



## Behaviour and Belonging Policy

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Signed by:

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Executive Headteacher

Date: 18/06/24

# Contents:

1. Aims
2. Legislation and statutory requirements
3. Definitions
4. Vision and Values
5. Anti-Bullying
6. Roles and responsibilities
7. Rewards and consequences
8. Physical restraint
9. Confiscation
10. Student support
11. Safeguarding
12. Student transition
13. Training
14. Monitoring arrangements
15. School statement

# Behaviour and Belonging Policy

## 1. 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 consequences;
- 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.

## 2. Legislation and statutory requirements

- This policy is based on advice from the Department for Education (DfE) and legislation referenced below:
- 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;
- Special Educational Needs and Disability (SEND) Code of Practice;
- 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:

- On entry to and exit from the school building, disruption in lessons, in corridors between lessons, at break and lunchtimes, in extracurricular activities;
- Non-completion of classwork or homework;
- Poor attitude;
- Incorrect uniform;
- Using a mobile phone in school;
- Not upholding the school's values.

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;
- Upskirting;
- 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:
  - Alcohol;
  - Knives or weapons;
  - 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).

#### **4. Vision and Values**

At Fullhurst Community College, we are committed to providing the highest quality of education for every student in a supportive environment. We strive to provide access to different opportunities for our students, both inside and outside of the classroom, which will have a positive impact on their life. We believe that education can transform the lives of the students that we serve.

We are proud of our emphasis on a broad and balanced curriculum that promotes independence, creativity and enjoyment and are committed to providing high quality teaching that aims to ensure individual needs are met and that students can make progress, fulfil their potential and experience success. There is a drive to celebrate success and take pride in the achievements of our students.

We want our students to leave our school as successful, confident and responsible young people equipped with the academic qualifications, as well as the personal and social skills, that will enable them to make a positive contribution to society. Our core values of Respect, Kindness, Determination and Unity are key to us achieving and enabling our students to meet and exceed their potential.

As a school we have created definitions for our school values:

##### **Respect**

We treat ourselves, each other, our school community and the world around us with care.

##### **Kindness**

We treat others as we would like to be treated ourselves.

##### **Determination**

We try our best in everything we do, every day.

##### **Unity**

We will work together and succeed together.

Our school values are reinforced through the key messages that students see and hear whilst they are at school.

## 5. Anti-Bullying

Fullhurst Community College will not tolerate any form of bullying. All incidents will be taken Seriously and investigated. We are proud to have won an Anti-Bullying Award in recognition of our good practice in preventing and tackling bullying within the college.

The ABA (Anti-Bullying Alliance) defines bullying as: the repetitive, intentional hurting of one person or group by another person or group, where the relationship involves an imbalance of power. Bullying can be physical, verbal or psychological. It can happen face-to-face or online. Parents, guardians and carers should be aware of the applications that their children have on their mobile phones and devices and ensure they are age appropriate, particularly social media applications. The school will be limited in its actions if students use applications that are not age appropriate.

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. Please note that Parents, guardians and carers should be aware of the applications that their children have on their mobile phones and devices and ensure they are age appropriate, particularly social media applications. The school will be limited in its actions if students use applications that are not age appropriate.

## **6. Roles and responsibilities**

### **6.1 The Governing Body**

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

The governing body will also review this behaviour policy in conjunction with the Executive Headteacher and monitor the policy's effectiveness, holding the Executive Headteacher to account for its implementation.

### **6.2 The Executive Headteacher**

The Executive 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.

The Executive Headteacher will also approve this policy.

The Executive 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 consequences are applied consistently to all groups of students. The Executive Headteacher will ensure that this behaviour policy works alongside the safeguarding policy to offer pupils both consequences and support when necessary.

The Executive 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.

### **6.3 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 (SLT) and extended (ELT) leadership team will support staff in responding to behaviour incidents.

### **6.4 Parents**

- Support their child in adhering to the student code of conduct;
- Sign and adhere to the home school agreement;
- Inform the school of any changes in circumstances that may affect their child's behaviour;
- Discuss any behavioural concerns with the class teacher promptly;
- Be aware of the applications that their children have on their mobile phones and devices and ensure they are age appropriate, particularly social media applications;
  
- Support the school with all decisions made regarding their child's education, including school policies around expected standards of behaviour, uniform (as detailed in pages 16-17 of the Family Handbook) and attendance;
- Reinforce expectations and actively support the school's behaviour policies, including those around reengagement and detentions;
- Ensure banned items are not brought into school under any circumstances (for example, hoodies, mobile phones or other prohibited items or substances);
- Ensure that my child understands the importance of appropriate conduct during their journey to and from school and respects the local community;
- Adhere to the school's attendance policy by notifying the school on the first day of illness and refrain from taking my child out of school during term time;
- Work with the school to ensure my child has the correct equipment for each school day;
- Attends home-school events such as tutor evenings, parents' evenings and any other information events held by the school;
- Download the Fullhurst App and use it to keep up to date with school events and communications.

