Progress Leader and parents throughout the process. Tutors are responsible for liaising with subject staff/SEND department/inclusion team/outside agencies as appropriate to address inclusion issues for particular student(s) in their tutor group. Tutors are responsible for communicating concerns and praise with parents.</p>	L1/2
<p><b>Heads of Department</b> Are responsible for monitoring and managing the behaviour of students in their subject area. They are responsible for supporting members of their department, ensuring a range of strategies are available to their department staff, including consistent use of the Shaftesbury School Behaviour Policy in the classroom. They are responsible for ensuring that department detentions take place and are monitored. They are responsible for establishing department specific routines to support departmental colleagues where issues of poor behaviour arise. They are responsible for liaising with Progress Leader/Leadership Team with specific causes of concern/incidents.</p>	L1/2



<p><b>Pastoral staff with the support of Progress leaders</b>          Are responsible for monitoring and managing the behaviour of the students in their year(s). This includes intervening when students reach threshold totals of incident reports or detentions. Progress leaders are responsible for arranging meetings with parents to alert them to general concerns about the behaviour of their son or daughter. As the managers of tutors for their tutorial role, Progress leaders are responsible for ensuring that tutors fulfil their responsibilities as per Behaviour Policy. Progress leaders or pastoral staff may put students on internal exclusion in consultation with the Leadership Team. The Progress Leader is also responsible for liaising with Leadership Team/SENCo where a student's infringement of the Behaviour Code may signal special educational needs and/or specific intervention is required to support the student effectively. Progress leaders shall communicate any concerns and/or praise with parents.</p>	L1/2
<p><b>Senior Leadership Team</b>          Supports staff by consistently enforcing the Behaviour Policy and by reviewing and monitoring the Behaviour Policy in the light of ongoing practice.</p>	L1/2/3
<p><b>Parents</b>          Are responsible for supporting the school's ethos and Behaviour Policy and adhering to the Home School Agreement.</p>	
<p><b>Outside agencies</b>          Are responsible for supporting the school with students referred to them.</p>	
<p><b>Governors</b>          Are responsible for approving and reviewing all policies including the Behaviour Policy, monitoring fixed term exclusions, discipline committee meetings for fixed term and permanent exclusions and are involved with Headteacher / Parent / Governor meetings for students on route to permanent exclusion.</p>	
<p><b>External coaches, music teachers,</b> must familiarise themselves with the school code of conduct</p>	L1
<p><b>Catering staff</b>          Refer to any staff member on duty in the canteen</p>	L1

## **Guidance:**

### **Detentions**

Detentions are a standard consequence, arranged by the teachers for infringements of the code of conduct in the lesson. These will be at a time determined by the teacher, break time, lunch time or after school. Failure to attend may lead to an extended after school department detention, and/or Progress Leader detention. Detentions beyond the end of the school day require parental notice and this is normally 24 hours. Teachers must not cause a student to miss a bus by detaining them at the end of the day without appropriate notice to parents.

### **Lateness**

Are standard consequences for students who are persistently late to school. These will take place after school; 24 hours' notice is always given either in writing or via the student's organiser by the Progress Leader / Tutor /Attendance team and are managed by the pastoral team.

### **Support for staff**

- All staff are aware which sanctions they can apply and which may only be applied by more senior staff
- All staff receive training on what is acceptable conduct and what is not; specific reference is made to contact with students, both physical and electronic
- All staff are CRB checked and the school adopts all the guidelines contained in the *Safeguarding Children and Safer Recruitment in Education*. This sets out the responsibilities of local authorities, schools and FE colleges to safeguard and promote the welfare of children and young people, and details the process for dealing with allegations of abuse against staff.

### **Confiscated items and searches**

- Searches may be conducted by school staff authorized to do so by the Headteacher or his deputy. These are subject to DFE guidance on the law.
- To be lawful, confiscation must be a reasonable sanction in the circumstances of the particular case.
- Decisions about retention and disposal of confiscated property must also be reasonable in the circumstances of the particular case. Prohibited items include: weapons, knives, alcohol, illegal drugs, stolen items, tobacco and cigarette papers, fireworks, pornographic images, any article that could be used to cause harm and any item banned by the school rules.

### **Fixed Term Exclusions**

Will be used for an instance of serious misconduct, physical abuse of a school member, continued refusal to abide by the rules and / or do as requested by a member of staff, bringing the school into disrepute. A student will be deemed to be acting as a member of the school irrespective of the time of the incident / issue if it is proved to be school related. Parents will be contacted by telephone, and will also receive a letter from the school outlining details of the exclusion and work will be issued to the student. Parents and students will then attend an interview with a member of Leadership Team before the return to school where expectations for improvement will be discussed.

### **Student misbehaviour outside school**

We have a statutory power to regulate the behaviour of students when off school premises and not supervised by school staff. The school's Behaviour Policy will be considered when addressing any non- criminal bad behaviour and/or bullying which occurs anywhere off the school premises and which is either witnessed by a staff member or reported to the school.

Shaftesbury School has expectations of positive behaviour off the school site. This includes behaviour on activities arranged by the school such as educational visits and sporting events; behaviour on the way to and from school; and behaviour when wearing school uniform in a public place.

The Headteacher will be responsible for determining whether a matter will be pursued by the school.

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Review:

Title of Policy	Behaviour Policy
Adopted	September 2016
Cycle	Annual
Policy Prepared By	Mr Mark Blackman
Date of Next Review	Autumn 2017
Date:	Signed: