

Behaviour Policy

(in conjunction with the Peninsula Multi Academy Trust)

Document owner	AHT Behaviour & Attitudes
Frequency of review	Annually (or in line with changes to legislation)
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1. BEHAVIOUR POLICY STATEMENT

The Department for Education requires the Governors to have in place a behaviour policy. The Governors' role is to influence positively the atmosphere of the school. They will also support the Headteacher and staff in maintaining high standards of behaviour that is in line with the values of the school: The Four Rs (Resilience, Respect, Reach and Reward).

2. POLICY AIMS

1. To promote positive Behaviour for Learning.
2. To define the role of all staff in promoting standards of behaviour consistent with the Framework for Learning.
3. To make clear to students what is expected of them.
4. To state what is expected from parents and carers.
5. To recognise and reward students' positive behaviour, providing guidance on consistent use of rewards and sanctions systems.

3. PROCEDURE

Positive Behaviour for Learning

It is the aim of the school to provide a working environment where all students can realise their full potential in a calm, supportive, stimulating and safe learning environment.

1. Students learn more effectively and enjoyably when there is a sense of order and the behaviour around them is polite and reasonable.
2. By making the expectations of good behaviour explicit, the school can create a positive atmosphere that supports effective, personalised learning.
3. Students must be taught to understand the advantages of good behaviour in pursuit of supportive and positive relationships with others, both now and into the future.
4. Staff and students must share the responsibility for ensuring that safety is not jeopardised by unacceptable behaviour.
5. Students with more complex needs will receive additional intervention and support as appropriate.

4. ROLES & RESPONSIBILITIES

4.1 TEACHERS & SUPPORT STAFF

Teaching and support staff are responsible for setting the tone and context for positive behaviour within the classroom. They will:

1. receive regular training regarding Behaviour for Learning through the following:
 - a) Induction process
 - b) INSET days
 - c) Briefing sheet updates
 - d) CPD calendar
2. create and maintain a safe and stimulating environment that encourages students to be engaged.
3. display the student code of conduct or their own classroom rules.
4. develop a positive relationship with students, which may include:
 - a) Greeting students in the morning/at the start of lessons
 - b) Establishing clear routines
 - c) Communicating expectations of behaviour in ways other than verbally
 - d) Highlighting and promoting good behaviour
 - e) Concluding the day positively and starting the next day afresh
 - f) Having a plan for dealing with low-level disruption
 - g) Using positive reinforcement
5. Demonstrate to young people courteous, considerate, polite and appropriate behaviour at all

times, and never use any form of abusive or humiliating remarks.

6. Always aim to manage behaviour positively and, especially when dealing with challenging behaviour, help the student to maintain dignity and be able to make a fresh start.
7. Only use restraint in lawful circumstances; for example, to prevent a student from hurting themselves or others (ref. Positive Handling Policy).
8. Ensure they update their understanding and skills in managing behaviour effectively by taking advantage of regular relevant professional development opportunities.
9. Discuss behaviour with students and parents/carers when necessary, regardless of whether this is in a curriculum or pastoral capacity.

4.2 STUDENTS

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 and sensibly around the school.
- treat the school buildings and school property with respect, helping to keep the school site clear of litter.
- wear the correct uniform at all times.
- accept sanctions when given.
- refrain from behaving in a way that brings the school into disrepute, including when outside school.

The following principles underpin this behaviour management policy and are consistent with the school's expectations:

1. Students are required to read, co-sign and adhere to the Home School Agreement.
2. Students are expected to switch off their mobile phones/devices during the school day (8.35am-3.10pm) and must not access or use them between these times.
3. Students are prohibited from carrying the following items on school grounds:
 - i. Aerosols and body sprays
 - ii. Knives, weapons of any kind i.e. any instrument that could be used with intent to harm or commit an offence
 - iii. Illegal substances
 - iv. Stolen items
 - v. Alcohol
 - vi. Tobacco, cigarettes and cigarette paraphernalia (e.g. vapes/e-cigarettes, papers or lighters).
 - vii. An article specified in regulations¹:
 - Fireworks; and
 - Pornographic images.
 - viii. Any other item that the Headteacher decides to be detrimental to maintaining high standards of behaviour and a safe environment.

