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**BEHAVIOUR POLICY**

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| Senior Leadership Team Lead | E Dodds |
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**Contents**

1. Aims 3

2. Legislation and statutory requirements 4

3. Definitions 5

4. Pupil code of conduct

5. Bullying 6

6 Code of Conduct. 7

7. Rewards and sanctions 8

8. Roles and responsibilities 10

9. Behaviour management 11

10. Pupil transition 13

11. Training 13

12. Monitoring arrangements 13

13. Links with other policies 14

Appendix 1: written statement of behaviour principles 15

Appendix 2: VW530 16

Appendix 3: Graduated Approach Ladder 17

### Aims

This policy aims to:

* Provide a **consistent approach** to behaviour management
* **Define** what we consider to be unacceptable behaviour, including bullying
* 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**

Waseley Hills High School (WHHS) is committed to providing an inclusive education and welcoming environment for all students, where the positive is recognised and rewarded, where talent is nurtured and where all can reach their potential. In order to enable effective teaching and learning to take place, good behaviour in all aspects of school life is essential. We believe that fostering the development of the skills of self-discipline, cooperation, respect, tolerance and high expectations is an important part of our work here at WHHS, which is outlined in our written statement of behaviour principles (see Appendix 1) Without these skills individual young people will not be able to take up the full educational opportunities on offer, and some may be inclined towards behaviour which obstructs others from taking full advantage of those opportunities.

At the heart of this policy is the belief that all young people have a right to go about their school day and the business of learning without hindrance, and that staff, parents and the students themselves have an active part to play in this. All stakeholders aim to create and maintain a reflectively caring, happy, learning environment so that every student can reach their potential

Staff, parents and students have a collective responsibility for:

1. promoting good behaviour in all areas of school and on the way to and from school
2. Promoting self-esteem, self-discipline, proper regard for authority and positive relationships based upon mutual self-respect.
3. Ensuring fairness of treatment for all
4. Responding consistently to both positive and negative behaviour
5. Developing a positive and active partnership

WHHS has in place systems and procedures, which support and reinforce the efforts of individual staff to deal with and manage unacceptable behaviour. Central to this is effective and clear two-way communication between staff, students and parents. All staff are issued with a set of guidelines that offer sensible and practical approaches to the management of student behaviour.

High expectations are a very important aspect of creating a positive, purposeful achieving ethos. It is accepted that most young people at some stage in their development test the boundaries of acceptable behaviour and transgress the rules. Our response to that is underpinned by the belief that all young people are redeemable and deserve more than one chance, that transgressors need to be treated with respect and at times young people need to be protected not only from the effects of the behaviour of others but also the effects on themselves of their own behaviour.

All staff have more than one role and what is common across both pastoral and academic functions is the collective responsibility for reinforcing and correcting unacceptable behaviour. All staff have responsibility at all times for the maintenance of good order in communal areas around WHHS, both as students make their way to and from lessons and during their free time. Each day a Duty Team Leader leads a team of staff on duty, each with a designated area.

It is the duty of all staff to correct breeches of our school rules. In many cases admonishment, accompanied by actions on the part of the student to rectify their behaviour is all that is needed; in all situations common sense should always prevail.

Before employing sanctions it is important to consider any denial made by the student and, where appropriate, to investigate claims that someone else is involved in wrong doing. Whole groups of students must not be punished for the negative behaviour of individuals.

### Legislation and statutory requirements

This policy is based on advice from the Department for Education (DfE) on:

* [Behaviour and discipline in schools](https://www.gov.uk/government/publications/behaviour-and-discipline-in-schools)
* [Searching, screening and confiscation at school](https://www.gov.uk/government/publications/searching-screening-and-confiscation)
* [The Equality Act 2010](https://www.gov.uk/government/publications/equality-act-2010-advice-for-schools)
* [Use of reasonable force in schools](https://www.gov.uk/government/publications/use-of-reasonable-force-in-schools)
* [Supporting pupils with medical conditions at school](https://www.gov.uk/government/publications/supporting-pupils-at-school-with-medical-conditions--3)

It is also based on the [special educational needs and disability (SEND) code of practice](https://www.gov.uk/government/publications/send-code-of-practice-0-to-25).

In addition, this policy is based on:

* Schedule 1 of the [Education (Independent School Standards) Regulations 2014](http://www.legislation.gov.uk/uksi/2014/3283/schedule/made); paragraph 7 outlines a school’s duty to safeguard and promote the welfare of children, paragraph 9 requires the school to have a written behaviour policy and paragraph 10 requires the school to have an anti-bullying strategy
* [DfE guidance](https://www.gov.uk/guidance/what-academies-free-schools-and-colleges-should-publish-online) explaining that academies should publish their behaviour policy and anti-bullying strategy online

This policy complies with our funding agreement and articles of association.

