



# Denmark Road High School Behaviour Policy

(Internally known as 'Praise & Consequences')

March 2019

This policy has been formally approved and adopted by The Governing Body at a formally convened meeting.

This policy will be reviewed every three years or as internal requirements or external legislation requires.

Policy Approved:.......... Date:..... 18/3/19 .....

Name of signatory (please print):..... CLAI RE GIBLIN .....

## Contents

1. Aims .....	3
2. Legislation and statutory requirements .....	3
3. Definitions .....	3
4. Bullying .....	4
5. Roles and responsibilities .....	4
6. Pupil code of conduct.....	5
7. Rewards and sanctions.....	6
8. Behaviour management .....	7
9. Pupil transition .....	<b>Error! Bookmark not defined.</b>
10. Training.....	8
11. Monitoring arrangements .....	8
12. Links with other policies.....	8

# 1. Aims

This policy aims to:

- Provide a **consistent approach** to behaviour management
- **Define** what we consider to be unacceptable behaviour
- 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

It is also based on the special educational needs and disability (SEND) code of practice.

In addition, this policy is based on:

- Schedule 1 of the Education (Independent School Standards) Regulations 2014; paragraph 7 outlines a school's duty to safeguard and promote the welfare of children, paragraph 9 requires the school to have a written behaviour policy and paragraph 10 requires the school to have an anti-bullying strategy
- DfE guidance explaining that academies should publish their behaviour policy and anti-bullying strategy online

This policy complies with our funding agreement and articles of association.

# 3. Definitions

**Unacceptable behaviour** is defined as (nb/ these are illustrations rather than an exhaustive list):

- Disruption in lessons, in corridors between lessons, and at break and lunchtimes
- Non-completion of classwork or homework
- Poor attitude
- Incorrect uniform

**Serious misconduct** is defined as (nb/ these are illustrations rather than an exhaustive list):

- Repeated breaches of the school rules
- Any form of bullying
- Sexual assault, which is physical, psychological and emotional violation in the form of a sexual act, inflicted on someone without their consent. It can involve forcing or manipulating someone to witness or participate in any sexual acts.
- 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

The definitions of bullying and details of our school's approach to preventing and addressing bullying are set out in our anti-bullying strategy available on our website [here](#).

## 5. Roles and responsibilities

### 5.1 The governing board

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

### 5.2 The headteacher

The headteacher 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 consistently
- Modelling positive behaviour
- Providing a personalised approach to the specific behavioural needs of particular pupils
- Recording behaviour incidents as per school procedures

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

### 5.4 Role of the Form Tutor

It is in Form Tutor Time that an effective Form Tutor sets the tone of the day. They should:

- Establish the high standard of conduct and behaviour expected of students which we expect will continue throughout the day
- Carry out reviews of Behaviour for Learning (BFL) standards of their tutor group (patterns of attendance, punctuality and academic progress, praise and behaviour points)
- Form Tutors have a responsibility to develop the group's identity and cohesion through enrichment opportunities

## **5.5 Corridor and Site Behaviour**

All staff to meet/greet and exit students from classroom at start and end of each lesson

All staff have a responsibility to monitor behaviour in the corridor in which they teach and as they travel around the school site

## **5.6 Role of Subject & Curriculum Leaders**

- First port of call for behaviour issues related to subject / Faculty
- Praise & Consequences is a set agenda item at curriculum meetings
- Ensure consistency of approach throughout curriculum area in providing proactive support mechanisms for all students regarding standards of BFL
- Must give support to staff having difficulty with individual classes
- Work with Pastoral Leads to provide an appropriate curriculum for students withdrawn from the classroom for whatever reason

## **5.7 Role of Pastoral Leaders**

- Identify proactive support mechanisms for all students regarding standards of BFL
- Ensure Form Tutor responsibilities are carried out consistently
- Ensure that challenging students are identified and supportive mechanisms are put in place
- Monitor and evaluate progress via tracking data and meetings

## **5.8 Role of the Progress & Wellbeing Centre**

- Support students who cannot, for whatever reason, remain in mainstream

## **5.9 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 / class teacher promptly

## **6. Pupil code of conduct**

Pupils 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 pupils to learn
- Move quietly around the school
- Treat the school buildings and school property with respect
- Wear the correct uniform at all times
- Accept the consequences of their actions (sanctions) when given
- Refrain from behaving in a way that brings the school into disrepute, including when outside school

## **7. Praise and Consequences**

### **7.1 List of praise and consequences**

Positive behaviour will be rewarded with:

- Praise
- House Praise Points
- Communication home to parents
- Special responsibilities/privileges

The school may use one or more of the following sanctions as a consequence of unacceptable behaviour:

- A verbal reprimand
- Sending the pupil 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 pupil to a senior member of staff
- Communication home to parents
- Agreeing a behaviour contract
- Putting a pupil 'on report'

The procedures for issuing praise and consequences are available [here](#).

#### **How do we get consistency of implementation?**

- BFL communicated frequently to students in registration, in assemblies and in lessons
- Staff support to deliver consistency around the school site

#### **How will we communicate the policy to everyone?**

- Staff training
- Communications home
- Home-School Agreement to be signed by parent, student and Form Tutor annually

#### **How do we know it is understood and accepted?**

- Data tracking demonstrates improvement in behaviour
- Calm environment around building
- Classroom teachers to maintain a consistent approach to classroom management

#### **How do we get consistency of implementation for dress?**

- Parents/carers and students clear on what is expected (open evenings/website/policies)
- Uniform check every lesson and in registration and tutorial sessions

### **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 discipline the pupil in accordance with this policy.

Please refer to our statement of procedures for dealing with allegations of abuse against staff for more information on responding to allegations of abuse.

The headteacher 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
- Develop a positive relationship with pupils, which may include:
  - Greeting pupils in the morning/at the start of lessons
  - Establishing clear routines
  - 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
  - Using positive reinforcement

### 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

### 8.3 Confiscation

**Any prohibited items (listed in section 3) 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 school discipline. These items will be returned to pupils after discussion with senior leaders and parents, if appropriate.

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.

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. Training**

Staff will be required to attend training according to identified need. This may occur for the whole staff, identified groups or individuals.

## **11. Monitoring arrangements**

This behaviour policy will be reviewed by the headteacher and the appropriate governing committee every 3 years (or as internal requirements or external legislation requires). At each review, the policy will be approved by the headteacher.

## **12. Links with other policies**

This behaviour policy is linked to the following policies:

- Anti-bullying Policy
- Attendance Policy
- Exclusions policy
- Safeguarding policy