



**BURTON
BOROUGH
SCHOOL**

Behaviour Policy

Policy Reviewer	Ben Morgan Senior Vice Principal	Date of Review	November 2020
Date Presented to Governors	18 January 2021	Date of next Review	September 2021

1. Policy Statement

Burton Borough School is committed to creating an environment where exemplary standards at the heart of productive learning. Everyone is expected to maintain the highest standards of personal conduct, to accept responsibility for their conduct and encourage others to do the same. This policy guides staff to teach self-discipline, independent decision making, and not blind compliance. It echoes our core values with a heavy emphasis on respectful behaviour, courtesy and manners, a partnership approach to managing poor conduct and dynamic interventions that support staff and students. We place a huge emphasis on positive Mental Health support and building strong attachments with students to allow them to flourish and feel they belong at Burton Borough School. As a school we are focused upon creating a constructive classroom culture and focus upon this. Although excellent behaviour is of utmost importance, we avoid using this term where possible due to the negative connotation it holds.

2. Aim of the Policy

- To create a positive constructive culture where students feel that they belong
- To maintain a calm, safe school ethos where students can learn free from the distraction of others
- To ensure that all students are treated fairly, shown respect and to promote good relationships.
- To help students take control over their conduct and be responsible for the consequences of it.
- To build a community which values kindness, care, good humour, good temper, obedience and empathy for others.
- To promote community cohesion through improved relationships.
- To ensure that good behaviour is not merely the absence of bad behaviour.

3. Purpose of Policy

To provide simple, practical procedures for all staff and students that:

- Recognise our Burton Borough cultural norms
- Positively reinforces expected norms
- Promote self-esteem and self-discipline
- Teach appropriate conduct through positive interventions.
- Help promote British Values

Introduction

The Governing Body believes that in order to enable effective teaching and learning to take place, a positive constructive culture in all aspects of school life is necessary and seeks to create a caring and learning environment in the school:

- Encouraging and acknowledging good conduct and discipline.
- Promoting manners, courtesy and respect for each other.
- Promoting self-esteem by encouraging students to value and respect themselves and others.
- Providing a safe environment free from disruption, violence, bullying and any form of harassment.
- Promoting early reflection and intervention.
- Ensuring a consistency of response to both positive and negative conduct.
- Encouraging a positive relationship with parents/carers to develop a shared approach to involve them in the implementation of the school's policy and associated procedure.
- Encouraging children to take responsibility for their conduct.
- Explaining unacceptable conduct.

Roles and Responsibilities

Governors

The Governing body will establish in consultation with the Principal, staff and parents/carers the policy for the promotion of good conduct and keep it under review. It will ensure that it is communicated to students and parents, is non-discriminatory and the expectations are clear.

- The Governing body will challenge SLT on its level of incidents, notably phase 3's, phase 2's, and exclusions. It will monitor strategies for groups of students such as PP and white boys.
- Governors will support the school in maintaining high standards of conduct.
- The Principal will be responsible for the implementation and day-to-day management of the policy and procedures.
- Staff, including teachers, support staff and student teachers, will be responsible for ensuring that the policy and procedures are followed and consistently and fairly applied. Mutual support amongst all staff in the implementation of the policy is essential so that a high quality learning environment is created in which students develop self-discipline and personal responsibility.
- The governing body, Principal and staff will ensure there is no differential application of the policy on any grounds, particularly ethnic or national origin, culture, religion, gender, disability or sexuality. They will also ensure that the concerns of students are listened to and appropriately addressed. (See Equality Policy)
- Parents/carers will take responsibility for the conduct of their child both inside and outside the school. They will be encouraged to work in partnership in maintaining high standards of conduct and will have the opportunity to raise any issues arising from the operation of the policy.
- Students will be expected to take responsibility for their own conduct and will be made fully aware of the school policy, procedures and expectations. Students also have a responsibility to ensure that any incidents of disruption, bullying and any form of harassment are reported. (See Anti-Bullying/Harassment Policy and Anti-Racism Policy)

Within the classroom, students are expected to:

- Arrive punctually to lessons.
- Arrive in an orderly and calm manner.
- Be wearing the full uniform correctly.
- Sit where they are told to according to the seating plan
- Follow instructions that are given
- Have all the correct basic equipment (pen, pencil, ruler, eraser, sharpener, Personal Study Diary and reading book) and any special equipment.
- Have completed homework on time and to the best of their ability.
- Listen to any person addressing the whole group without interruption, in expectation that they themselves will be listened to in turn.
- Treat everyone in the room with manners, courtesy and respect.
- Work hard and do their best.