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### 3. Definitions

**Misbehaviour** is defined as:

* Disruption in lessons, in corridors between lessons, and at break and lunchtimes
* Non-completion of classwork or homework
* Poor attitude
* Incorrect uniform

**Serious misbehaviour** is defined as:

* Repeated breaches of the school rules
* Any form of bullying
* Sexual assault, which is any unwanted sexual behaviour that causes humiliation, pain, fear or intimidation
* Vandalism
* Theft
* Fighting
* Smoking
* Racist, sexist, homophobic or discriminatory behaviour
* Possession of any prohibited items. These are:
	+ Knives or weapons
	+ Alcohol
	+ Illegal drugs
	+ Stolen items
	+ Tobacco and cigarette papers
	+ Fireworks
	+ Pornographic images
	+ Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil)

### Behaviour likely to lead to exclusion includes:

* Serious cases of rude, disrespectful behaviour
* Violent and aggressive behaviour – including bullying and intimidation
* Persistent disregard of school rules, consequence procedures, discipline code and dress code
* Failure to comply with health and safely regulations – fire notices, going on the roof, climbing over fences in the tennis courts, persistent smoking
* Acts of vandalism, damage or theft
* Possession or use of prohibited items
* Acts of abuse of any nature including incitement to abuse on religious, racial, age or gender related issues
* Persistent disruption of teaching and learning
* Being found in possession of any prohibited items, specifically weapons, smoking items and illegal substances

### 5. Bullying

**Bullying** is defined as the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power.

Bullying is, therefore:

* Deliberately hurtful
* Repeated, often over a period of time
* Difficult to defend against

Bullying can include:

|  |  |
| --- | --- |
| **Type of bullying** | **Definition** |
| Emotional | Being unfriendly, excluding, tormenting |
| Physical | Hitting, kicking, pushing, taking another’s belongings, any use of violence |
| Racial | Racial taunts, graffiti, gestures |
| Sexual | Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching |
| Direct or indirect verbal | Name-calling, sarcasm, spreading rumours, teasing |
| Cyber-bullying | Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites  |

Details of our school’s approach to preventing and addressing bullying are set out in our anti-bullying strategy.

### 6. Code of Conduct

Within the Waseley Hills High School community everyone is expected to act with courtesy, co-operation and respect at all times.

Remember to:

* **Respect yourself**
* **Respect others**
* **Respect your environment**

The following rules apply to students and Staff:

**Respect yourself:**

* Dress smartly and appropriately in line with the uniform policy
* Bring the correct equipment to allow you to work
* Be on time for everything and ready to work
* Complete all your work in class and at home to the best of your ability
* Behave as you would want others to behave towards you
* Do not bring any illegal, offensive, dangerous or forbidden items into school

**Respect others:**

* Be considerate to others
* Be polite and courteous
* Allow others to learn
* Do not make other people’s lives more difficult
* Never verbally or physically abuse someone else
* Play an active and positive part in all aspects of school life

**Respect your environment:**

* Put litter and waste in the bins provided
* Do not smoke
* Do not graffiti anything in the community
* Use all areas of this community for the purpose they are intended
* Do not enter or use areas that are out of bounds for students
* Remember there are people around you who may be younger and smaller than you and move considerately around the school
1. **Rewards and Sanctions**

### Use of Rewards

Rewards are at the heart of everything that we do in school; in most cases for every sanction there should be five times as many rewards given to a student.

Rewards can be given to students for their contribution to their own learning, the support of others, their school at home and within the local community. Rewards are issued regularly within our school. These can be for the recognition of individual events or actions of a pupil or over longer periods of time.

In lessons teachers and support staff can formally record positive behaviour by awarding classroom reward points (Rs). These are awarded via our school MIS for five different levels of positive behaviour, R1 (5 points) R2, (10 points) R3, (15 Points) R4 (20 Points) and R5 (25 points).

The total ‘Achievement Points’ (calculated by subtracting negative points from positive points) are then used to identify the top 10% of pupils to attend our annual Rewards Day experience. In order to qualify for this reward pupils must have an attendance of 95% or above for the academic year.