In accordance with the DfE guidance on searching, screening and confiscation, school staff have the power to search a student for any item if the student agrees. To ensure the student's decision is informed, staff will inform them of the reason for the search and how it will be conducted.

Any prohibited items (listed in point 3) found in a student's possession will be confiscated. We will also confiscate any item which is harmful or detrimental to school discipline.

4. Students should never make racist, homophobic, sexist or other abusive or humiliating remarks, or display discriminatory behaviour.
5. Students must never resort to physical violence.
6. Students must demonstrate appropriate behaviour when travelling to and from school. Normal school rules apply in relation to issues such as smoking etc. The Headteacher will

¹ The Schools (Specification and Disposal of Articles) Regulations 2012

discipline students who fail to uphold the general standards expected of Weatherhead students in the local community and whilst representing the school at fixtures and during trips.

4.3 MALICIOUS ALLEGATIONS

Where a student makes an accusation against a member of staff and that accusation is shown to have been malicious, the Headteacher will discipline the student in accordance with this policy.

4.4 PARTNERSHIP WITH PARENTS/CARERS

Parents/carers are encouraged to work with the school to ensure that their children contribute to the maintenance of a safe and secure learning environment. Parents are required to:

1. Read, co-sign and adhere to the Home School Agreement
2. Support their child in adhering to the student code of conduct
3. Inform the school of any changes in circumstances that may affect their child's behaviour
4. Discuss any behavioural concerns with the relevant pastoral staff promptly
5. Use their best endeavours to guarantee that their children's behaviour does not prevent others from learning effectively.

Parents/carers are entitled to an explanation of actions taken by the school which will always endeavour to be fair and proportionate, particularly the application of sanctions and the treatment of anti-social behaviour.

Detentions in after school hours can be set as long as parents/carers are informed 24 hours in advance (where possible). Parents/carers do not have the legal right to withhold permission for detentions and are expected to cooperate with the school to ensure that students can return home safely at a later time.

5. RESTRAINT OF STUDENTS

Please refer to the Positive Handling Policy.

6. STUDENTS WITH SPECIAL EDUCATIONAL NEEDS AND/OR DISABILITIES (SEND)

This policy should be read in conjunction with the school's SEND Policy. In the context of this policy, a child is considered to have SEND if he or she:

- has difficulties in learning which are significantly greater than the majority of other students of the same age.
- has a disability which prevents or limits them from accessing the curriculum.
- has behavioural, emotional or social difficulties which impact adversely on their learning and progress.

The school acknowledges its legal duties under the Equality Act 2010 to make reasonable adjustments for students with SEND. A reasonable adjustment that the school may make would be to impose a lesser sanction for a student whose behaviour is a consequence of their disability than would be imposed for a student exhibiting the same behaviour who does not have that disability.

Whilst all students identified with SEND are covered under this Behaviour Policy, we recognise that these children often require support which is different from, or in addition to, that required by their peers in order to take full advantage of the educational opportunities available to them at school.

A student support plan will be used for children with SEND whose condition causes them to display challenging behaviour and advice will be sought from external agencies where necessary to assist with putting in place appropriate support strategies.

Social, emotional and mental health (SEMH) needs

To help reduce the likelihood of behavioural issues related to SEMH needs, the school will create a safe and calm environment in which positive mental health and well-being are promoted and students are taught to be resilient. The school will promote resilience as part of a whole-school approach using the following methods:

- **Culture, ethos and environment** – the health and well-being of students and staff is promoted through the informal curriculum, including leadership practice, policies, values and attitudes, alongside the social and physical environment.
- **Teaching** – the curriculum is used to develop students' knowledge about health and well-being.
- **Community engagement** – the school proactively engages with parents, outside agencies and the wider community to promote consistent support for students' health and well-being.

All staff will be made aware of how potentially traumatic adverse childhood experiences, including abuse and neglect, can impact on a student's mental health, behaviour and education. Where vulnerable students or groups are identified, provision will be made to support and promote their positive mental health.

7. GUIDANCE ON REWARDS AND SANCTIONS

Rewards:

It is the school policy to recognise, acknowledge and reward individual achievements by students. The following are examples of areas considered to be worthy of individual recognition.