Students - around the school and the local community students are expected to:

- Do **whatever it takes** to help create a safe school and local community which respect the rights of others.
- Listen to members of staff and following instructions politely and calmly
- Walk in single file, not running or shouting and maintain calm in corridors
- Be punctual to lessons and hold doors open for others when the corridors are busy
- Keep the school clean and tidy
- Remember they are always an ambassador for the school.
- Leave school and go home in an orderly, responsible way
- Be respectful when travelling on public transport, speaking to members of the public quietly and politely

- Respect the local environment, by being considerate to our local community, obeying shop rules, and never dropping litter, defacing or trespassing on private property e.g. sitting on the front walls of private gardens
- Understand that there will be consequences if the above guidance is not followed.
- Whilst they are wearing BBS uniform they are still representing the school and therefore should act accordingly. This is from the minute they leave the house to the minute they arrive home

All staff

1. Refer to **Manners, Courtesy and Respect, the Conduct PP slide and the Community Code**
2. **Model** positive behaviours and build relationships.
3. **Plan** lessons that engage, challenge and meet the needs of all students.
4. Ensure **praise** outweighs anything negative.
5. **Meet and greet** at the door.
6. Be **calm** and give 'take up time' when going through the steps. Prevent before sanctions.
7. **Follow** up every time, retain ownership and engage in reflective dialogue with students.
8. **Never ignore** or walk past students who are behaving inappropriately
9. Log all incidents on BROMCOM
10. Follow the behaviour pyramid

Tutors

The role of Form Tutor is vital to the efficient running of our school, successful pastoral care, conduct and the delivery of the P1 programme. Tutors are accountable to the School Manager. The Form Tutor should be proactive in supporting a student. The Tutor is the first person to whom a student will turn to for help or advice and the first person that contacts home if there is a concern although it may sometimes be necessary to refer the matter to the School Manager, if it is of a serious nature or for Safeguarding, the designated members of staff.

Middle Leaders

Middle leaders are not expected to deal with conduct referrals in isolation. Rather they are to stand alongside colleagues to support, guide, model and show a unified consistency to the learners.

Middle Leaders will:

- Meet and greet students at the beginning of the day.
- Be a visible presence in the department to encourage appropriate conduct.
- Support staff in returning students to learning by sitting in on conduct reflection meetings and supporting staff in conversations with students where possible.
- Regularly celebrate staff and students whose efforts go above and beyond expectations.
- Encourage use of Reward Points, Positive Notes, Postcards and Phone Calls.
- Regularly share good practice within the Learning Area.
- Support Cover Staff.
- Update the departmental referral rota for phase 3 events
- Ensure staff training needs are identified and targeted.
- Use conduct data to target and assess interventions.
- Be expected to resolve the majority of incidents within their area of responsibility.

Senior Leaders

Senior leaders are not expected to deal with conduct referrals in isolation. Rather they are to stand alongside colleagues to support, guide, model and show a unified consistency to the learners.

Senior Leaders will:

- Meet and greet students at the beginning of the day.
- Be a visible presence around the site and especially at changeover time.
- Celebrate staff, leaders and students whose effort goes above and beyond expectations.
- Regularly share good practice.

- Support middle leaders in managing students with more complex or entrenched negative concerns.
- Use conduct data to target and assess school wide behaviour policy and practice.
- Regularly review provision for students who fall beyond the range of written policies.

Equality Impact Statement

We will do all we can to ensure that this policy does not discriminate, directly or indirectly. We shall do this through regular monitoring and evaluation of our policies. On review we shall assess and consult relevant stakeholders on the likely impact of our policies on the promotion of race equality, equality for disabled persons, gender equality and community cohesion using an appropriate Equality Impact Assessment.

Training

The School will ensure that appropriate training on our Burton Borough Culture is provided

Monitoring, evaluation and review

The school will review this policy every 3 years and assess its implementation and effectiveness.

Involvement of outside agencies

Burton Borough School holds a half termly Inclusion Panel which draws together all internal and external agencies to put in place strategies for the most vulnerable and challenging students.