Other rewards include:

* Lower and Upper School Awards Evenings
* Head of Year Commendation Assemblies

Other methods of reward include:

* Verbal praise
* Thanking students for working hard
* Positive stickers and stamps in books
* Formative marking of work
* Displaying students work
* Positive letter home
* Positive post card home
* Positive phone call home
* Autumn/Spring/Summer letters home regarding commendable attainment and effort grades
* Head of Year Commendation
* Subject Lead Post Cards
* Tea and Biscuit Events
* AIR Awards
* Head teacher commendation
* Governors’ award for outstanding achievement
* Awards evenings for KS3 pupils (Year 7 and 8) and KS4 Pupils (Year 9, 10, 11, 12, 13)
* Certificates for 100% attendance

**Use of Sanctions**

Sanctions are used and graded according to stages of seriousness. This Graduated approach (See Appendix 3) to behaviour for learning allows for a clear progression of sanctions to be employed. This system is thus transparent and easy to follow. Sanctions available include:

* admonishment and warning
* deploying effective classroom management techniques
* lesson planning to incorporate good behaviour
* moving a student within a classroom
* waiting behind to discuss behaviour at end of lesson
* repeating work
* break time detention
* lunchtime detention
* after school detention
* Tutor Report
* Head of Year Report
* Senior Leadership Report
* parental interview ( some with police present)
* internal isolation (Time Out)
* Fixed Term Exclusion
* Permanent Exclusion

Staff adhere to our behaviour management structure “VW530” with regard to managing poor behaviour in the classroom (see Appendix 2).

**Circumstances in which the police could be called:**

WHHS has the authority to contact the police when any evidence of a criminal act has been uncovered as a result of internal school investigations, adhering to guidance set out in the NPCC [“When to Call the Police”](https://www.npcc.police.uk/documents/Children%20and%20Young%20people/When%20to%20call%20police%20guidance%20for%20schools%20and%20colleges.pdf) These will include:

* possession or selling of illegal drugs
* cyber bullying, persistent bullying or harassment
* theft of property
* assault
* possession of offensive weapons ( including knives and guns) or imitation weapons

### Incidents on the way to and from school:

In line with the [“Headteachers Guide for Behaviour and Discipline in School”](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/488034/Behaviour_and_Discipline_in_Schools_-_A_guide_for_headteachers_and_School_Staff.pdf) WHHS also has the authority to punish students for incidents of negative behaviour outside of

school hours for misbehaviour when the pupil is:

* taking part in any school-organised or school-related activity or
* travelling to or from school or
* wearing school uniform or
* in some other way identifiable as a pupil at the school

or misbehaviour at any time, whether or not the conditions above apply, that:

* could have repercussions for the orderly running of the school or
* poses a threat to another pupil or member of the public or
* could adversely affect the reputation of the school

### Detentions

By law some detentions require school to give 24 hour notification to parents. These include detention on:

* + After school detention

Staff are not required to give 24 hour notification for break time detentions or lunchtime detentions.

Students can be kept up to10 minutes at the end of a school day in order for staff to speak with them or to carry further investigation. Students placed in Time Out are at discretion of the Headteacher, Deputy Headteacher, Assistant Headteacher and Heads of Year; the parent/carer of a student placed in Time Out will be notified by the School.

1. **Roles and Responsibilities**

**All Staff:**

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 (via SIMS, parental view available)

**The Governing Board:**

The governing board is responsible for monitoring this behaviour policy’s effectiveness and holding the Headteacher to account for its implementation

**The Headteacher:**

The Headteacher is responsible for reviewing and approving this behaviour policy. The Headteacher will ensure that the school environment encourages positive behaviour and that staff deal effectively with poor behaviour, and will monitor how staff implement this policy to ensure rewards and sanctions are applied consistently.

**Parents:**

Parents 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 behavior
* Discuss any behavioural concerns with the class teacher/tutor promptly

### Malicious allegations:

Where a pupil makes an accusation against a member of staff and that accusation is shown to have been malicious, the Headteacher will discipline the pupil in accordance with this policy.

Please refer to our Safeguard Policy for more information on responding to allegations of abuse; the Headteacher will also consider the pastoral needs of staff accused of misconduct.

### 9. Behaviour Management

**Classroom management:**

Teaching and support staff are responsible for setting the tone and context for positive behaviour within the classroom.

