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## **Behaviour Policy**

### **Aims**

This policy aims to:

- Provide a consistent approach to behaviour management that is applied equally to all students.
- Define what we consider to be unacceptable behaviour, including bullying and discrimination.
- Outline how students are expected to behave.
- Identify any safeguarding concerns that are the root of any unacceptable behaviour.
- Summarise the roles and responsibilities of different people in the school community with regards to behaviour management.
- Outline our system of rewards and sanctions.
- Consider what extra support can be offered to groups of students who are at a higher risk of exclusion, or students who are particularly vulnerable to the impacts of exclusion.

### **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](#)
- [Keeping Children Safe in Education](#)
- [School suspensions and permanent exclusions](#)
- [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 must publish their behaviour policy online

### 3. Definitions

**Misbehaviour** is defined as:

- Disruption in lessons, in corridors between lessons, and at break and lunchtimes.
- Non-completion of classwork or homework.
- Poor attitude.
- Incorrect uniform.
- Using a mobile phone in school.

**Serious misbehaviour** is defined as:

- Repeated breaches of the school rules.
- Any form of bullying.
- Sexual violence, such as rape, assault by penetration, or sexual assault (intentional sexual touching without consent).
- Sexual harassment, meaning unwanted conduct of a sexual nature, such as:
  - Sexual comments
  - Sexual jokes or taunting
  - Physical behaviour like interfering with clothes
  - Online sexual harassment such as unwanted sexual comments and messages (including on social media), sharing of nude or semi-nude images and/or videos, or sharing of unwanted explicit content
- Vandalism.
- Theft.
- Fighting.
- Smoking or vaping.

- Racist, sexist, homophobic or discriminatory behaviour.
- Possession of any prohibited items. These are:
  - Knives or weapons
  - Alcohol
  - Illegal drugs
  - Stolen items
  - Tobacco and cigarette papers
  - Vapes
  - Fireworks
  - Pornographic images
- Any article a staff member 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 (including the student).

## Bullying

**Bullying** is defined as the repetitive, intentional harming of 1 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.
Prejudice-based and discriminatory, including: <ul style="list-style-type: none"> <li>• Racial</li> <li>• Faith-based</li> <li>• Gendered (sexist)</li> <li>• Homophobic/biphobic</li> <li>• Transphobic</li> <li>• Disability-based</li> </ul>	Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality).

TYPE OF BULLYING	DEFINITION
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 strategy.

## **Roles and responsibilities**

### **The governing board**

The governing body is responsible for reviewing and approving the written statement of behaviour principles (appendix 1).

The governing body 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 headteacher**

The headteacher is responsible for reviewing this behaviour policy in conjunction with the governing body giving due consideration to the school's statement of behaviour principles (appendix 1). The headteacher 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 to all groups of students.

The headteacher will ensure that this behaviour policy works alongside the safeguarding policy to offer pupils both sanctions and support when necessary.

The headteacher will ensure that the data from the behaviour log is reviewed regularly, to make sure that no groups of students are being disproportionately impacted by this policy.

### **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 on Trackit.

The senior leadership team will support staff in responding to behaviour incidents.

## **Parents**

Parents are expected to:

- Support their child in adhering to the student 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.

## **6. Student code of conduct**

Students are expected to:

- Behave in an orderly and self-controlled way.
- Show respect to members of staff and each other.
- In class, make it possible for all students to learn.
- Move quietly around the school.
- Treat the school buildings and school property with respect.
- Wear the correct uniform at all times.
- Accept sanctions when given.
- Have mobile phones put away when in school.
- Refrain from behaving in a way that brings the school into disrepute, including when outside school.

## **7. Rewards and sanctions**

When considering the behaviour of any student with SEND, the school will carefully consider whether the pupil understood the rule or instruction, and whether they were unable to act differently on account of their SEND. We will then assess if it is appropriate to use a sanction and if so, whether any adjustments need to be made to the sanction.

### **List of rewards and sanctions**

Positive behaviour will be rewarded with:

- Praise.
- Positive behaviour points which are logged on Trackit communicated home via the App.

- Reward badges.
- Phone calls home to parents.
- Positive app messages.
- Prizes.

The school may use 1 or more of the following sanctions in response to unacceptable behaviour:

- A verbal reprimand.
- Sending the student 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 student to a senior member of staff.
- Letters or phone calls home to parents.
- Agreeing a behaviour contract.
- Putting a student 'on report'.