Procedures

The Principal in consultation with staff will develop the procedures from this policy.

The procedures will make clear to the students how acceptable standards of conduct can be achieved and will have a clear rationale, which is made explicit to staff, students and parents/carers. The procedures will be consistently and fairly applied and promote the idea of personal responsibility and treat every member of the school equally. Each member of the school community has a responsibility towards the whole community in which we live.

The Support Teams

The Small School Office:

This is the central place where all the pastoral care and conduct support and intervention takes place and the Tutor plays the main role in communicating conduct of their students to the small school office. Any enquires should be directed to the relevant small school

Emotional support team:

Based within our engage provision there are a range of support staff and resources available to try and be proactive with student concerns before they escalate and develop into more complex needs. At our disposal we have a Mental Health lead, two ELSA trained staff, a mental health practitioner, art therapist, anger management councillor, and two student councillors.

Lunchtime Supervisors, Duty Staff and Senior Status Students

A team of lunchtime supervisors, duty staff before school, break, lunch and after school and Senior Students support the monitoring of conduct during social time and report to the School Manager in charge of social time duties.

Duty staff and Lunchtime staff must challenge poor conduct during social times.

The Behaviour Pyramid

This sets out the steps that the school takes when a student's conduct is unacceptable. The Behaviour Pyramid is in all students diaries, displayed in all classrooms. Consequences are issued in conjunction with a phased system: **(See 'Behaviour Pyramid' in Appendices)**. They are recorded in PSDs and electronically on Bromcom as a sanction along with the reason. These can be viewed by staff. If a student receives lots of Sanctions on a regular basis, they will be monitored on a Tutor Record Card

Classroom/Teaching Space

We believe that engagement with learning is always the primary aim. For the vast majority of students a gentle reminder or nudge in the right direction is all that is needed. Although there are occasions when it is necessary, every minute a student is out of a lesson is one where they are not learning. We encourage staff to ensure steps are gone through with care and consideration, taking individual needs into account where necessary and praise the conduct we want to see. We encourage staff not to pander to attention seekers but that all students must be given **'take up time'** in between steps.

Consistent Culture

At Burton Borough school we believe there is no alternative to the hard work in changing conduct: building relationships with those who would rather not, resetting expectations with those who trample them, remaining composed when confronted by challenging conduct. We believe that consistency lies in the conduct of adults and not simply in the application of procedure. A truly sustainable consistent approach does not come in a toolkit of strategies but in the determination of every member of staff to hold firm. We aim to deliver a constancy that ripples through every interaction on conduct. Where students feel treated as valued individuals they respect adults and accept their authority.

Phase 1

A clear verbal caution 'Phase 1' delivered privately to the learner and taking their PSD to your desk making them aware of their conduct and clearly outlining the consequences if they continue. The student has a choice to do the right thing. Learners will be reminded of their previous good conduct to prove that they can make good choices. Scripted approaches at this stage are encouraged.

Phase 2

- Gentle approach, personal, non-threatening, a side on, eye level or lower.
- State the conduct that was observed and which rule/expectation/routine it contravenes.
- Tell the learner what the consequence of their action is that they will be moved within class and receive a Phase to written in their PSD. Once settled in a new seat, walk away from the learner; allow the learner time to decide what to do next. If there are comments as you walk away write them down and follow up later.
- ***We resist endless discussions around conduct and spend our energy returning learners to their learning.***

Phase 3

- The student is asked to speak to the teacher away from other students.
- Boundaries are reset; the student now needs to move to the HLA or via the HLA to the internal support classroom within the Learning Area.
- Before the learner leaves the room the learner is asked to reflect on their next step. Again they are reminded of their previous conduct/attitude/learning.
- Learner is given a final opportunity to reengage with the learning/follow instructions in the new classroom.
- The teacher should meet with the student before the next lesson to reset the boundaries.

If the step above is unsuccessful, or if a learner refuses to go to a Phase 3 consequence then contact the Small School to ask for support to take the student to the HLA, SLT can be called for additional support if necessary. **Students should not stand outside classrooms.**

For the vast majority of learners a gentle reminder or nudge in the right direction is all that is needed. If learners choose to ignore early interventions then a more formal process is required. Staff will always deliver Phases calmly and with care. It is in nobody's interest to confront poor conduct with anger.

