

Behaviour Policy

Introduction

Aims and Objectives

The Governing Body believes that in order to enable teaching and learning to take place, desired behaviour in all aspects of school life is necessary. It seeks to create an inclusive caring, learning environment in the school by:

- Promoting desired behaviour and discipline
- Promoting self-esteem, self-discipline, proper regard for authority and positive relationships based on mutual respect.
- Ensuring equality and fairness of treatment for all.
- Encouraging consistency of response to both positive and negative behaviour.
- Promoting early intervention.
- Providing a safe environment free from disruption, violence, bullying and any form of harassment.
- Encouraging a positive relationship with parents and carers to develop a shared approach which involves them in the implementation of the school's policy and associated procedures.
- Promoting a culture of praise and encouragement in which all students can achieve.

Roles and Responsibilities

The Governing Body will establish, in consultation with the Headteacher, staff and parents, a policy for the promotion of desired behaviour and keep it under review. It will ensure that this is communicated to students and parents, is not-discriminatory and the expectations are clear. Governors will support the school in maintaining high standards of desired behaviour of students and staff. The Headteacher will be responsible for the implementation and day-to-day management of the policy and procedures.

Staff, including teachers, support staff and volunteers, will be responsible for ensuring that the policy and procedures are followed, and consistently and fairly applied. Mutual support amongst all staff in the implementation of the policy is essential. Staff have a key role in advising the Headteacher on the effectiveness of the policy and procedures. They also have responsibility, with the support of the Headteacher, for creating a high quality learning environment, teaching positive behaviour for learning and implementing the agreed policy and procedures consistently.

The Governing Body, Headteacher and staff will ensure there is no differential application of the policy and procedures on any grounds, particularly ethnic or national origin, culture, religion, gender, disability or sexuality. They will also ensure that the concerns of students are listened to, and appropriately addressed.

Parents and carers will be expected, encouraged and supported to take responsibility for the behaviour of the child both inside and outside the school. The school will encourage parents to work in partnership with the school to assist it in maintaining high standards of desired behaviour and will be actively

encouraged to raise with the school any issues arising from the operation of the policy.

Students are expected to take responsibility for their own behaviour and will be made fully aware of the school policy, procedures and expectations. Students will also be encouraged to take responsibility for their social and learning environment making it both safe and enjoyable by reporting all undesirable behaviour.

Procedures

The procedures arising from this policy will be developed by the Headteacher in consultation with the staff. The procedures will make clear to the students how acceptable standards of behaviour can be achieved and will have a clear rationale which is made explicit to staff, students and parents. The procedures will be monitored by the Headteacher via the Senior Leadership Team, to ensure they are consistently and fairly applied, and promote the idea of personal responsibility and that every member of the school has a responsibility towards the whole community.

Rewards

A school ethos of encouragement is central to the promotion of desirable behaviour. Rewards are an integral means of achieving this. They have a motivational role in helping students to realise that desirable behaviour, self awareness and responsibility to self and others is valued, and are clearly defined in the procedures. Integral to the system of rewards is an emphasis on praise both informal and formal to individuals and groups. Alongside this is informing parents regularly on their child's desired behaviour.

Sanctions

Sanctions are needed to respond to undesirable behaviour. However, prior to any sanction being issued all solution focussed strategies (see toolkit) will have been actioned.

A range of sanctions is clearly defined in the toolkit and their use will be characterised by clarifying why the sanction is being applied and what changes in behaviour are required to avoid future sanctions. The procedures make a clear distinction between the sanctions applied for minor and major offences. Incidents which are deemed to have racist or homophobic motives must now be formally logged as such, and are recorded by the Child Protection Officer who is the Deputy Headteacher (Children's Services).

Exclusion will be used for the following:

- For a major first offence, such as serious actual or threatened violence, sexual abuse or assault, supplying banned substances or carrying an offensive or potentially offensive or dangerous weapon.
- Where allowing a student to remain in School would be seriously detrimental to the education of other students, to the welfare of other students, staff or of the pupil him/herself.
- More usually it follows a series of breaches of the School's Behaviour Policy and after a range of strategies to resolve the student's behaviour issues have been implemented and have failed.

Training

The Governing Body will ensure that appropriate high quality training on all aspects of behaviour management is provided to support the implementation of the policy.

Inter-relationship with other school policies

In order for the behaviour policy to be effective, a clear relationship with other school policies, particularly equality and diversity, special educational needs and anti-bullying, will be established. All policies need to be reviewed regularly to ensure that any amendments are compatible with other policies.

Involvement of outside agencies

The school works positively with external agencies. It seeks appropriate support from them to ensure that the needs of all students are met by utilising the range of external support available.

Students needing support from external agencies are identified through the Special Educational Needs Co-ordinator (SENCO) and will be at School Action Plus (SA+). However, if necessary a student may move immediately to that stage to access support.