## **6.5 Students**

- 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 consequences when given;
- Have mobile phones / devices put away and out of sight during the school day;
- Refrain from behaving in a way that brings the school into disrepute, including when outside school;
- Uphold the school's values at all times. (In school and in the Community)

## **7. Rewards and Consequences**

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 consequence and if so, whether any reasonable adjustments need to be made to the consequence.

### **7.1 Rewards**

At Fullhurst, we believe that it is very important to recognise where students do well, encouraging further positive engagement through positive reinforcement. We are very proud of the excellent attendance, punctuality, attitudes to learning and achievement of our students. We ask that all staff at Fullhurst consistently acknowledge and celebrate positive behaviour, raising self-esteem, confidence and a sense of belonging amongst students. 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.

- Achievement points are awarded to students for good attendance, punctuality and reflecting the school values of Respect, Determination, Unity and Kindness.
- Positive behaviour is recognised and rewarded in every lesson through direct praise.
- Positive behaviour is communicated to parents and carers through phone calls, app messages, postcards and faculty certificates.
- Rewards trips and events are run during the course of the academic year.

### **7.2 Achievement Points**

In lessons, students are awarded achievement points for demonstrating an excellent effort or achieving highly. These are awarded through TrackIt lights. Throughout the year, these points are calculated for the students so that they can obtain either Bronze, Silver, Gold or Platinum awards for their effort and achievement. Points are also given to students who make a positive contribution to the school community and for reflecting the school values. To recognise this achievement, students are awarded a badge that recognises the level of reward they have been given. Students wear these with pride on their blazer lapels. It is important that students are acknowledged for upholding the schools core values and students are regularly given opportunity and recognised for this. Each subject area also runs subject awards that are given out regularly throughout the year for subject achievements and progress.

### **7.3 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 by the different subjects in school. Reward winners will receive either certificates,

badges or other awards to highlight their success. We also highlight other relevant achievements that the students may have had either inside or outside of school through; KS3 assessment awards, make my day or Annual Presentation Evening awards, plus other rewards given by each year team.

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.

#### **7.4 Behaviour for Learning**

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 on arrival 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 and positive behaviour on Trackit;
  - Using positive reinforcement.

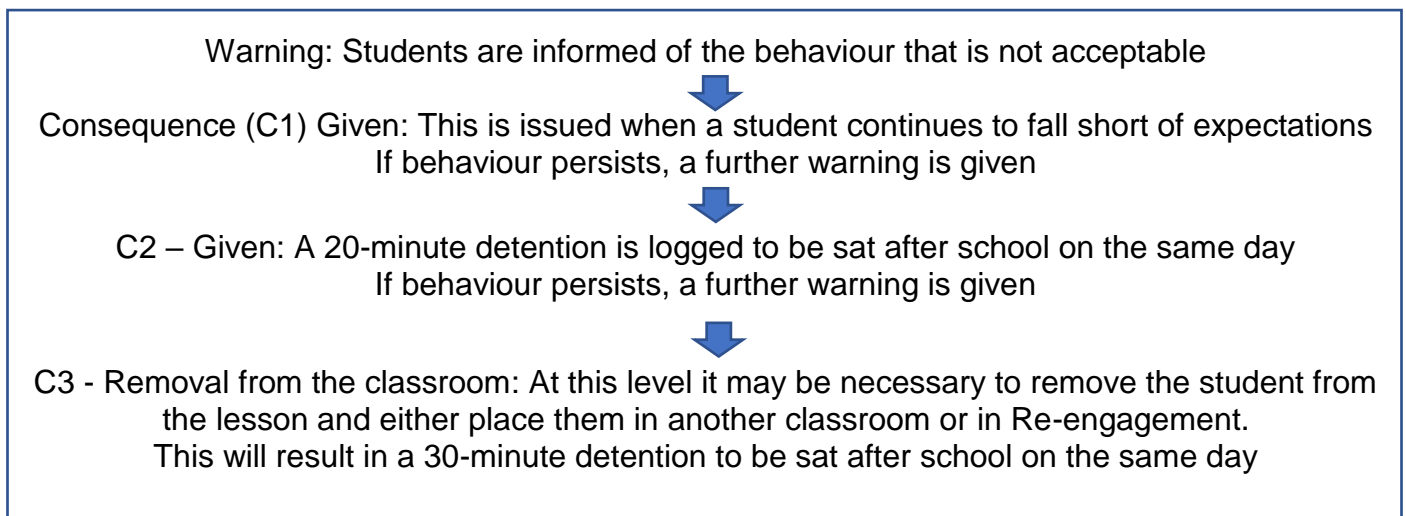
Staff should have high expectations of students' behaviour and should follow up any issues of non-compliance immediately, requesting support if necessary.