Phase 4

The student is sent to the Small School and a conduct reflection discussion and consequences are discussed and auctioned

Rewards for positive conduct and effort

We recognise that a Behaviour policy has to be backed up by consistent and robust rewards during lessons and around school and reward students who go 'over and above' our standards. Although there are reward points, positive notes and postcards, our staff understand that a quiet word of personal praise can be as effective as a larger, more public, reward. **'It is not what you give but the way that you give it that counts'**. The use of praise in developing a positive atmosphere is the key to developing positive relationships, including with those students that are hardest to reach. Praise and rewards are used to motivate students and helps to build up a culture of achievement and success.

Students are grouped into Vertical Tutor groups and they learn together and are responsible for each other. Positive rewards support each group's learning and raise self-esteem, by tracking and recognising appropriate behaviours of the group. We also hold Celebration Evenings for each Small School when parents and their children celebrate achievements and students are rewarded for commitment in different aspects of their school life.

Consequences for poor conduct

Conduct Reflection

Conduct Reflection meetings at Burton Borough School are a core part of repairing damage to trust between staff and students. Our Conduct Reflection meetings are structured in 5 steps and take place in the Reflection Centre:

- What's happened?
- What was each party thinking?
- Who feels harmed and why?
- What have each party thought since?
- What behaviours will each of us show next time?

The student also reaffirm their commitment to building a trusting relationship. Staff will take responsibility for Conduct Reflection meetings. Learners may have their conduct monitored by teachers to show progress towards agreed targets. At Burton Borough School we make sure that this is done discreetly. We do not use coloured reports, advertise poor conduct to other

learners or give fame to those who choose not to meet our high standards of conduct, we use white Record Cards.

Partnership Stage with Parent/Carer Engagement – Record Card

The partnership stage will be implemented where there is a cause for concern e.g. attendance, conduct or progress issues. The student will be allocated a Personal Learning Coach mentor who is either their Tutor, School Manager, SLT or member of staff from the Reflection Centre who will:

- Support, monitoring the Record Card and if necessary, facilitate the Conduct Reflection meeting between the member of staff and student.
- Develop an appropriate action plan with the student.

Small School after school detention

This is used for students who fail to attend conduct interventions or gain phase 4's. It is an hour after school.

Pastoral Support Plans

PSP's are used by the small as an option when it is felt that a more collaborative approach needs to be tried between the school, the student, and home to try and improve outcomes for students.

Modified timetables:

This may be appropriate when students are continuing to display challenging conduct and this is done in consultation with parents/carers/LA and student in order to support individual needs and their inclusion within school.

Exclusion

Exclusions will be conducted in accordance with the Department for Education's exclusion guidelines: An exclusion is where the student is sent home from school. Given how seriously the school takes attendance at school, this is something that the school works hard to avoid. It is employed for incidents where an extremely serious consequence is necessary. Exclusions can either be internal (Within Re-integration), or External/fixed term (the student is educated elsewhere for one or more days), or permanent (the student does not return).

Fixed-Term Exclusion

Fixed-term exclusion means that the pupil is kept at home for one or more days. Excluded pupils will receive a work pack to complete. This work must be completed and returned to the school for review. The offences listed below may lead to fixed-term exclusion. In exceptional circumstances, they may lead to permanent exclusion.

- Extreme or pre-meditated physical violence towards another student
- Derogatory and/or discriminatory verbal violence towards another student
- Racial/sexual/homophobic harassment
- Extreme or persistent bullying
- Drug abuse or possession of drugs or the use of any illicit substances or materials
- Bringing weapons onto the school site

Fair Access Panel

There may be times and circumstances when a student presents a particular set of behavioural, emotional, or social needs which cannot be met within the school setting. This may be because the student is a school refuser, has particular behaviour needs, or needs additional emotional support. At this point the school will apply to the Local Authority to present this student at the Fair Access Panel (FAP) to try and gain either advice or support for this particular student. This decision is not taken lightly and is usually used as a last result when all other in-house avenues of support have been exhausted. A student is also presented at FAP when they are permanently excluded.

Managed Move:

In exceptional circumstances, when a student is not making acceptable progress in changing their conduct, school can apply for a Managed Move and the child can be placed in another school and have a fresh start.

Permanent exclusion

We seek every opportunity to ensure that student do not reach a point where permanent exclusions are necessary and the decision to exclude a student permanently is a serious one. There are two main types of situation in which permanent exclusion may be considered.

