

# Behaviour policy and statement of behaviour principles



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## 1. Aims

This policy aims to:

- Provide a **consistent approach** to behaviour management
- **Define** what we consider to be unacceptable behaviour, including bullying
- Outline **how pupils are expected to behave**
- Summarise the **roles and responsibilities** of different people in the school community with regards to behaviour management
- Outline our system of **rewards and sanctions**

## 2. Legislation and statutory requirements

This policy is based on advice from the Department for Education (DfE) on:

- [Behaviour and discipline in schools](#)
- [Searching, screening and confiscation at school](#)
- [The Equality Act 2010](#)
- [Use of reasonable force in schools](#)
- [Supporting pupils with medical conditions at school](#)

### 3. Definitions

**Misbehaviour** is defined as:

- Persistent disruption in lessons, in corridors between lessons, and at break and lunchtimes
- Persistent non-completion of classwork or homework
- Persistent poor attitude
- Persistent incorrect uniform / equipment

**Serious misbehaviour** is defined as:

- Refusal to follow school rules
- Any form of bullying
- Sexual assault, which is any unwanted sexual behaviour that causes humiliation, pain, fear or intimidation
- Vandalism
- Theft
- Fighting
- Smoking
- 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
  - 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 pupil)

### 4. Bullying

**Bullying** is defined as the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power.

Bullying is, therefore:

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against

Bullying can include:

Type of bullying	Definition
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Racial	Racial taunts, graffiti, gestures
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

Details of our school's approach to preventing and addressing bullying:

- Pupils, parents and staff liaise through members of staff within the student care model. Pupils are encouraged to speak to any member of staff but the role of the tutor is paramount in being the channel of communication with parents. Staff can report bullying through the use of the line management structure.
- The school will investigate all aspects of bullying through the reporting system (management information system). Bullying is referred to as a non-negotiable within the student care model. Upon receiving notification of a bullying incident statements will be taken and appropriate liaison with tutor/pastoral member of staff.
- Bullying is deemed as a top priority type of behaviour, depending upon the severity the appropriate sanction will be implemented, this can include speaking to the student (with/without parent being present), DoY detention, DoY isolation, SLT detention, SLT isolation, exclusion.
- The student care model allows a very close rapport between tutor and student, the tutor will support any student to allow them a person to speak to. Those vulnerable to bullying are encouraged to use the peer mentors as part of the anti-bullying mentoring practice.
- Whole school strategies are implemented to prevent bullying ranging from assemblies which have termly themes as well as tutor activities delivered within tutor time.
- The school holds regular briefings that highlight aspects of bullying in order to train staff, all tutors receive inset on the role of the tutor.
- The school trains a number of peer mentors to promote anti bullying. The peer mentor team work within each of the year groups to support students who have been bullied.
- Every bullying incident is recorded, action taken and then reviewed after four weeks

## **5. Roles and responsibilities**

### **5.1 The governing board**

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

### **5.2 The Principal**

The Principal is responsible for reviewing and approving this behaviour 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.

### **5.3 Staff**

Staff are responsible for:

- Implementing the behaviour policy and promoting the strategies within the student care model consistently
- Modelling positive behaviour
- Providing a personalised approach to the specific behavioural needs of particular pupils
- Recording behaviour incidents (see appendix 1 for a behaviour log)

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

### **5.4 Parents**

Parents are expected to:

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

## 6. Pupil code of conduct

Pupils are expected to demonstrate the whole school expectations:

 <span style="font-size: 2em; font-weight: bold;">TDS Classroom Charter</span>		
Whole School Expectation	Expectations of Students	Expectations of Staff
<b>BE PREPARED</b>	Our students should arrive prepared and enter lessons in a calm and organised manner	Our staff will greet students positively at the classroom door and be prepared for all lessons
<b>BE COMMITTED</b>	Our students should be committed to follow all reasonable instructions from any member of staff	Our Staff will be clear with instructions and be committed to having high expectations
<b>BE ENGAGED</b>	Our students should engage with all aspects of their learning	Our staff will provide well planned and engaging lessons
<b>BE EFFECTIVE</b>	Our students should speak and behave in a respectful manner to all staff and each other	Our staff will model examples of respect to all students to ensure an effective rapport between staff and students
<b>BE POSITIVE</b>	Our students should strive to be positive and achieve in all aspects of school life	Our staff will celebrate achievement with students and be positive
<b>BE AMBITIOUS</b>	Our students should always aim to be ambitious and improve within all aspects of school life	Our staff will encourage students to be ambitious through self reflection and improvement

