



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
?	?? September 2012	0.0	
Changed by	Revision Date		
Head of School SSMS (SL)	?? September 2016	0.1	Initial draft based on 2012 policy
Business Manager (SH)	21 October 2016	0.2	Front cover added and font/formatting changed to meet accessibility guidelines
Head of School SSMS (SL)	?? October 2016	1.0	Final version for publication
Business Manager (BW)	27 September 2021	1.1	Updated in line with The Key for School Leaders model policy (August 2021)
Business Manager (BW)	21 October 2021	1.2	Updated to incorporate feedback from Head of School SSMS (KMc)
Business Manager (BW)	22 October 2021	2.0	Final approved version for publication
Business Director (BW)	30 January 2023	2.1	Updated in line with The Key for School Leaders model policy (August 2022)
Business Director (BW)	30 January 2023	3.0	Final approved version for publication
Head of School SSMS (KMc)	20 March 2024	3.1	Annual review; changes to section 5 to reflect “Ready, Respectful, Safe”
Business Director (BW)	20 March 2024	4.0	Final approved version for publication
Business Director (BW)	22 May 2024	4.1	Clarification of Head of School’s role at 4.3

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 Seaton Sluice Middle School, we strive to provide a caring and supportive environment, in which all pupils 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 unacceptable behaviour, including bullying and discrimination
 - 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

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 behaviour
- providing a personalised approach to the specific behavioural needs of particular pupils
- recording behaviour incidents

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 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 Rewards and consequences

5.1 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
- **Respectful:** showing respect to all members of the school community, self and environment
- **Safe:** being safe in the community, online, during lessons and around school

5.2 Our school has a rewards and consequences system which comprises:

- five basic rules
- a package of rewards for those pupils who choose to follow them
- specific interventions for those pupils who choose not to.

The Five Rules

- 5.3 The five rules on which the system is based are highlighted at the start of each term during assembly and are revisited by the form teacher and subject teachers at appropriate times. They are displayed in every classroom. The rules were agreed by staff and pupils and apply to all pupils and are as follows:
- Do as an adult tells you, the first time, without comment.
 - Listen carefully when others are talking.
 - Walk calmly, quietly and considerately on the left when moving around school.
 - Arrive at the classroom on time and ready for work.
 - Respect yourself, others and their belongings.

Rewards

- 5.4 The school reward system is based on awarding merits and certificates for exceptional effort and work, as well as doing over and above what is expected. Our merit system is carefully managed through staff professional judgement, based on each individual. If the effort is excellent, given the individual pupil's ability and behaviour traits, then the merit may be awarded.
- 5.5 Key Stage assemblies will celebrate pupils in each class weekly. Star of the Week certificates are awarded for outstanding contribution to class progress either academically or socially. At the end of each term, a range of activities and rewards are available to pupils based on attendance and the number of merits awarded.
- 5.6 The school year culminates in our very own Awards Ceremony where subject prize, effort recognition and larger awards such as trophies and shields are awarded to students.
- 5.7 Messages, postcards and certificates are often sent home to inform parents/carers of successes - these are no limits to these rewards! There are also regular opportunities for activities and competitions between form classes.

Consequences

- 5.8 Demerits are given out for a variety of reasons, such as when a pupil has incorrect equipment, incorrect uniform, or if their attitude or behaviour is unacceptable (e.g. running around school, shouting, being disruptive, not following instructions). If a pupil receives three demerits in a week they will have a lunchtime in reflection with a member of the Senior Leadership Team.
- 5.9 After school detention is a serious measure and should only be applied after many of the 'Early Intervention Strategies' have been tried (see below). Any detention should involve a phone conversation between the member of staff placing the child in detention and the parent informing them of the reasons for the detention. This conversation should include discussion on the interventions used so far and requesting parental support in stopping the behaviours from happening again.
- 5.10 Lunchtime reflections will last 30 minutes and are carried out by the relevant Student Progress Leader in the first instance. During reflection time, pupils will be encouraged to reflect on their behaviour and how to improve it. Following three lunchtime reflections in any half term, further detentions will be after school.