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

The isolation room is managed by pastoral members of staff.

### **Zero-tolerance approach to sexual harassment and sexual violence**

The school will ensure that all incidents of sexual harassment and/or violence are met with a suitable response, and never ignored.

Pupils are encouraged to report anything that makes them uncomfortable, no matter how 'small' they feel it might be.

The school's response will be:

- Proportionate
- Considered
- Supportive
- Decided on a case-by-case basis

The school has procedures in place to respond to any allegations or concerns regarding a child's safety or wellbeing. These include clear processes for:

- Responding to a report.
- Carrying out risk assessments, where appropriate, to help determine whether to:
  - Manage the incident internally.

- Refer to early help.
- Refer to children's social care.
- Report to the police.

Please refer to our child protection and safeguarding policy for more information.

### **Off-site behaviour**

Sanctions may be applied where a student has misbehaved off-site when representing the school. This means misbehaviour when the student is:

- Taking part in any school-organised or school-related activity (e.g. school trips).
- Travelling to or from school.
- Wearing school uniform.
- In any other way identifiable as a pupil of our school.

Sanctions may also be applied where a pupil has misbehaved off-site at any time, whether or not the conditions above apply, if the misbehaviour:

- Could have repercussions for the orderly running of the school.
- Poses a threat to another pupil or member of the public.
- Could adversely affect the reputation of the school.

Sanctions will only be given out on school premises or elsewhere when the pupil is under the lawful control of the staff member (e.g. on a school-organised trip).

### **Malicious allegations**

Where a student makes an allegation against a member of staff and that allegation is shown to have been deliberately invented or malicious, the school will discipline the pupil in accordance with this policy.

Where a student makes an allegation of sexual violence or sexual harassment against another student and that allegation is shown to have been deliberately invented or malicious, the school will discipline the student in accordance with this policy.

In all cases where an allegation is determined to be unsubstantiated, unfounded, false or malicious, the school (in collaboration with the local authority designated officer, where relevant) will consider whether the student who made the allegation is in need of help, or the allegation may have been a cry for help. If so, a referral to children's social care may be appropriate.

The school will also consider the pastoral needs of staff and pupils accused of misconduct.

Please refer to our child protection and safeguarding for more information on responding to allegations of abuse against staff or other pupils.

## **Behaviour management**

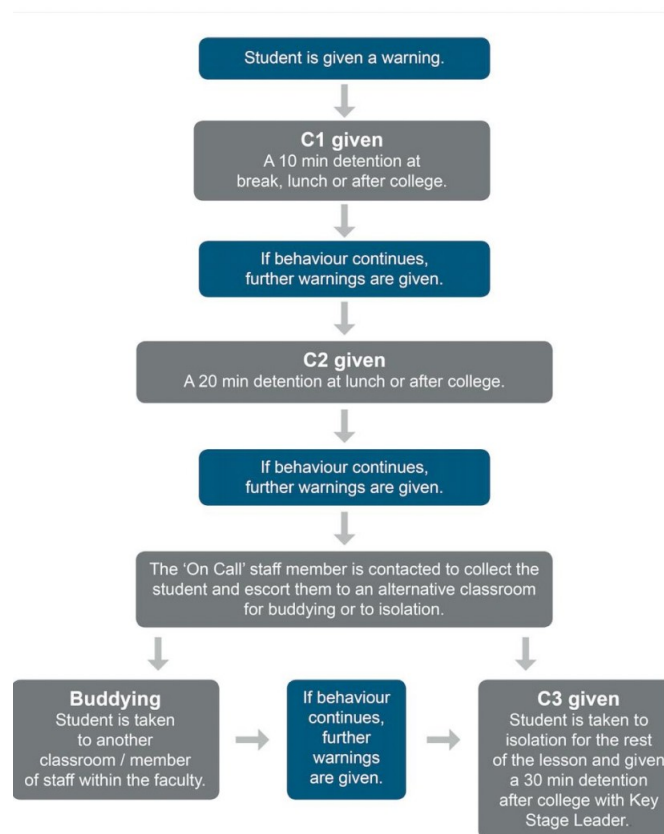
### **Classroom management**

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.
- Use the school behaviour policy.
- Develop a positive relationship with pupils, which will include:
  - Greeting students in the morning/at the start of lessons.
  - Establishing clear routines – including seating plans.
  - 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.
  - Logging negative behaviour on Trackit.
  - Using positive reinforcement.

