



Behaviour Policy

Applicable to:	✓	Astley Community High School
		Seaton Sluice Middle School
		Whytrig Middle School
Approval body:	Executive Headteacher	

Status:

Statutory policy or document	Yes
Review frequency	Annual
Approval by	Executive Headteacher

Publication:

Statutory requirement to publish on school website	Yes
Agreed to publish on school website	Yes

Review:

Frequency	Next Review Due
Annually	September 2022

Version Control:

Author	Creation Date	Version	Status
?	2007	1.0	Final approved version for publication
Changed by	Revision Date		
?	? September 2014	2.0	Final approved version for publication
Head of School (GS)	6 June 2019	2.1	Full review and update
Business Manager (BW)	12 June 2019	2.2	Amendments to style and formatting
Business Manager (BW)	12 June 2019	3.0	Final approved version for publication
Business Manager (BW)	17 October 2021	3.1	Updated in line with The Key for School Leaders model policy (August 2021)
Business Manager (BW)	19 October 2021	4.0	Final approved version for publication

1 Rationale

*“Good behaviour is a necessary condition for effective teaching to take place”
(Education Observed 5 - DFES 1987)*

- 1.1 The federation accepts this principle and seeks to create an environment in each school which encourages and reinforces good behaviour.
- 1.2 At Astley Community High School, we aim to involve our pupils (applicable to pre-16 pupils and post-16 students) in rules and principles in such a way that autonomous moral behaviour is encouraged through clear and rational rules which are fair and applied consistently. These are based on safety, consideration of others and respect for property. We believe that good behaviour and discipline in our school is essential for effective teaching and learning to take place.
- 1.3 A clear, approved, understood policy (supported by all those who are involved in and with the school) is needed so our aims can be met.

2 Aims

- 2.1 Our aims are to:
 - provide a consistent approach to behaviour management
 - define what we consider to be unacceptable behaviour, including bullying and discrimination
 - promote a purposeful atmosphere throughout school which is conducive to effective teaching and learning
 - encourage everybody in school to be calm, courteous, considerate and relate well to each other
 - encourage all pupils to show, through their actions, that they know the difference between acceptable and unacceptable behaviour
 - encourage pupils to take responsibility for their actions, and, in doing so, develop their self-esteem and self-discipline
 - ensure that the school’s expectations and strategies are widely known and understood
 - ensure consistency of response to both positive and negative behaviour
 - encourage a positive relationship with parents/carers and develop a shared approach to involve them in the implementation of this policy and associated procedures
 - promote early intervention
 - summarise the roles and responsibilities of different people in the school community with regards to behaviour management

3 Legislation and statutory requirements

- 3.1 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](#)
 - [Keeping Children Safe in Education](#)
 - [Use of reasonable force in schools](#)
 - [Supporting pupils with medical conditions at school](#)

3.2 It is also based on the [Special Educational Needs and Disability \(SEND\) code of practice](#).

3.3 In addition, this policy is based on:

- 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

4 Roles and responsibilities

4.1 The **governing body** is responsible for reviewing and approving the federation's Written Statement of Behaviour Principles which is published on the federation website. This responsibility is delegated to the Pupil Support Committee. The Pupil Support Committee 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.

4.2 The **Executive Headteacher** is responsible for reviewing this Behaviour Policy in conjunction with the Pupil Support Committee, giving due consideration to the federation's Written Statement of Behaviour Principles. The Executive Headteacher is also responsible for approving this policy, and will:

- ensure that the school environment encourages positive behaviour and that staff deal effectively with poor behaviour
- monitor how staff implement this policy to ensure rewards and sanctions are applied consistently

4.3 **All 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

4.4 The **Senior Leadership Team** will support staff in responding to behaviour incidents.

4.5 **Parents/carers** 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 class teacher promptly

5 Implementation

5.1 We have a series of structures and documents which firstly set out to teach and encourage self-discipline and mutual respect, and secondly provide clear statements of our measures for dealing with matters of discipline.

- 5.2 We follow the 'Behaviour For Learning' (BFL) behaviour management programme in school. The Head of School will regularly review the BFL programme, in consultation with staff, governors, pupils and parents/carers as appropriate.
- 5.3 Classroom, corridor and dining hall rules (formally referred to as Codes of Conduct) are statements of our basic rules, which are incorporated into the Pupil School Diary and displayed prominently throughout the school; all pupils are familiar with their contents. They have been drawn up in consultation with staff, pupils and parents and are used in PSHE/tutorial time for teaching principles of good conduct and respect for one another.
- 5.4 The BFL Handbook contains detailed information about the BFL principles, which are intended to ensure that good behaviour is rewarded and that sanctions are consistently applied by all staff. A summary of rewards and sanctions, and when they should be applied, is also contained in the booklet for ease of reference. Staff who are not form tutors receive a copy of all the relevant BFL documentation contained in the Tutor Handbook.
- 5.5 The Pupil School Diary already includes information regarding expectations with regards to school uniform, hairstyle and jewellery guidelines, in addition to a copy of the Home-School Agreement.
- 5.6 Assemblies, form period and letters to parents/carers will be used periodically as appropriate, to reinforce matters of discipline and to raise awareness of new issues which may arise.
- 5.7 The principles of the BFL programme will receive a dedicated lesson and assembly time at the beginning of the Autumn Term.
- 5.8 Lunch-time supervisors follow the same BFL policy to monitor behaviour at this time, and are supported by duty staff and SPLs.