1. Consistently improved standards of work.
2. Good or outstanding pieces of work.
3. Effort in class or for homework.
4. Outstanding effort or achievement in extra-curricular activities.
5. Service to the school or local community.

Rewards (Gold Slips) will be entered and recorded on the web-based behaviour management system (IRIS). In addition to this, teachers adopt a range of strategies to recognise and reward effort, achievement and contribution to the school community, including verbal praise, phone call / postcard home, mentions in assembly and more formal celebrations of effort and achievement.

Consequences:

It is important for consequences to be used consistently and for teachers and other staff to make it very clear to the recipient why a consequence is being applied.

1. Incident slips are entered onto IRIS.
2. Consequences are followed as stipulated in the Behaviour for Learning Guidelines
3. Students may be placed on monitoring whereby they are required to carry a report card that has to be signed after every lesson.
4. Any member of staff may phone a parent or carer to discuss any student's behaviour or the quality of their work if they have first discussed their concerns with the Curriculum and/or Year Leader.
5. Internal Exclusion will be used for behaviour or actions that the Assistant Headteacher (Behaviour and Attitudes) deems to be inconsistent with the general standards and behaviour required of students at Weatherhead High School. For example:
 1. Open defiance
 2. Repeated disruption to teaching & learning
 3. Damage to the school's property and/or reputation
 4. Persistent poor behaviour choices
 5. Placing others at risk of harm.

This is not an exhaustive list.

Following an incident whereby a student has been removed from the classroom and placed in Internal Exclusion, the pastoral team will review the student's behaviour and monitor it accordingly.

6. For persistent unacceptable behaviour there are a series of referrals that can be considered by the Student Services Team. These are:
 1. Referral to Child and Family Service (CAMHS)
 2. Referral to the educational psychologist for guidance and statutory assessment (via Director of SEND)

3. Referral to other external support where appropriate

7. Suspension may be used for serious breaches of the Behaviour Policy, including:

1. Harm with intent; for example, violence or threatening behaviour or any form of sexual harassment towards staff or other students
2. Possession of weapons or item(s) intended to be used as a weapon
3. Racism
4. Child on child abuse
5. Persistent disruption, defiance or any other behaviour that compromises their own or others' safety and welfare
6. Verbal abuse directed at staff
7. Possession of drugs
8. Misuse of the internet (this would include all Weatherhead online platforms such as Google Classroom and all remote learning)
9. Actions that the Headteacher deems to be inconsistent with the general standards & behaviour required of students at Weatherhead High School

Following a suspension, a reintegration meeting will be held between the student and parent/carer, a senior member of staff and any other relevant parties to allow the student a successful return into the classroom. The school will consider a range of support measures, including appropriate monitoring and review dates, to help students make a fresh start and meet the expected standards of behaviour.

8. Permanent exclusion will be issued as a response to a one-off serious breach of the school's behaviour policy, or persistent breaches where all other reasonable steps have been taken to address the young person's behaviour and attitude, and where allowing the student to remain at the school would seriously harm the education and welfare of others in the school. A very serious breach to the school's Behaviour Policy would include:

1. Extreme acts of violence
2. Possession, distribution and/or consumption of drugs, alcohol or other illegal items
3. Possession and use of a weapon
4. Incidences of defying criminal law

This is not an exhaustive list.

The Governors' Discipline Committee must hear all cases of permanent exclusion or suspensions that exceed 15 days.

Please refer to the school's Suspension & Exclusion Policy for further guidance and information around suspensions & permanent exclusions from school.

8. Links with other policies and documents

This policy links to:

- Suspensions & Exclusions Policy
- Positive Handling Policy
- SEND Policy
- Equalities Policy
- Anti-Bullying Policy
- Safeguarding Policy
- Drugs Policy
- DfE Suspension and Permanent Exclusion Guidance
- DfE Guidance for Behaviour in Schools

9. Monitoring & Review

This policy is reviewed and monitored annually by the Assistant Headteacher (Behaviour and Attitudes) and Senior Deputy Headteacher. At each review, this policy will be approved by the Headteacher and Governing Body.