The flow diagram below explains how our C1, C2 and C3 behaviour protocol works.





## Removal from classrooms

Staff will only remove pupils from the classroom once other behavioural strategies have been attempted, unless the behaviour is so extreme as to warrant immediate removal.

Removal can be used to:

- Restore order if the student is being unreasonably disruptive.
- Allow the disruptive student to continue their learning in a managed environment.

Students will be removed from the classroom for a maximum of the lesson that they were removed from.

The school will consider an alternative approach to behaviour management for pupils who are frequently removed from class, such as:

- Meetings with learning mentors.
- Use of reports.
- Meetings with parents/carers
- Use of other support.

## Physical restraint

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

- Causing disorder.
- Hurting themselves or others.
- Damaging property.

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 and reported.

## Confiscation

**Any prohibited items (listed in section 3) found in students' 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 students is conducted in line with the DfE's [latest guidance on searching, screening and confiscation](#).

## Rewards Policy

At Fullhurst, we believe that it is very important to recognise where students do well, encouraging further positive engagement through positive reinforcement. Students can achieve success and gain rewards through effort, hard work, attendance to school and by ultimately demonstrating the core values of the school of Respect, Determination, Unity and Kindness. We reward students on a daily, weekly, termly and yearly basis and also try to share this success with parents and carers as much as we possibly can so that they too can recognise and commend this success.

We use the following rewards to do this

- **Achievement Points.** These are given to students who attend school, engage well in lessons and demonstrate our core values through the school day. Notification of positive achievement points are sent home via the app daily. Additionally, reward badges are given to those students who have accrued high numbers of achievement points. Bronze Badges for 200 points, Silver Badges for 400 points, Gold Badges for 800 points and Platinum Badges for 1200 points. These are then linked to the reward trips that take place at the end of the Autumn and Summer term.
- **Faculty Rewards.** These support the award of achievement points for excellent effort, contributions or good work in lessons through the use of verbal praise, praise postcards, app messages and phone calls home. Student engagement and achievement are also recognised through the nominations for student of the week, student of the half term and student of the year.
- **Tutor Rewards.** Students will be recognised within their tutor group on a weekly basis. The student who has gained the most achievement points, improved their attendance the most or demonstrated the school values the most that week will be awarded a Golden Tie for the forthcoming week to demonstrate that they exemplify the qualities we encourage in our students at Fullhurst and to act as a role model for their form for the week.
- **Celebration Assemblies.** Each half term celebration assemblies will highlight the students who have exemplified the values of the school during that half term from what they have done both inside and outside of school. We will celebrate those students who have high levels of attendance, demonstrated hard work and effort across their lesson by being given high numbers of achievement points and those who have been nominated as student of the half term across the different subjects in school. Reward winners will receive either certificates or badges to highlight their success. We also highlight other relevant achievements that the students may have had either inside or outside of school. The yearly awards are then given out at the Presentation Evening at the end of the year.

We believe the reward system allows all of students the opportunity to achieve success in every aspect of their school lives, meaning that students have every

chance to aspire to exceed expectations and consistently engage with school life to their highest standards.

### **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 student.

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.

The school will anticipate likely triggers of misbehaviour and put in place support to try to prevent them.

### **Safeguarding**

The school recognises that changes in behaviour may be an indicator that a pupil is in need of help or protection. We will consider whether a pupil's misbehaviour may be linked to them suffering, or being likely to suffer, significant harm. Where this may be the case, we will follow our child protection and safeguarding policy.

### **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 student behaviour issues may be transferred to relevant staff at the start of the term or year.

### **Training**

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

Behaviour management will also form part of continuing professional development.

Restraint training is provided to certain school staff.

## **Monitoring arrangements**

This behaviour policy will be reviewed by the headteacher and full governing body at least annually, or more frequently, if needed, to address findings from the regular monitoring of the behaviour records

The written statement of behaviour principles (appendix 1) will be reviewed and approved by the full governing board annually.

## **Links with other policies**

This behaviour policy is linked to the following policies:

- [Staff code of conduct policy](#)
- [Child protection and safeguarding policy](#)