



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	Summer 2025

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
Business Director (BW)	30 January 2023	4.1	Updated in line with The Key for School Leaders model policy (August 2022)
Business Director (BW)	30 January 2023	5.0	Final approved version for publication
Head of School ACHS (RG)	19 January 2024	5.1	Annual review; proposed changes to some sections
Business Director (BW)	11 April 2024	5.2	Proposed changes amended, accepted, moved or not included in line with agreed federation approach and both middle school policies
Business Director (BW)	22 May 2024	5.3	Updates to bring further in line with both middle school policies, including clarification of Head of School's role at 4.3
Business Director (BW)	xx May 2024	6.0	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 strive to provide a caring and supportive environment, in which all pupils (both pre-16 pupils and post-16 students) can learn and develop their individual skills and talents. We seek to teach, encourage and reward all aspects of good behaviour, and believe that through a consistent approach to positive behaviour we will help pupils to make the correct behaviour choices in school and the wider community.
- 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 This policy aims to:

- provide a consistent approach to behaviour management
- define what we consider to be acceptable and 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 display positive relationships to one another and for pupils to follow the expectations of being ready, respectful and safe.
- 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, self-discipline and resilience
- ensure that the school’s behaviour 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 to help support poor behaviour
- 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](#)
- [School suspensions and permanent exclusions](#)
- [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.

4.3 The **Head of School** 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

4.4 **All staff** are responsible for:

- implementing the Behaviour Policy consistently
- modelling positive relationships and behaviour
- providing a personalised approach to the specific behavioural needs of particular pupils
- recording behaviour incidents (both positive and negative)

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

4.6 **Parents/carers** are expected to:

- support their child in adhering to the school's behaviour expectations
- inform the school of any changes in circumstances that may affect their child's behaviour
- discuss any behavioural concerns with the relevant member of staff promptly
- read and sign the Home-School Agreement contained in their child's planner

5 Implementation

- 5.1 Our behaviour model is based on the bedrock of positive relationships between all members of the school community.
- 5.2 There are three main elements expected of everyone when they come to our school. They are:
- **Ready:** being ready and on time for school and each lesson and prepared for learning, with the correct uniform (including PE kit) and equipment
 - **Respectful:** having a positive attitude to learning, showing respect to all members of the school community, self and environment, and following staff instructions first time
 - **Safe:** being safe in the community, online, during lessons and around school
- 5.3 These expectations are displayed in each classroom and around the school, along with corridor and dining hall expectations (linked to Ready, Respectful and Safe). Assemblies and tutor time are used to develop pupils' understanding of our expectations.
- 5.4 Staff are encouraged to consistently recognise and celebrate positive behaviour. This can be through positive verbal or written praise and through the awarding of merits. The Achievement Ladder (see Appendix A) highlights the range of ways that the school recognises and celebrates positive behaviour.
- 5.5 Staff are also encouraged to use a consistent approach to the management of negative behaviour. The Behaviour Ladder (see Appendix B) outlines the stages that are used to manage negative behaviour. This shows examples of negative behaviour and what the appropriate consequences of sanction may be.
- 5.6 Staff record all positive and negative behaviour on the federation's Management Information System (MIS). We encourage all parents/carers to download the My Child At School (MCAS) app so that they can track their child's behaviour.
- 5.7 Assemblies, tutor time and the PSHE/RSE curriculum are used to develop pupils' understanding of British Values and how we should treat others, including those with protected characteristics. British Values are displayed around the school. 'It is not ok to be' posters (see Appendix C) are displayed around the school and highlight how we should and shouldn't treat others.
- 5.8 All pupils are expected to bring their pupil planner to school. This is used to record homework and to record any demerits that the pupil receives. The pupil planner contains a range of information for pupils and parents/carers including the federation's vision and ethos, behaviour expectations, the achievement ladder, the behaviour ladder, school uniform expectations, attitude to learning descriptors and the Home-School Agreement.
- 5.9 The Home-School Agreement details the expectations for parents/carers, pupils and school. This also includes the PE contract. We ask that all pupils and parents/carers sign the Home-School Agreement.
- 5.10 Assemblies, tutor time and letters to parents/carers will be used periodically as appropriate, to reinforce matters of behaviour and to raise awareness of new issues which may arise.
- 5.11 Lunchtime supervisors follow the same behaviour model as all other staff and are encouraged to build positive relationships with all pupils. Supported by duty staff

and the pastoral team, they will also encourage all pupils to follow the behaviour expectations and be ready, respectful and safe.

- 5.12 We aim to develop positive relationships with all parents/carers so that we can act in partnership to ensure that all pupils achieve their potential. We will therefore endeavour to regularly communicate with parents/carers through examples such as transition evenings, parents' evenings, information evenings, messages in relation to praise/rewards, and information letters sent home. The pastoral team and subject teachers will be encouraged to speak with parents/carers if there are any emerging issues. Similarly, we encourage parents/carers to contact school to speak with the relevant member of staff if any concerns arise.
- 5.13 The pupil planner also highlights the school's expectations of parents/carers. As a school we will not tolerate any unacceptable behaviour towards our staff. We ask that all parents/carers are respectful towards our staff when communicating with them. Our parental expectations are also displayed in the main school reception area.