They will:

* Create and maintain a stimulating environment that encourages pupils to be engaged
* Display the pupil code of conduct or their own classroom rules
* Develop a positive relationship with pupils, which may include:
	+ Greeting pupils in the morning/at the start of lessons
	+ Establishing clear routines
	+ Communicating expectations of behaviour in ways other than verbally
	+ Highlighting and promoting good behaviour
	+ Concluding the day positively and starting the next day afresh
	+ Utilising VW530 where necessary
	+ Using positive reinforcement

### Time Out:

This system is designed to support all staff in the teaching and learning of their students. If a member of staff has exhausted all the discipline strategies at their disposal they can call for Time Out. A member of SLT who is timetabled to be ‘on call’ will come and remove the offending student and place them in isolation (time out) for the remainder of that lesson, if this is deemed to be appropriate by the attending member of SLT. The offending student may be kept longer depending upon the individual circumstances. All isolation (time out) requests are monitored and recorded by in the Student Support Centre.

We may use the Time Out Room in response to serious or persistent breaches of this policy. Pupils may be sent to the Time Out Room during lessons if they are disruptive, and they will be expected to complete the same work as they would in class. Pupils who do not attend a given detention may also be placed in the Time Out Room.

The Time Out Room is managed by: Mrs Duncan, Behaviour Support Team Manager.

**Physical restraint**

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

* Causing disorder
* Hurting themselves or others
* Damaging property

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

**Confiscation**

Any prohibited items (listed in section 3) found in pupils’ possession will be confiscated; these items will not be returned to pupils. 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, if appropriate.

Searching and screening pupils is conducted in line with the DfE’s [latest guidance on searching, screening and confiscation](https://www.gov.uk/government/publications/searching-screening-and-confiscation).

**Mobile Phones**

Pupils may bring mobile devices into school, but are not permitted to use them during the school day at all, this also included smart watches and personal music devices; we have a gate to gate policy and students phones should be switched off and remain in their school bag from the point of arrival at the school gate, until they exit the school gate at the end of the day.

1. First breach – phone confiscated and collected by student from Reception at the end of the school day
2. Second breach – phone confiscated and remain in school until parent/carer has met with a member of SLT/Head of Year to collect the phone; 30 minute after school detention issued
3. Third breach – phone confiscated and remain in school until parent/carer has met with a member of SLT; 60 min SLT detention set. Any further breaches could result in Exclusions from school and/or the need to sign phone in and out of reception each day.

**Pupil support**

The school recognises its legal duty under the [The Equality Act 2010](https://www.gov.uk/government/publications/equality-act-2010-advice-for-schools) 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, with a Graduated approach (see Appendix 3).

The school’s special educational needs coordinator will evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met. 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. When acute needs are identified in a pupil, we will liaise with external agencies and plan support programs for that child. We will work with parents to create the plan and review it on a regular basis.

### 9. Pupil transition

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. 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. Information on behaviour issues may also be shared with new settings for those pupils transferring to other schools.

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### 10. Training

Our staff are provided with training on managing behaviour, as part of their induction process. Clear expectations are set for all teaching staff, Tutors, Subject Leads and Heads of Year, which outline a supportive mechanism in response to supporting colleagues with managing and maintaining behaviour.

Behaviour management will also form part of continuing professional development.

### 11. Monitoring arrangements

This behaviour policy will be reviewed by the Headteacher and full Governing Body annually. At each review, the policy will be approved by the Headteacher.

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### 12. Links with other policies

This behaviour policy is linked to the following policies:

* Exclusions policy
* Safeguarding policy
* Online Safety
* SEND Policy

### Appendix 1: written statement of behaviour principles

* Every pupil understands they have the right to feel safe, valued and respected, and learn free from the disruption of others
* All pupils, staff and visitors are free from any form of discrimination
* Staff and volunteers set an excellent example to pupils at all times
* Rewards, sanctions and reasonable force are used consistently by staff, in line with the behaviour policy
* The behaviour policy is understood by pupils and staff
* The exclusions policy explains that exclusions will only be used as a last resort, and outlines the processes involved in permanent and fixed-term exclusions
* Pupils are helped to take responsibility for their actions
* Families are involved in behaviour incidents to foster good relationships between the school and pupils’ home life

**Appendix 2:**

# Behaviour Procedure “VW530”

**V W 5**

**30**

**Request repeated**

**Problem Identified**

**Pupil asked to modify behaviour**

**Written Warning**

 (Teacher to record in SIMS)

**5 min stay back issued**

(Teacher to record in SIMS)

**5 min Reflection & Repair** outside of classroom – “How can I help you to re- engage with your learning?”

 **30 min After School Detention Issued**

 (Teacher to record in SIMS)

30 minute Staff/Faculty Detention issued via school detention letter

**Withdrawal** from the classroom by SLT taken to Time out

**Withdrawal from the classroom to Time Out to be decided by SLT**

(if a significant issue & immediate withdrawal needed, classroom teacher to set a 30min After School Teacher upon removal from lesson)

**Appendix 3**