6 Bullying

- 6.1 Bullying is defined as hurtful or unkind behaviour which is deliberate and repeated. Bullying can be carried out by an individual or a group of people towards another individual or group, where the bully or bullies hold more power than those being bullied.
- 6.2 Details of our approach to preventing and addressing bullying are set out in the federation's Anti-Bullying Policy, which can be found on the federation website.

7 Zero-tolerance approach to sexual harassment and sexual violence

- 7.1 The federation will ensure that all incidents of sexual harassment and/or violence are met with a suitable response, and never ignored. Pupils are encouraged to report anything that makes them uncomfortable, no matter how 'small' they feel it might be.
- 7.2 The federation has procedures in place to respond to any allegations or concerns regarding a child's safety or wellbeing. Please see the federation's Child Protection Policy (which can be found on the federation website) for more information.

8 Behaviour outside of the classroom

- 8.1 The highest standards of behaviour are expected from pupils as they travel from lesson to lesson and while at play. Staff monitor behaviour around the school before the start of the school day, during break, lesson change over and after school (including bus duty).
- 8.2 The federation continues to show a great interest in the behaviour of its pupils outside of school and may take action where a pupil has misbehaved off-site when representing the school. This means misbehaviour when the pupil is:
- taking part in any school-organised or school-related activity (e.g. school trips)
 - travelling to or from school
 - wearing school uniform
 - in any other way identifiable as a pupil of our school
- 8.3 Sanctions may also be applied where a pupil has misbehaved off-site at any time, whether or not the conditions above apply, if the misbehaviour:
- could have repercussions for the orderly running of the school
 - poses a threat to another pupil or member of the public
 - could adversely affect the reputation of the school
- 8.4 Sanctions will only be given out on school premises or elsewhere when the pupil is under the lawful control of the staff member (e.g. on a school-organised trip).

9 Malicious allegations

- 9.1 Where a pupil makes an allegation against a member of staff and that allegation is shown to have been deliberately invented or malicious, the school will discipline the pupil in accordance with this policy.
- 9.2 Where a pupil makes an allegation of sexual violence or sexual harassment against another pupil and that allegation is shown to have been deliberately invented or malicious, the school will discipline the pupil in accordance with this policy.
- 9.3 In all cases where an allegation is determined to be unsubstantiated, unfounded, false or malicious, the school (in collaboration with the Local Authority Designated Officer, where relevant) will consider whether the pupil who made the allegation is in need of help, or the allegation may have been a cry for help. If so, a referral to children's social care may be appropriate.
- 9.4 The school will also consider the pastoral needs of staff and pupils accused of misconduct.
- 9.5 The federation's Child Protection Policy and Procedure for Dealing with Allegations of Abuse against Staff (available on request) provide more information on responding to allegations of abuse against staff or other pupils.

10 Behaviour management

Classroom Management

- 10.1 The [Teachers' Standards](#) state that every teacher is required to "manage behaviour effectively to ensure a good and safe learning environment" and must:

- have clear rules and routines for behaviour in classrooms, and take responsibility for promoting good and courteous behaviour both in classrooms and around the school, in accordance with the school's behaviour policy
- have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly
- manage classes effectively, using approaches which are appropriate to pupils' needs in order to involve and motivate them
- maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary

10.2 Teachers are also expected to maintain high standards by “treating pupils with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher’s professional position”.

10.3 Effective classroom management is a balance between the teacher planning and delivering appropriate learning activities and the use of appropriate behaviour management techniques. Classroom management could be seen as a process of ‘keeping all the plates spinning’. This requires constant adjustment and communication with pupils and a good deal of professional judgement.

Physical Restraint

10.4 In some circumstances, staff may use reasonable force to restrain a pupil to prevent them:

- causing disorder
- hurting themselves or others
- damaging property

10.5 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/carers

Confiscation

10.6 Any prohibited items found in pupils’ possession will be confiscated. These items will not be returned to pupils.

10.7 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/carers, if appropriate.

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

Pupil Support

- 10.9 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.
- 10.10 The school's Special Educational Needs and Disability Coordinator (SENDCo) will evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.
- 10.11 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.
- 10.12 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/carers to create the plan and review it on a regular basis.

Safeguarding

- 10.13 The federation 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 Policy.

11 Pupil transition

- 11.1 To ensure a smooth transition to the next year, pupils have transition sessions with their new teacher(s). In addition, staff members hold transition meetings.
- 11.2 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.

12 Training

- 12.1 Staff are provided with training on managing behaviour, including proper use of restraint, as part of their induction process. Behaviour management also forms part of continuing professional development.