Respect - Resilience - Aspiration

'Ipsa scientia potestas est - Knowledge itself is power'

## 7. Rewards and sanctions

### 7.1 List of rewards and sanctions

Positive behaviour will be rewarded through house points:

- Each student is allocated to one of the 4 houses: Oak, Maple, Chestnut and Willow
- Each tutor group assigned to a house
- Every student is given a house badge, ironed to their lapel
- Students can earn house points (HPs) through good work and positive contributions to school life

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

- A verbal reprimand
- Behaviour logged onto the management information system
- Sending the pupil out of the class
- Expecting work to be completed at home, or at break or lunchtime
- DoY / SLT detention after school
- Placing the student at a formal stage of the student care model
- Letters or phone calls home to parents
- Agreeing a behaviour contract
- Putting a pupil 'on report'

See appendix 2 for sample letters to parents about their child's behaviour.

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

Pupils who do not attend a given detention are also escalated to a SLT detention or DoY / SLT isolation

## **7.2 Off-site behaviour**

Sanctions may be applied where a pupil has misbehaved off-site when representing the school, such as on a school trip or on the bus on the way to or from school.

## **7.3 Malicious allegations**

Where a pupil makes an accusation against a member of staff and that accusation is shown to have been malicious, the headteacher will address the behaviour in accordance with this policy.

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

# **8. Behaviour management**

## **8.1 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
- Display the whole school expectation within their classroom
- The member of staff has planned the lesson appropriately to support all learners
- The member of staff has communicated any concerns around previous behaviour to the tutor who has then communicated with parents / carers via phone call, email exchange or meeting
- The member of staff has asked for support and guidance from their department / area of the school they are working
- The member of staff has asked for support and guidance from the pastoral team – tutor / ADoY / DoY
- The member of staff has deployed other adults in the room appropriately

- The member of staff has used prior attainment / student data for lesson planning / dealing with a follow up to an incident (outside of lesson)
- The member of staff has used the SEND / PP passport to support
- The member of staff has asked the student to move seats within the class
- The member of staff has spoken to the student in a personalised way (one to one discussion) either prior to or during the lesson / in corridor
- The member of staff has used encouragement and / or praise
- The member of staff has applied the de-escalation method to defuse the situation
- The member of staff has asked the student to stand outside of the classroom for a couple of minutes **(no longer than 5 minutes)** to help defuse the situation
- The member of staff has reminded the student of their report targets (if applicable)

## 8.2 Physical restraint

In some circumstances, staff may use reasonable force to restrain a pupil 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 to parents (see appendix 1 for a behaviour log)

## 8.3 Confiscation

**Any prohibited items found in pupils' possession will be confiscated.** These items will not be returned to pupils.

We will also confiscate any item which is harmful or detrimental to the school. These items may not be returned to pupils after discussion with senior leaders and parents.

Searching and screening pupils is conducted in line with the DfE's [latest guidance on searching, screening and confiscation](#).

## 8.4 Pupil support

The school recognises its legal duty under the Equality Act 2010 to prevent pupils with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour may be differentiated to cater to the needs of the pupil.

The school's special educational needs co-ordinator will evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.

In order to support students misbehaviour a structured approach to intervention is in place

Stage 1: **Tutor** – Calls home, 10 day report, notifies DOY of student concern, letter home

Stage 2: **DOY** – Face-to-face with parent (DOY and tutor), 10 day report, notifies SLT lead, student can be placed in after-school DOY detention (one session per week) or DOY isolation, letter home

Stage 3: **Assistant Principal** – Face-to-face with parent (Tutor, DOY and AP), 10 day report, notify Principal of issues, student can be placed in SLT isolation or SLT detention (one session per week), letter home

Stage 4: **Principal** – Notifies EIPT, meeting with parent (DOY, AP and Principal), 10 day Principal report, student can be placed in isolation with Principal, SLT detention, exclusion or managed move

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.

## 9. Pupil transition

To ensure a smooth transition from primary to secondary school pupils have transition sessions with their new teacher(s). In addition, staff members hold transition meetings.

To ensure behaviour is continually monitored and the right support is in place, information related to pupil behaviour issues may be transferred to relevant staff at the start of the term or year. Information on behaviour issues may also be shared with new settings for those pupils transferring to other schools.

## 10. Training

Our staff are provided with training on managing behaviour, including proper use of restraint, as part of their induction process, this can be accessed through the PPD / Twilight sessions

## 11. Monitoring arrangements

This behaviour policy will be reviewed by the Principal and the governing body every year.