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 We are steadfast in our commitment that bullying in all its forms is unacceptable and will not be tolerated. We will endeavour to work with the victim, the perpetrator(s) and their parents/carers to consider what consequences are necessary and what support can be put in place. 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 We are steadfast in our commitment that sexual harassment and sexual violence are not acceptable and will not be tolerated. 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. Assemblies, tutor time and the PSHE/RSE curriculum are used to develop pupils' understanding of how we should treat others, including issues related to sexual harassment and sexual violence.
- 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 move between lessons and during break and lunch times. Staff monitor behaviour around the school before the start of the school day, during break, lesson change over and after school (including bus duty). Corridor expectations and dining hall expectations are clearly displayed around school and link to the behaviour expectations of being ready, respectful and safe.

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

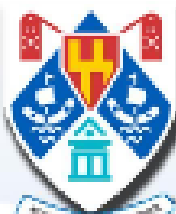
- 10.13 The federation recognises that changes in behaviour may be an indicator that a pupil is in need of help or protection. We will consider whether a pupil's misbehaviour may be linked to them suffering, or being likely to suffer, significant harm. Where this may be the case, we will follow our Child Protection Policy.

11 Pupil transition


- 11.1 To ensure a smooth transition into Astley Community High School, we employ a range of transition strategies. In the summer term, we offer days in school for all Year 8 pupils who will be moving to Astley that September, to allow them to experience life in high school. We also hold a transition evening for parents/carers during the summer term of Year 8 to share important information.
- 11.2 The vast majority of students who start in Year 9 come from the two middle schools in our federation, which means we are able to hold transition meetings between senior leaders, pastoral and SEND staff so that information and support strategies can be shared.
- 11.3 For those pupils who will be joining our federation in Year 9, we hold transition meetings with the relevant members of staff from the schools they are moving from.
- 11.4 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.
- 11.5 In some cases pupils join our school during the year i.e. outside of the usual transition period. This could include a geographical move into the area, a transfer from a local school, or a managed move. In all these cases we will meet with the pupil and their parent/carer to discuss their strengths and any areas of support. We will also liaise with their previous school.

12 Training

- 12.1 Staff are provided with a range of training in relation to pupil behaviour. This includes understanding the federation's Written Statement of Behaviour Principles, understanding the behaviour expectations of Ready, Respectful and Safe, and how to effectively manage behaviour. Specific members of staff receive training on the proper use of restraint. Behaviour management also forms part of continuing professional development.




Achievement




<p>Nomination for Awards Evening</p>	<div style="border: 2px solid red; padding: 5px; margin-bottom: 5px;"> <p>Executive Head Teacher's Award (300 Merits)</p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: left;"> <tr> <td style="padding: 2px;">Dedicated contribution to the school/community</td> <td style="padding: 2px;">All ATL 1s in data tracking</td> <td style="padding: 2px;">National representation</td> <td style="padding: 2px;">100% Attendance</td> </tr> </table> </div>	Dedicated contribution to the school/community	All ATL 1s in data tracking	National representation	100% Attendance	<p>Annually</p>				
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<p>Merit Certificate/ Letter</p>	<table border="1" style="width: 100%; border-collapse: collapse; text-align: left;"> <tr> <td style="padding: 2px;"> Merit® Certs 50: Bronze 100: Silver 150: Gold 200: Platinum 250: Head of School Award </td> <td style="padding: 2px;"> 100% Attendance 50% of the term Term Top </td> <td style="padding: 2px;"> Attendance Cup Parents Evening helper </td> <td style="padding: 2px;"> All 1s club (ATL) Role in school production Role in sports team </td> </tr> <tr> <td style="padding: 2px;"> Acad/Towards Regional Achievement </td> <td style="padding: 2px;"> Inter-competition (winning entry/Stanley certificate) </td> <td colspan="2"></td> </tr> </table>	Merit® Certs 50: Bronze 100: Silver 150: Gold 200: Platinum 250: Head of School Award	100% Attendance 50% of the term Term Top	Attendance Cup Parents Evening helper	All 1s club (ATL) Role in school production Role in sports team	Acad/Towards Regional Achievement	Inter-competition (winning entry/Stanley certificate)			<p>Termly</p>
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<p>Nomination for Cookies and Hot Chocolate /Achievement Certificate</p>	<div style="border: 2px solid red; padding: 5px; margin-bottom: 5px;"> <p>Any Notable Achievement</p> </div> <div style="border: 2px solid red; padding: 5px; margin-bottom: 5px;"> <p>Star of the Week (Price included)</p> </div>	<p>Weekly</p>								
<p>Merit/Multiple Merit/ Teacher Phone Call Home</p>	<table border="1" style="width: 100%; border-collapse: collapse; text-align: left;"> <tr> <td style="padding: 2px;">Complete challenge task</td> <td style="padding: 2px;">Target Grade met/exceeded</td> <td style="padding: 2px;">ATL 1 for a piece of work</td> <td style="padding: 2px;">Volunteering for classroom duties</td> </tr> <tr> <td style="padding: 2px;">3 week full attendance</td> <td style="padding: 2px;">No Demerits in a week</td> <td style="padding: 2px;">Outstanding contribution to class discussion</td> <td style="padding: 2px;">All students also meeting 100% (all students awarded merits collectively)</td> </tr> </table>	Complete challenge task	Target Grade met/exceeded	ATL 1 for a piece of work	Volunteering for classroom duties	3 week full attendance	No Demerits in a week	Outstanding contribution to class discussion	All students also meeting 100% (all students awarded merits collectively)	<p>Daily</p>
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<p>Verbal Praise</p>	<table border="1" style="width: 100%; border-collapse: collapse; text-align: left;"> <tr> <td style="padding: 5px;">Good Manners</td> <td style="padding: 5px;">Positive contribution to class discussion</td> <td style="padding: 5px;">Positive attitude</td> <td style="padding: 5px;">Positive Behaviour</td> </tr> </table>	Good Manners	Positive contribution to class discussion	Positive attitude	Positive Behaviour	<p>Daily</p>				
Good Manners	Positive contribution to class discussion	Positive attitude	Positive Behaviour							

