

# Behaviour Policy and Statement of Behaviour Principles

North Cestrian School



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## 1. Aims

This policy aims to:

- Provide a **consistent approach** to behaviour management
- **Define** what we consider to be good behaviour, positive character and 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**

## 2. Legislation and statutory requirements

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](#)
- [Use of reasonable force in schools](#)
- [Supporting pupils with medical conditions at school](#)

It is also based on the [special educational needs and disability \(SEND\) code of practice](#).

In addition, this policy is based on:

- Schedule 1 of the [Education \(Independent School Standards\) Regulations 2014](#); 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](#) explaining that academies should publish their behaviour policy and anti-bullying strategy online

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

## 3. Definitions

**Good Behaviour** is not simply the absence of bad behaviour.

It can also be defined as behaviour that helps pupils learn good habits of study or reasoning, or interacting with adults, coping with adversity or intellectual challenges.

The term 'good behaviour' can also specifically define the learning behaviour we wish to develop in pupils such as behaving e.g. like a scientist, an artist, a musician, an athlete or a mathematician. In other words to develop the behaviour traits that lead to progress and success in particular spheres.

North Cestrian refers to these expectations as positive **behaviour for learning** (BFL).

**Misbehaviour** is defined as:

- Disruption at all times and all places
- Non-completion of classwork or prep

- Poor attitude
- Incorrect uniform
- Acting in a way that brings the school's name into disrepute

**Serious misbehaviour** is defined as:

- Repeated breaches of the behaviour policy, rules and codes of conduct
- 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
- Offensive, inflammatory and intimidating language or behaviour
- Possession of any prohibited items. These are:
  - Knives or weapons
  - Alcohol
  - Illegal drugs, or any substance that could be taken and considered dangerous
  - 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)

#### **4. 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 / Sexual Orientation	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

North Cestrian's anti-bullying strategy.

North Cestrian promotes anti-bullying through the following avenues:

- Staff training
- Recording all incidents of bullying or bully-like behaviour on CPOMS
- Pupils are made aware of CCTV around the school
- All aspects of bullying are discussed in our Personal Development program (anti bullying week)
- Strict prohibition of mobile phone use to reduce the risk of cyber bullying
- Small mentoring groups to address friendship issues before they escalate
- Restorative Justice
- Pupils are made aware of the severe consequences of bullying up to and including permanent exclusion.

### 5.1 The governing board

The governing board is responsible for monitoring this behaviour policy's effectiveness and holding the headteacher to account for its implementation.

### 5.2 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.

### **5.3 Staff**

Staff are responsible for:

- Creating in pupils the habit of self-restraint or self-regulation.
- Implementing the behaviour policy consistently
- Modelling positive behaviour
- Providing a personalised approach to the specific behavioural needs of particular pupils
- Recording behaviour incidents

The senior leadership team will support staff in responding to behaviour incidents.

### **5.4 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 behaviour
- Discuss any behavioural concerns with the class teacher promptly

## **6. Pupil code of conduct**

Pupils are expected to:

- Behave in an orderly and self-controlled way
- Show respect to members of staff and each other
- In class, make it possible for all pupils to learn
- Walk silently in single file, on the left hand side, around the school
- Treat the school buildings and school property with respect
- Wear the correct uniform at all times
- Accept sanctions when given
- Never behave in a way that brings the school into disrepute, including when outside school
- Go straight to lessons, holding doors open for others when corridors are busy
- Carry their standards card at all times
- Work hard to develop the Cestrian positive character traits
- Adopt a growth mind-set
- Accept personal responsibility for their actions

## **7. Rewards and sanctions**

North Cestrian strives to ensure that rewards and sanctions are applied consistently across the whole community.

## **7.1 List of rewards and sanctions**

The school will reward and recognise positive behaviour by a wide range of techniques. These are included in the school document: *Behaviour Policy – Practices and Procedures*.

The school strives to ensure that sanctions are proportionate and fair when imposed. Exceptions to these sanctions and rewards must be exceptional with good reason (e.g identified SEND) and coherent with other exceptions.

The school may use one or more of the following sanctions in response to unacceptable behaviour:

- A verbal reprimand
- Sending the pupil out of the class
- Expecting work (such as extra written tasks) to be completed at home, or at break or lunchtime
- Self-reflection tasks
- Detention at break or lunchtime, after school or weekend
- Referring the pupil to a senior member of staff
- Letters or phone calls home to parents
- Agreeing a behaviour contract
- Putting a pupil 'on report'
- Rustication
- Restorative justice
- Internal inclusion
- Community service (Litter picking etc)
- Fixed term exclusion / Permanent exclusion
- Alternative Provision (On site and Off site)

This list is not exhaustive

We may use the AIM (Achievement, Improvement, Motivation) room in response to serious or persistent breaches of this policy. Pupils may be sent to the AIM 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 are also sent to the AIM room and will serve the detention at a future arranged date

## **7.2 Off-site behaviour**

Sanctions may be applied where a pupil has misbehaved off-site when representing the school, such as on a school trip or on the bus on the way to or from school.

### 7.3 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 child protection policy for more information on responding to allegations of abuse.

The headteacher will also consider the pastoral needs of staff accused of misconduct.

## 8. Behaviour management

### 8.1 Classroom management

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

They will:

- Reinforce and follow the school's agreed procedure of common approaches
- Create and maintain a stimulating environment that encourages pupils to be engaged
- 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
  - Having a plan for dealing with low-level disruption
  - Using positive reinforcement

### 8.2 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 normally reported to parents (see appendix 3 for a behaviour log)

### 8.3 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](#).

#### **8.4 Pupil support**

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.

The school's special educational needs co-ordinator 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 programmes 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 Summer School for incoming Years 7s, transition days ("boot camp") with their new teacher(s). In addition, staff members hold transition meetings.

School employs a transition teacher and a Primary-trained member of staff to visit primary schools to engage with incoming pupils: 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.

There is a transition day in the summer term for incoming pupils and a Parent Information Evening for all parents of incoming pupils.

#### **10. Training**

Our staff are provided with training on managing behaviour, including proper use of restraint, as part of their induction process.

Behaviour management will also form part of continuing professional development.

There is a document containing all the preferred practices for behaviour management. This is updated regularly and shared with all staff. There are INSET days especially at the start of the year to review and implement consistent approaches.

Joint training days are held across the Trust on behaviour management, with guest speakers.

#### **11. Monitoring arrangements**

This behaviour policy will be reviewed by the head teacher and Pastoral Sub-Committee every year. At each review, the policy will be approved by the headteacher.

#### **12. Links with other policies**

This behaviour policy is linked to the following policies:

- Exclusions policy
- Safeguarding 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

The governing board also emphasises that violence or threatening behaviour will not be tolerated in any circumstances.

**Approved by:** Mr Lee Bergin

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