## 12. Links with other policies

This behaviour policy is linked to the following policies:

- Exclusions policy
- Safeguarding policy

## Appendix 1: behaviour log –

**Incident Details**

Type  0

Type Of Bullying

Additional Types

Description	Points

Activity Type  Location

Date   Time

Lesson Information

Comments

Recorded On   Status

Recorded By

**Student Details**

Points

Parents / Carers Informed  Role

Action Taken  Date of Action

Actioned by    Add Follow Up.

## Appendix 2: letters to parents about pupil behaviour – templates

Letter 1 – Tutor

Dear <<PARENTNAME>>

Within our student care model we are always reviewing student's behaviour by trying to catch students doing the right things through our rewards system of house points. When behaviour is deemed unacceptable it affects the learning environment of both classrooms and corridors. We have a staged approach towards dealing with unacceptable behaviour which involves the following stages of the student care model:

- Tutor
- Director of Year
- Assistant Principal for Student Care – Mr P Dewes
- Vice Principal for Standards – Mrs N Adams
- Principal – Mr S Strickland

Unfortunately <<STUDENTNAME>> has been placed at the formal tutor stage of the student care model due to poor behaviour being reported by staff. As the tutor of <<FORMCLASSCODE>> I will make contact with you regarding the details of the behaviour shown. We ask you to speak to <<STUDENTNAME>> to support and prevent movement to the next stage of the student care model.

<<STUDENTNAME>> will be placed on a 10 day behaviour monitoring report. This involves a behaviour report with targets being taken to all lessons for teachers to give feedback upon progress. We expect a parental signature placed on the report at the end of each day. I will then be monitoring this report at the start and end of each day for 10 days and will communicate accordingly with you to support <<STUDENTNAME>>.

<<STUDENTNAME>> will remain on report to me until one of two criteria is met:

- A **successful** completion of the report and stage
- An **unsuccessful** report – this will then mean <<STUDENTNAME>> will move to the next stage of the student care model which is formal Director of Year involvement

As a school we want to work with parents to improve and support any unacceptable behaviour. As originally outlined we aim to catch students doing the right thing, I hope <<STUDENTNAME>> will take this opportunity to reflect upon their behaviour and strive for improvement. Please do not hesitate to contact me if you require any further support or guidance around this letter.

Yours sincerely,

SIGNATURE OF FORM TUTOR

Tutor of <<FORMCLASSCODE>>

## Letter 2 – DoY

Dear <<PARENTNAME>>

Within our student care model we are always reviewing student's behaviour by trying to catch students doing the right things through our rewards system of house points. When behaviour is deemed unacceptable it affects the learning environment of both classrooms and corridors. We have a staged approach towards dealing with unacceptable behaviour which involves the following stages of the student care model:

- Tutor
- Director of Year
- Assistant Principal for Student Care – Mr P Dewes
- Vice Principal for Standards – Mrs N Adams
- Principal – Mr S Strickland

Unfortunately <<STUDENTNAME>> has been placed at the formal Director of Year stage of the student care model due to further poor behaviour being reported by staff. As the Director of Year for Year <<YEARGROUPNUMBER>> I will make contact with you regarding the details of the behaviour shown.

In order to support this stage you will be required to attend a meeting in school with myself, <<TUTORNAME>> as tutor of <<FORMCLASSCODE>>, I also would like <<STUDENTNAME>> to be present at the meeting. We will use this time to set targets for a 10 day behaviour monitoring report. This involves a behaviour report taken to all lessons for teachers to give feedback upon progress. We expect a parental signature being placed on the report at the end of each day. I will then be monitoring this report at the start and end of each day for 10 days and will communicate accordingly with you to support <<STUDENTNAME>>.

<<STUDENTNAME>> will remain on report to me until one of two criteria is met:

- A **successful** completion of the report and stage
- An **unsuccessful** report – this will then mean <<STUDENTNAME>> will move to the next stage of the student care model which is formal Assistant Principal involvement with Mr Dewes

As a school we want to work with parents to improve and support any unacceptable behaviour. As originally outlined we aim to catch students doing the right thing, I hope <<STUDENTNAME>> will take this opportunity to reflect upon their behaviour and strive for improvement. Please do not hesitate to contact me if you require any further support or guidance around this letter.