*All Merit awards based on total number of merits minus total number of demerits & detentions



Behaviour



<h2 style="color: red; font-size: 36px; margin: 0;">C6</h2> <p style="font-weight: bold; margin: 0;">Suspension</p>	Assault on adults or Pupils	Threatening behaviour towards staff or student	Severe/persistent bullying	Extreme Vandalism OR Theft	<p style="font-weight: bold; margin: 0;">Contact Home by SPL/SLT</p>
	Gross persistent defiance OR disruption	Illegal substance or object possession on site	Racist/gender/ disabled/ homophobic incident	Swearing at staff	
<h2 style="color: red; font-size: 36px; margin: 0;">C5</h2> <p style="font-weight: bold; margin: 0;">Inclusion or Report</p>	Serious uniform, jewellery, or equipment issue	Consequence on Progress Report 3	Bullying	Vandalism/ damage to property	<p style="font-weight: bold; margin: 0;">Contact Home by SPL</p>
	Persistent disruption of learning	Smoking/vaping on site or in uniform (+1 hour Detention)	Repeated truancy	Failure to attend C4 detention + 1 hour	
<h2 style="color: red; font-size: 36px; margin: 0;">C4</h2> <p style="font-weight: bold; margin: 0;">1 hour detention</p>	Persistent missed deadlines or incomplete classwork/homework	Persistent uniform, jewellery, or equipment issue	Inappropriate ICT use	Vandalism	<p style="font-weight: bold; margin: 0;">Relocation within Faculty Area and Contact home by SPL/HOF</p>
	Persistent disruption of learning	Failure to attend subject (C3) detention	3 Demerits in one week	Defiance	
<h2 style="color: red; font-size: 36px; margin: 0;">C3</h2> <p style="font-weight: bold; margin: 0;">30 mins detention</p>	Missed homework or repeated incomplete classwork	Repeated minor uniform, jewellery, or equipment issue	Repeated Swearing (verbal or written)	Report not signed; ATL 3 on Progress Report 2	<p style="font-weight: bold; margin: 0;">Contact home by Tutor/ Teacher</p>
	Repeated disruption of learning	Inappropriate mobile device use (device confiscated)	Inappropriate ICT use (2 nd warning)	Repeated name calling/verbal abuse & bothering other students	
<h2 style="color: red; font-size: 36px; margin: 0;">C2</h2> <p style="font-weight: bold; margin: 0;">Demerit</p>	Minor uniform issue (e.g. shirt out, no equipment or piece of PE kit missing)	Inappropriate ICT use	Continued breach of rules	Any second C1 offence following a verbal warning	<p style="font-weight: bold; margin: 0;">Contact home by Tutor/ Teacher as required</p>
	Leaving Lesson without Permission	Swearing (verbal or written)	Phone/ipod out	Chewing gum, eating in class, or littering	
<h2 style="color: red; font-size: 36px; margin: 0;">C1</h2> <p style="font-weight: bold; margin: 0;">Verbal Warning</p>	Off task in lesson	Name Calling, verbal abuse & bothering other students	Defiance following verbal instructions	Out of bounds	
	Minor breach of Corridor rules			Low level disruption	

All actions and sanctions will fall within the behaviour ladder.
 In some instances, individual circumstances will be taken into account.



SEATON VALLEY FEDERATION

SEATON SLUICE MIDDLE SCHOOL · WHYTRIG MIDDLE SCHOOL · ASTLEY COMMUNITY HIGH SCHOOL

It's NOT OK to:

- Abuse, bully or harrass another person in any way
- Use sexist and/or insulting language towards anyone
- Take photos, including indecent photos of another person without consent
- Send indecent images to anyone
- Ask anyone to send you indecent images
- Joke about a person's body
- Touch someone inappropriately
- Laugh sexual harassment off as "a joke"
- Be racist, sexist, misogynistic, homophobic, transphobic, ableist or ageist.

**SMALL ENOUGH TO CARE;
BIG ENOUGH TO DELIVER A POSITIVE IMPACT.**