



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
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Author	Creation Date	Version	Status
Head of School WMS (JS)	?? July 2017	1.0	Final version for publication
Changed by	Revision Date		
Business Manager (BW)	17 October 2021	1.1	Updated in line with The Key for School Leaders model policy (August 2021)
Business Manager (BW)	19 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 WMS (JS)	17 January 2024	3.1	Annual review; changes to section 5 to reflect “Ready, Respectful, Safe”
Business Director (BW)	12 February 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 Whytrig 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 We encourage good behaviour and discourage inappropriate behaviour by having:

- clear expectations
- a package of rewards for those pupils who choose to follow them
- specific interventions for those pupils who choose not to

Expectations

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

- **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

5.3 At Whytrig Middle School there are a set of expectations that support the three main elements:

- **To be on time for school and each lesson with the correct equipment**
- **To do as we are old first time and without comment**
- **To show respect for ourselves;** we can do this by:
 - coming to school to be the best we can be and with a positive attitude
 - being prepared to try and maybe fail
 - being honest and trustworthy
 - wearing the correct uniform and keeping it tidy
 - being healthy and safe
- **To show respect for others;** we can do this by:
 - being courteous and polite
 - accepting and understanding we are not all the same
 - allowing others to learn in lessons
 - only using kind words when speaking to others
 - keeping hands feet and objects to ourselves
 - listening when we need to
 - moving around the school site quietly and calmly
 - accepting mistakes graciously
 - being attentive hard-working learners in lessons
 - by being gracious in victory and defeat
- **To show respect for property;** we can do this by:
 - keeping our planner neat and tidy and with us in lessons at all times
 - keeping our planner, books and belongings in good order
 - keeping our lockers neat, tidy and locked
 - keeping our locker keys safe and replacing them if we lose them
 - having our name written on our belongings such as uniform and packed lunch box
 - leaving things alone if they don't belong to us
 - not exchanging money or belongings with other pupils
- **To show respect for the environment and community;** we can do this by:
 - putting our litter and rubbish in the bins provided
 - taking our packed lunch boxes home each evening
 - avoiding damage to the school and grounds
 - keeping the school (including dinner hall) and corridors neat and tidy
 - cleaning up after ourselves in the dinner hall
 - remembering we are ambassadors for our school at all times

Rewards

5.4 Pupils will gain rewards by following the School rules. When our pupils do something well, their teacher will recognise this by speaking to them in class or writing comments on their work. Our rewards when children follow the rules and display good behaviour are:

- verbal praise
- positive message or phone call home
- 'good behaviour' acknowledged in their diary at the end of each week (if there are less than three demerits in the diary for that week)

- access to a weekly class reward, such as a raffle; this reward is decided and organised by the child's class teacher with their class
 - non-uniform pass, to be used either on specified dates or at a date of the pupil's choice depending upon the reason for issue
 - end of half term reward, for pupils who have gained 80% of their 'behaviour' stamps for the half term and have not been internally or externally excluded during that half term
 - a medal and a certificate for pupils who have had no red demerits in the full academic year
- 5.5 Excellent effort in a child's classwork or homework could mean they would be awarded a merit, which will be recorded on the school's Management Information System (Bromcom) and displayed on the My Child At School (MCAS) App. There are special awards given on reaching merit milestones:
- Gold (25 merits)
 - Excellent (50 merits)
 - Superstar (75 merits)
 - Owl (100 merits)
 - CXXV (125 merits)
 - 150 merits
- 5.6 Whenever a child reaches a milestone, they receive a gold sticker for their diary. These are presented in whole school assemblies to celebrate their success. On the first occasion of reaching each milestone, the child will also get a pin badge relevant to that award which they can wear with pride on their School sweatshirt. Children who earn a Gold Award in two terms of the academic year qualify for the end of year reward visit.
- 5.7 Each child is assigned a 'House' on entry to Whytrig. Throughout the school year, when children are rewarded with merits for their efforts, they are contributing to their House's merit total as each single merit earns a point for the House. The winning House each term is then announced in the end of term assembly.

Consequences

- 5.8 It is important that children know the consequences if they choose not to follow the school rules. This is a fair system because it is consistent and any consequences are known in advance of choosing to break the rule.
- 5.9 In lessons, inappropriate behaviour may result in one of the following:
- a warning (may be verbal, non-verbal or diary on teacher's desk)
 - a demerit, recorded on Bromcom and displayed on the MCAS App
 - time out (an opportunity for the child to reconsider their behaviour and make the correct choice)
 - a referral made to a year group leader for a child persistently ignoring the rules and not modifying their behaviour or as a result of a high level isolated incident, such as fighting for example; if a pupil is given a referral, the usual consequence will be an after school detention taken by a senior member of staff - however, in some incidents, the consequence could be greater
 - fixed period in inclusion (in designated room on site)
 - fixed term suspension