FAST is a set of expectations that support students in their classroom learning by explicitly teaching them how they should be behaving in classrooms, as well as why this is beneficial to their learning. The expectations are as follows:

- F Face Forwards - students are expected to face forwards, towards the teacher, during teacher explanations and instructions in order that they can see everything clearly, and so that teachers can check student engagement. This means that they shouldn't be turning around to others behind them, which can cause them to lose focus.
- A Asking and Answering questions - students are expected to answer questions to the best of their ability in class, so that we can see if they have understood what has been taught, and if necessary adjust explanations to make sure that everyone has understood. Students are also encouraged to ask relevant questions at appropriate points in the lesson, to further their understanding and to ask for clarification on anything.
- S Sitting up and being Silent – students are expected to sit up during lessons, not putting their head on the desk or getting up to walk around the classroom. Students are expected to be silent whilst there is an explanation, or whilst others in the class are answering questions. This is so they can concentrate on what is being said, and so they don't miss any key information, which can hinder learning. Students will also have periods of time when they are expected to complete written work in silence. This is so that they can concentrate and focus, apply their learning, and so we can see what they are able to do independently.
- T Trying their best – students are expected to try their best across their school day. This includes trying their best by heading directly to lessons on time, having their equipment so that they can be ready to learn, following instructions they are given and giving all tasks they are set their best attempt. This helps us to see what students can do, and also to identify where they might need more support.



In lessons, if student behaviour falls short of our expectations then our teachers use a very clear consequence system to ensure student behaviour maximises the learning potential of all students. This is structured in the following way:



When a Red/C3 behaviour is logged this triggers an alert to the year Behaviour Support Leader (BSL) who will collect the student from the lesson. We do not allow the student to stand outside the room or be sent to find another member of staff. It is expected that staff make contact home in most cases where behaviour had led to a Red/C3 consequence being issued.

### 7.5 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.

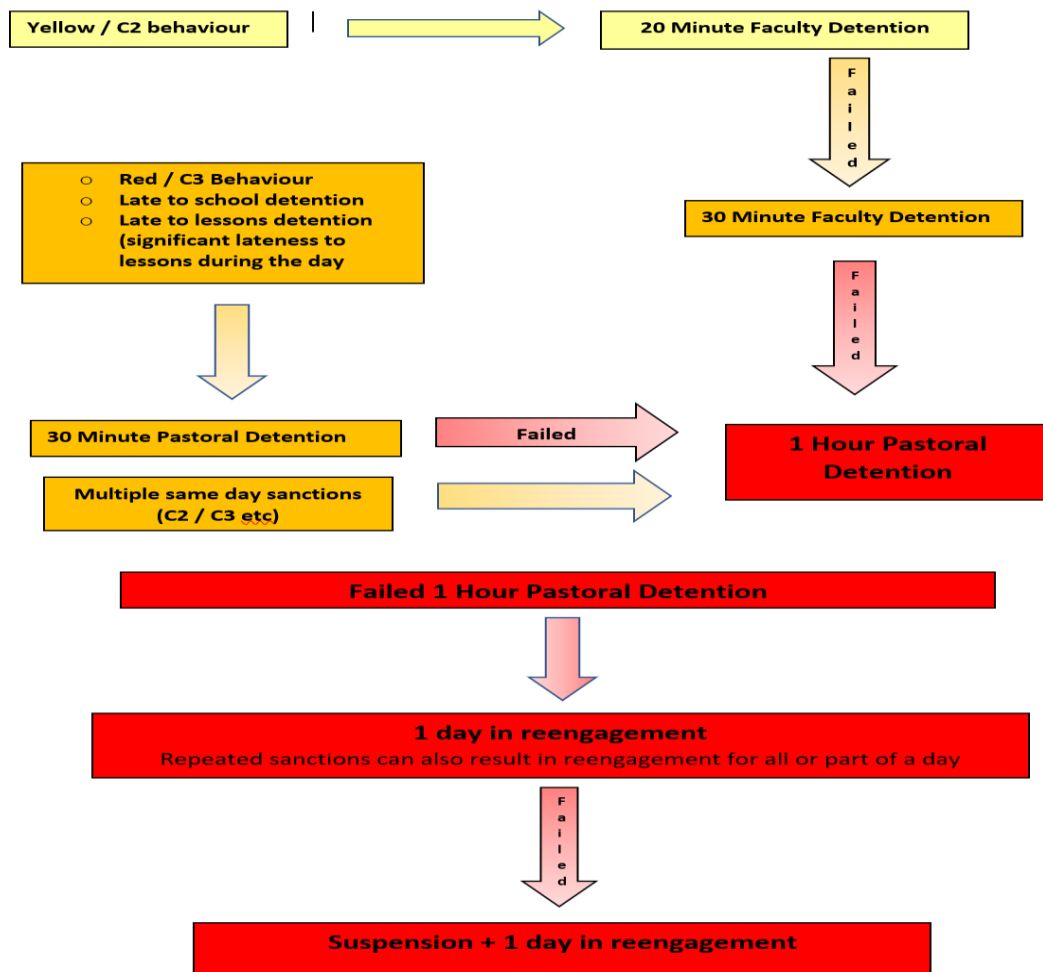
The school will consider an alternative approach to behaviour management for pupils who are frequently removed from class, such as:

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

### 7.6 Detentions

It is vital that the consequence is received on the same day. In detention, we expect our staff and students have a restorative conversation which allows students to better understand the reasons for the consequence and leads to a fresh start the following day. As highlighted in the parent handbook and home-school agreement. We operate a no parental notice same day detention procedure for detentions of up to 30 minutes. In the rare event that a student is needed to be kept for longer than 30 minutes, parents will be contacted by the pastoral team. We also issue 30-minute detentions for students who are late to school or persistently late to lessons.

## Detention escalation process:



## **7.7 Mobile phones & Devices**

Mobile phones and devices Are not allowed to be seen at all during the school day, including break and lunch time and if they are seen, they will be confiscated. Regardless of where the phone or device is seen (classroom, corridor etc) the process is the same. The device will be taken to main reception on both sites or logged on TrackIt and the device will be collected. First offence then the student will be able to collect at the end of the school day, second offence, parent has to come in to collect at the end of the school day, third offence, parent collects and meeting takes place between parent and school to discuss next steps, typically this will be the condition that the child does not bring in their device or is required to hand in on arrival to school. Please note that phones are brought in to school at the owner's risk. We will not replace lost or stolen phones. If parents need to contact their child during the school day or child needs to contact parent, this must be done via the school reception. Alternatively, parents can use the message facility on the school app to contact school.

## **7.8 Students out of lessons**

It is our expectation that all students remain in lessons so disruption is kept to a minimum and more effective learning can take place. Our general rule for students requesting to leave the classroom is no. It is expected that students use the toilet, replenish water bottles etc during their break and lunchtimes. There are however exceptions and staff are aware of individual circumstances. There will also be times where staff will need to apply professional judgement to student requests.

## **7.9 Possible consequences**

The school may use 1 or more of the following consequences in response to unacceptable behaviour and/or where students fall short of expected standards:

- A verbal reprimand;
- Sending the student out of the class. Restorative / reset / reengage;
- 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';
- Other actions authorised by Senior Deputy or Deputy Headteacher for behaviour.

## **7.10 Reengagement**

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

The reengagement room is managed by the reengagement manager where they will judge when it is suitable for a student to return to unstructured time or lessons. In some incidents it may be appropriate for students to remain in reengagement for the whole day, including an extended period to 4pm, or number of consecutive days depending on the circumstances and nature of negative behaviour.

## **8. 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 appropriate 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.

## **9. Confiscation**

Any prohibited items (listed above 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.

## **10. 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 (SENDCo) will evaluate a pupil who exhibits challenging behaviour. Behaviour is a means of communication and all behaviour has a functional element. Behaviour that challenges can be described as a communication of 'unmet need' and this will be considered in next steps.

Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, social, emotional and mental health team, 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. We follow a personalised approach to positive behaviour support that focuses on looking for triggers and de-escalation techniques. Staff are aware of signs of anxiety, dysregulation and stress that can cause behaviour to escalate. We have interventions planned and ready to be put in place to redirect pupils. Identified students have an individual pupil passport which explains how they learn and what does and does not work for them.

## **11. 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.

## **12. Student transition**

To ensure a smooth transition (year 7 & year 9), students 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 for all year groups, information related to student behaviour may be transferred to relevant staff at the start of the term or year. Where possible key staff members will follow the student pathway.

## **13. 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. Which we frontload at the start of the year to prepare staff for classroom and corridor management. Restraint training is provided to certain school staff.

#### **14. Monitoring arrangements**

This behaviour policy will be reviewed by the Executive 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 will be reviewed and approved by the full governing body annually.

Links with other policies

This behaviour policy is linked to the following policies:

- Staff code of conduct policy
- Child protection and safeguarding policy

#### **15. School Statement**

We believe this school policy:

- is an essential part of the school;
- supports staff in managing certain situations;
- provides guidance, consistency, accountability, efficiency, and clarity on how the school operates;
- provides a roadmap for day-to-day operations;
- ensures compliance with laws and regulations, gives guidance for decision-making, and streamlining internal processes;
- is designed to influence and determine all major decisions, actions and all activities taking place within the boundaries set by them;
- stems from the school's vision and values which are formed in strategic management meetings