Yours sincerely,

SIGNATURE OF DoY

**Director of <<YEARGROUPNUMBER>>**

### Letter 3 – AP

Dear <<PARENTNAME>>

I write to express my concerns that <<STUDENTNAME>> will begin formal Assistant Principal Involvement here at the school. Within our student care model we are always reviewing student's behaviour by trying to catch students doing the right things through our rewards system of house points. You will now be aware of our staged approach towards dealing with unacceptable behaviour which involves the following stages:

- Tutor
- Director of Year
- Assistant Principal for Student Care – Mr P Dewes
- Vice Principal for Standards – Mrs N Adams
- Principal – Mr S Strickland

Unfortunately <<STUDENTNAME>> has been placed at the formal Assistant Principal stage of the student care model due to continued poor behaviour being reported by staff. This is after formal tutor and Director of Year involvement. As the Assistant Principal for Student Care I will make contact with you regarding the details of the behaviour shown.

In order to support this stage you will be required to attend a meeting in school with myself, <<DoYNAME>> as Director of Year and <<FORMTUTORNAME>> as tutor. We also require <<STUDENTNAME>> to be present at the meeting. We will use this time to set targets for a 10 day behaviour monitoring report. We expect a parental signature placed on the report at the end of each day. I will then be monitoring this report at the start and end of each day for 10 days and will communicate accordingly with you to support <<STUDENTNAME>>.

<<STUDENTNAME>> will remain on report to me until one of two criteria is met:

- A **successful** completion of the report and stage
- An **unsuccessful** report – this will then mean <<STUDENTNAME>> will move to the next stage of the student care model which is formal Vice Principal involvement with Mrs Adams

As originally outlined we aim to catch students doing the right thing, I hope <<STUDENTNAME>> will take this opportunity to reflect upon their behaviour and strive for improvement. Please do not hesitate to contact me if you require any further support or guidance around this letter.

Yours sincerely,

SIGNATURE OF AP

**Assistant Principal – Student Care**

Letter 4 – VP

Letter 4 – VP

Dear <<PARENTNAME>>

I write to express my disappointment with <<STUDENTNAME>> continued poor behaviour in school. Our student care model aims to catch students doing the right things unfortunately we are repeatedly catching <<STUDENTNAME>> demonstrating poor behaviour. So far <<STUDENTNAME>> has been involved in the following support strategies

- Formal tutor involvement - 10 day report, letter sent home and phone call
- Formal Director of Year involvement - 10 day report, letter sent home, phone call and parental meeting
- Formal Assistant Principal involvement - 10 day report, letter sent home, phone call and parental meeting

Unfortunately <<STUDENTNAME>> has now formally started the Vice Principal stage. I need to highlight to you that the next stage will be formal involvement by the Principal, Mr Strickland. The Principal is the final stage of the student care model, at this point discussions will take place regarding <<STUDENTNAME>> being at the school as we would have exhausted all possible support strategies. At this point we will be contemplating a managed move to another school or even permanent exclusion.

As a school we want to work with parents to improve and support any unacceptable behaviour. As originally outlined we aim to catch students doing the right thing, I hope <<STUDENTNAME>> will take this final opportunity to reflect upon their behaviour and strive for improvement. Please do not hesitate to contact me if you require any further support or guidance around this letter.

Yours sincerely,

SIGNATURE OF VP

**Vice Principal – Standards**

Letter 5 – Principal

Dear <<PARENTNAME>>

I write to you following communication from Mrs Adams (Vice Principal) regarding <<STUDENTNAME>> repeated and continued poor behaviour in school. Our student care model aims to always catch students doing the right things, unfortunately <<STUDENTNAME>> is now at the final stage of formal Principal involvement. So far <<STUDENTNAME>> has been involved in the following support strategies

- Formal tutor involvement - 10 day report, letter sent home and phone call
- Formal Director of Year involvement - 10 day report, letter sent home, phone call and parental meeting
- Formal Assistant Principal involvement - 10 day report, letter sent home, phone call and parental meeting
- Formal Vice Principal involvement

Unfortunately <<STUDENTNAME>> has now formally started the final stage of the student care model, this will involve a final 10 day Principal report. I fully expect <<STUDENTNAME>> to successfully complete this report with positive feedback from all teachers. If improvement is not shown I will be asking you to return to school so we can formally discuss the next steps.

As a school we want to work with parents to improve and support any unacceptable behaviour. As originally outlined we aim to catch students doing the right things in and outside of lessons but <<STUDENTNAME>> place at the school is at risk. Please do not hesitate to contact me if you require any further support or guidance around this letter.

Yours sincerely,

SIGNATURE OF

**Principal**