- 5.10 Any pupil who receives three demerits in one week will automatically be given a senior teacher detention after school.
- 5.11 Any pupil who receives three referrals in one week will automatically be given a one day internal exclusion where they will work in isolation.
- 5.12 At break and lunchtime, inappropriate behaviour may result in the following:
- a warning (may be verbal or non-verbal)
 - a demerit, recorded on the Bromcom by duty staff and displayed on the MCAS App
 - a referral
 - fixed period in inclusion (in designated room on site)
 - fixed term suspension
- 5.13 At least twenty four hours' notice will be given to parents or carers if a child receives a detention as a result of their behaviour. This will be done by telephone, email, letter or through the MCAS App. Detentions after school take place from 3:30pm-4:15pm and are supervised by senior members of staff.
- 5.14 We recognise that in the majority of cases, a warning or demerit will be sufficient to help a child with their behaviour. However, in some cases it may be necessary to suspend a pupil from school for a specified period of time. Suspensions can be internal (period of inclusion in school) or external (fixed term suspension), depending on the severity of the behaviour. This will be considered when:
- a pupil has persistently broken school rules
 - a pupil has gone through the behaviour report system and failed to make an improvement
 - there has been a serious physical attack on another person
 - persistent bullying and/or extortion takes place
 - a theft occurs
 - a pupil exhibits uncontrollable or abusive behaviour which is persistent and detrimental to the class teaching situation, or the running of the school in general
 - racial or homophobic abuse, fighting, swearing at an adult has occurred, or anything that seriously threatens the health and safety of the school
- 5.15 A pupil who has been suspended or has received an isolation in school will not be allowed to take part in the behaviour reward at the end of the half term in which the suspension occurred. In exceptional cases, if behaviour is deemed to be a health and safety risk to other pupils or adults, it might be necessary to withdraw the entitlement to participate on a school visit.
- 5.16 If a pupil receives a school isolation for the same type of behaviour three times, a fourth isolation for the same behaviour may lead to a fixed term suspension.
- 5.17 If a pupil is suspended for a fixed period for the same type of behaviour three times, a fourth suspension for the same behaviour could result in a permanent suspension. Permanent suspension may also occur, however, for one single incident, if it was considered to be of an extremely serious nature. All suspensions will be recorded with the local authority and parents will be involved and informed of the circumstances. Parents also have the right to make representations to the governing body and/or the local authority.

5.18 If class teachers identify a pattern of behaviour in one of their pupils which gives them cause for concern, strategies such as a behaviour monitoring diary or report card may be used. Report cards are in three stages and will be used by staff to monitor behaviour and to set targets to help pupils get back on track:

- **Pink** - Class Teacher
- **Green** - Year Group Leader
- **Red** - Head of School

5.19 A Head of School report card will also be used on a pupil's entry back to the classroom after suspension. Targets and strategies for improvement will be discussed with the pupil, parent/carer, Year Group Leader and teacher before the pupil is allowed back into school. Input from outside agencies may also be asked for at this time.

5.20 Our aim for all our pupils is to ensure that they can take a full and active part in school life, gaining the most from learning situations. To this end, we will work with them to ensure that they are always 'prompt and prepared' with regards to:

- **Uniform and Equipment**
 - Class teachers will check equipment each morning. If pupils do not have the correct equipment/uniform, they will receive a demerit and it will be lent to them for the day.
 - Pupils who do not have the correct PE kit will receive a demerit and they will be given spare PE kit to ensure that all pupils can take part in PE lessons.
 - Pupils who consistently do not wear their ties/uniform (including make up) correctly or continue to flout other uniform rules will receive a demerit and may not be allowed the privilege of removing their ties in the summer (class teachers will monitor and keep a record of this).
 - Teachers will keep pupils' books in the classroom wherever possible and ensure that worksheets are correctly filed or collected in.
- **Lateness**
 - Children who are late for lessons will receive a demerit and will make up the time they have missed.
 - Children who are late for school will be referred to the Education Welfare Officer and will make up time missed if they are consistently late.
- **Homework**
 - If a pupil does not complete their homework they will receive a demerit.
 - A supervised homework club will run daily at the end of the school day.
 - Children who regularly fail to complete homework on time will be asked to attend homework club. In some situations it might be necessary for them to complete outstanding work at an after school homework session. In this instance 24 hours' notice will be given.

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's 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.