- 5.11 For persistent poor behaviour, pupils may be placed on report. This will be monitored by form teachers and/or Student Progress Leaders.
- 5.12 Parents/carers will be kept fully informed about the implications of the report systems.
- 5.13 Some pupils struggle to meet the high behaviour standards set by the school because they have specific behavioural, mental health or home issues. If the behaviour of these pupils cannot be appropriately managed as set out above, a pastoral support plan or contract may be put in place. This will last for a specified period of up to six weeks. The pastoral contract will state specific support and consequences and be drawn up following a meeting with the parents/carers and the pupil.
- 5.14 The school takes a zero tolerance approach towards extreme defiance and insulting comments towards any staff member. A pupil who refuses to follow the specific instructions of a member of staff or makes any derogatory comments to them will be internally excluded for the rest of the day. Depending on the severity of the offence, it may lead to an exclusion from school. The parents/carers of pupils involved will always be contacted by a member of the Senior Leadership Team.
- 5.15 Any pupil who assaults a member of staff will be excluded from school.

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 Pupils who choose not to follow the rules in the yard or between lessons will be dealt with by the staff on duty. They will report serious or repeated problems and issue demerits and reflections if necessary. It is expected that pupils who struggle to behave appropriately in the yard will have to spend their breaks inside until staff

feel they can be trusted to behave appropriately. Any serious incidents will be referred to, and dealt with, by a member of the Senior Leadership Team.

8.3 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

8.4 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

8.5 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. This requires constant adjustment and communication with pupils and a good deal of professional judgement.
- 10.4 The ‘Early Intervention Strategies’ listed below are a guide to help support all staff to effectively deal with low level behaviour issues. These issues include being off task, talking at the wrong time, disturbing the class by calling out and distracting others.

Early Intervention Strategies

- **Praise**
 - Regular praise to whole class
 - Continued praise to those who are doing well
 - Praise to the individuals who are doing well (ripple effect)
- **Positive relationships**
 - Build positive relationships with all pupils by demonstrating care, understanding and respect
 - Demonstrate fairness and be explicit that any challenge is appropriate to the behaviour shown
- **Before challenging low level disruption attempt a range of ‘diversion’ techniques including use of Thrive language**
 - I am wondering why...
 - I am thinking that...
 - I am noticing...
 - I am imagining...
 - You need to complete task x in the next ... minutes
 - You must complete task x by the end of lesson
 - What number are you on?
 - Can you read to me what you have already?
 - Tell me what you are going to do next
 - Do you need any help?
 - I need you to... so that the other pupils and yourself can be successful today
 - You need to come over here so you can concentrate on your work better
 - You need to work with me so that I can help you do some excellent work
 - You need to work with pupil x, together you can do some excellent work

- If following ‘diversion’ the disruption continues, try the following assertive (but calm) techniques
 - Please stop activity x, I want you to do well in this lesson
 - Please stop activity x as it is distracting others from their learning and you wouldn’t want to stop them from learning
 - If this behaviour continues I will be writing a note in your planner
 - You must complete your work, if you don’t it must be completed at...
 - I will need to discuss this situation with you at the end of the lesson or break/lunch
 - Please wait outside until I can discuss this with you further

10.5 During every interaction with pupils it is to be remembered that some of them may mirror your actions and behaviour. An abrupt or confrontational approach may soon be matched by another reflected back to you. In the same way a calm and controlled approach will often have the effect of calming and controlling an angry pupil.

10.6 There are several benefits to the above approaches:

- They empower the staff to take control, directly intervene and effectively manage the behaviour in their class
- Almost all these interventions take place in the lesson time without giving yourself or others more work (detentions)
- Any extra input e.g. contacting parents/carers may take up some extra time outside of the lesson but this time should be repaid with improved behaviour in future lessons
- They reduce the risk of inflaming situations with punitive consequences too soon
- Other pupils will see that the staff are taking control and dealing with issues- no one is getting away with anything

Further Intervention Strategies

10.7 Some behaviours are completely unacceptable. These include disrespect and/or defiance of any member of staff, use of inappropriate language (including racist, misogynistic or homophobic language), intimidation and bullying and any aggressive behaviour. These behaviours will lead to the use of a ‘Further Intervention Strategy’ immediately.

10.8 Pupils will have been warned that the following steps will happen:

- internal exclusion
- fixed term suspension
- managed move
- alternative provision
- permanent exclusion

Physical Restraint

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

- causing disorder
- hurting themselves or others
- damaging property

10.10 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

10.11 Any prohibited items found in pupils' possession will be confiscated. These items will not be returned to pupils and will need to be collected by parents/carers.

10.12 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.

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

Pupil Support

10.14 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.

10.15 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.

10.16 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.

10.17 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

10.18 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.