1. The first is a final, formal step in a concerted process for dealing with disciplinary offences following the use of a wide range of other strategies, including fixed-term exclusion, which have been used without success. It is an acknowledgement that all available strategies have been exhausted and is used as a last resort. This would include persistent and defiant misbehaviour.

2. The second is where there are exceptional circumstances and it is not appropriate to implement other strategies and where it could be appropriate to permanently exclude a student for a first or one off offence. These might include:

- Serious actual or threatened violence against another student or a member of staff.
- Sexual abuse or assault.
- Supplying an illegal drug.
- Carrying a weapon.
- Arson.

The school will consider police involvement and other agencies for any of the above offences. These instances are not exhaustive but indicate the severity of such offences and the fact that such behaviour seriously affects the discipline and well-being of the school.

Appendices

Investigating incidents, searching and confiscation

The following procedures should be followed if a serious disciplinary offence is thought to have taken place. These procedures are for guidance and they may be altered if circumstances require, for example if specific staff are unavailable or if the matter requires expeditious action.

Investigation incidents

Internal investigations can inadvertently prejudice investigations by Social Services or the Police. If it appears that a serious disciplinary offence is a matter for Social Services or the Police, staff must stop the internal investigation immediately and refer the matter to the Principal and/or the Designated Person for child protection as appropriate. In situations where other services need to be informed, the Principal or his designate will attempt to contact the family to let them know of the referral, unless it is, in their judgement, inappropriate to do so.

If a serious offence appears to have been committed, the member of staff concerned should inform the Principal as soon as possible. In the event that this is not possible then the staff member should refer it to the SLT. The Principal or his designate will decide the nature of investigation required, usually including conducting an initial interview with the student/students concerned and by arranging for the student/students concerned to produce a statement relating to the matter.

It is also important that disciplinary matters, particularly serious ones, are investigated at a measured pace and that no premature judgements are made concerning the matter.

Once an investigation for a serious offence begins it may be necessary for the student/students concerned to be supervised by a member of staff or in extreme cases isolated from other students. Any investigation should be conducted away from the public gaze.

When a student is interviewed he/she should be made aware of the matter being investigated at the start of the interview. It should also be made clear at the start of an interview that students are expected to tell the truth and that if they do not do so they can expect to be interviewed again. Careful contemporaneous notes should be kept during all interviews. These should be signed by the member(s) of staff present afterwards. Individual written statements should be taken wherever possible and they must be dated and signed and dated by the student concerned.

Searches and confiscation

If a member of staff suspects that a student is in possession of a prohibited object the student may be searched. This search of a student should be conducted by the Principal or a member of staff authorized by the Principal (usually Vice Principal, School Manager and Heads of School). The search should be conducted by the same gender as the student, and with another adult (where possible of the same gender). Before any search is undertaken consent will be sought from students. If consent is refused, the student will be asked to say why s/he has refused. Where there is suspicion of knives or weapons, alcohol, illegal drugs, illegal / legal highs (These will be regarded the same as illegal drugs) or stolen items (referred to in the legislation as 'prohibited items'), the student may be searched without their consent. When a search is conducted where there is a suspicion of a 'prohibited item' this can be conducted without the consent of the student. When being searched, students cannot be required to remove their socks or tights, shirts, trousers or skirt; they may only be required to remove "outer clothing" such as coats and jumpers. Searching the student's possessions includes searching a student's goods over which he has or appears to have control. Searches will be conducted in such a manner as to minimise embarrassment or distress. When items are found they can be confiscated if it is reasonable to do so and they are not allowed under the school rules. Where any article is thought to be a weapon it must be passed to the police. It is not necessary to inform parents before or after a search takes place or to seek their consent to search their child. Where objects are found however, the individual pupil's parents or guardians should be contacted where what is found constitutes a significant breach of the school rules, and especially where a "prohibited item" is found.

Consequences for Poor Behaviour for Learning

TUTOR LOG:
3 Rules for Learning and punctuality.

TEACHER LOG:
Ds on subject record card, phases 2, 3 and 4, no homework. 3 rules for learning and punctuality.

SCHOOL MANAGER LOG:
Late or truancy (on/off site), borrowed uniform, poor behaviour at lunchtime, standards cards, mobile phone misuse, SLT referral, Small School detention, internal and external exclusion.