Appendix: Key routines

Everyday Routines	
Start of school day	<ul style="list-style-type: none"> • Pupils represent the school on their journey to school, so the behaviour rules apply. • Site open for pupils from 8:20am. • Pupils enter building at 8:20am for breakfast club through KS3 door. • Duty staff on yard area and main entrance from 8:30am.
Morning whistle blown at 8:50am	<ul style="list-style-type: none"> • Pupils line up silently in their form classes and are greeted by their class teacher and brought into school. • Pupils put their packed lunch box/container in the trolley if they have one. • Mobile phones (if brought to school) are switched off and stored in lockers (or designated safe store if in Year 5). • Pupils lock their coat and bag in their locker and go to form class with the correct equipment for registration. • Form teacher checks that the pupil is wearing correct uniform and has the correct equipment.
Morning registration	<ul style="list-style-type: none"> • Pupils are to be in class by 8:55am ready for the register. • Pupils who arrive late at school must enter through the main reception area and inform the receptionist and/or sign in on the late arrival screen.
Afternoon registration	<ul style="list-style-type: none"> • The lesson 4 teacher takes the register at 1:05pm.
Moving around the site	<ul style="list-style-type: none"> • Pupils walk in a calm and quiet manner around the school, keeping to the left in corridors. • During lesson changeovers, pupils move calmly and quickly to their next lesson, lining up quietly outside their classroom awaiting the teacher's instruction.
End of school day	<ul style="list-style-type: none"> • Pupils are dismissed from their class at 3:30pm. • Pupils move calmly and quietly to collect their belongings from their locker, ensuring locker is locked afterwards. • Pupils collect their packed lunch box/container if they have one. • Duty staff supervise at the main entrance as pupils exit the site. • Pupils exit the site calmly, ensuring they take into account road safety on their journey home. • Pupils represent the school on their journey home, so the behaviour rules apply.

Lessons	
General	<ul style="list-style-type: none"> • Pupils line up quietly outside their classroom awaiting the teacher's instruction. • The teacher greets the pupils on entry. • Seating plans are organised by teaching staff for each lesson. • Pupils enter the classroom calmly and quietly and sit in their designated seat.

	<ul style="list-style-type: none"> • Pupils usually have ‘boardwork’ task to be getting on with on entry to class. • At lesson end, pupils ensure seating place is tidy and borrowed equipment returned to correct place. • Pupils tuck in chairs and stand quietly behind them until they are dismissed by the teacher. • For lessons that take place in other parts of the site, pupils are collected from and returned to WMS by the teacher responsible for the class.
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Assemblies	
Before assembly	<ul style="list-style-type: none"> • The teacher taking the pupils to the hall checks their uniform. • Pupils line up in register order. • Chairs set up in hall by Year 8 monitors.
Going to assembly	<ul style="list-style-type: none"> • Teachers lead pupils to assembly in main hall. • Pupils stay in register order. • Pupils walk quietly in line on their way to the hall.
Entering assembly	<ul style="list-style-type: none"> • Teacher and children enter the hall in silence. • Teacher leads pupils to their seating area. • Pupils sit down in silence.
During assembly	<ul style="list-style-type: none"> • Pupils sit in silence unless directed otherwise by the person taking the assembly (eg when participation is required). • Pupils celebrate the success of others (with applause).
Leaving assembly	<ul style="list-style-type: none"> • Pupils sit quietly awaiting to be dismissed. • Teachers lead pupils back to class rooms. • Pupils stay in register order. • Pupils walk quietly in line on their way back to class room.

Break/Lunchtimes	
Morning break	<ul style="list-style-type: none"> • Pupils use the toilets if they need to. • Duty staff ensure the building is cleared and pupils are on yard area. • Pupils leave the building in a calm and orderly way. • Pupils with responsibilities monitor the Key Stage doors. • Duty staff patrol the yard and porch area. • Pupils listen to directions of staff about grassed areas being in use or not. • If a child has a concern, does not feel well or there is an issue they will report it to the staff on duty. • Duty staff will record behaviour incidents in the break time book. • On whistle at end of break pupils line up quickly and silently in their form classes. • Duty staff dismiss classes into building one by one. • Pupils enter the building in a calm and orderly way.
Lunchtimes	<ul style="list-style-type: none"> • Staff who teach children during Lesson 3 will take pupils to the main hall at 12:10pm and remain supervising them until 12:20pm.

	<ul style="list-style-type: none"> ● Lunch duty staff will supervise the children from 12:20pm. ● Pupils get packed lunch boxes (if appropriate) from their year group trolley and sit at a table. ● Pupils line up in a calm and orderly way if they are using the canteen. ● Lunch duty staff control the flow of pupils using the canteen. ● Pupils eat their lunch keeping mess to a minimum and tables tidy. ● When lunch is finished, all tables are cleared and chairs tucked under tables by pupils as they leave. Packed lunch boxes are returned to crates. ● If a child has a concern, does not feel well or there is an issue they will report it to the staff on lunch duty. ● Pupils listen to directions of staff about grassed areas being in use or not. ● Duty staff will record behaviour incidents in the break time book. ● On whistle at the end of lunchtime (1:05pm) pupils line up quickly and silently in their form classes and are greeted by their lesson 4 teacher and brought into school.
Wet break/Lunchtimes	<ul style="list-style-type: none"> ● Pupils use the toilets if they need to. ● Pupils remain in their form classes and are encouraged to do school work or something productive. ● Pupils behave in a way that is acceptable for a classroom. ● Duty staff monitor classrooms and corridors.