Review

The Headteacher will establish a focus group to include staff, students and parents, whose responsibility will be to monitor and review the Behaviour Policy. They will report to the Governing Body on the policies, effectiveness, fairness and consistency.

The Governing Body will regularly review this policy and associated procedures, to ensure its continuing appropriateness and effectiveness. The review will take place in consultation with the Headteacher, staff and parents.

The outcome of the review and changes to policy, resolutions and solutions will be communicated to all those involved and incorporated into an amended Behaviour Policy.

Context

The Blue Coat School believes that in order to enable effective teaching and learning to take place, good behaviour, in a safe and secure environment, is necessary in all aspects of school life and that these standards of behaviour are clearly understood and appreciated by all members of the school community. Such a community will have consideration and respect for individuals and property and will share values which are just, fair and humane and enable all students to develop a sense of responsibility for their own behaviour and towards others and the community. Our approach is a positive one which emphasizes the benefits for the whole school offered by an appropriate standard of behaviour.

Behaviour Procedures

Student Code of Conduct

One of the basic elements of education is self-discipline so that when you leave school you can take responsibility for your own study and work. The School is a busy building and high standards of behaviour are vital for safety too.

A high standard of self-discipline and behaviour is required from you as well as everyone in this School. You are expected to take responsibility for your own actions and to show courtesy and respect to staff, visitors and to one another. Please move about the School in a quiet and orderly manner. Keep to the right and do not run.

You must not enter classrooms or workshops until directed to do so by a teacher.

If you wish to travel to School by bicycle you must obtain written permission from your parents and from the Deputy Headteacher.

We expect all pupils and students to adhere to this Code:

- I must always be punctual, and correctly dressed in school uniform and ready for learning.
- I must show courtesy to others and respect their right to study and work in a safe and friendly environment.
- I must always show that I can act thoughtfully and responsibly in all that I do.

Rewards and Recognition

A positive and encouraging school ethos is central to the promotion of good behaviour. Rewards are one means of achieving this. They have a motivational role in helping students to realise that good behaviour, while being the expected norm, is valued. Integral to the system of rewards is an emphasis on praise, both formal and informal, to individuals and groups. Our current rewards system includes:

- Verbal praise, either personal or public
- Merits
- KS4 Commendations
- Subject stamps
- Postcards/letters home
- Positive comments in Student Planners, exercise books and on students' work
- Recognition in assemblies and Prizegiving

Sanctions

Sanctions are needed to respond to unacceptable behaviour. We shall spend time explaining to individual students why any sanction is being applied and what changes in behaviour are required to avoid future sanctions. In such a way, students can move forward positively in the spirit of reconciliation. The following sanctions are used by the school and their use is characterised by both flexibility and consistency.

- Extra work
- Referral to Head of Department/Head of Year/Senior Staff
- Phone call/letters home

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- Withdrawal from school teams/events
- Withdrawal from school visits or journeys
- Detention – break/lunch
- Card reporting system (Year 7-11)
- Detention – after school following 24 hours written notice
- Reports – Uniform/Punctuality
- Behaviour reports – Form Tutor or Head of Year
- Removal to another lesson (Dept. arrangement)
- Working with Form Tutors or designated member of staff
- Behaviour contracts
- Referral to Student Discipline Governors' Sub-committee
- Supervised Study
- Fixed Term exclusion

If a student does not respond to a number of reasonable strategies and to reasonable expectations, or indeed if a student is involved in a serious incident, the Headteacher may ask the Governors to permanently exclude the students concerned. (see Exclusions Procedure at Appendix C)

Use of restrictive physical interventions in unforeseen and emergency situations.

The use of restrictive physical interventions should always be considered within the wider context of other measures. These include establishing and maintaining good relationships with children and using diversion, defusion and negotiation to respond to difficult situations. Use of physical force that is unwarranted, excessive or punitive is not acceptable. (Further details on general guidance on these types of situations can be found at Appendix D).

Student Behaviour – Principles

We seek to create a caring and learning environment in the school by:

- Promoting personal responsibility, good behaviour and discipline
- Promoting self-esteem, self-discipline, proper regard for authority and positive relationships based on mutual respect
- Ensuring fairness of treatment for all and consistency of response to both positive and negative behaviour
- Providing a safe environment free from disruption, violence, bullying and any form of harassment
- Promoting the well being of all vulnerable students such as those with Special Educational Needs (SEN), Social Emotional Aspects of Learning (SEAL) or specific mental or physical health needs
- Encouraging a positive relationship with parents and carers to develop a shared approach to support students in making the right choices

To achieve this, staff and students have drawn up a set of guidelines which underpin our behaviour policy. This has been agreed by Key Stage Councils in 2010.

The other School Rules (Appendix A) and Guidance Notes (Appendix B) are compatible with the Key Rules that the students themselves have prioritised as part of Student Voice.

Students are expected to:

Be polite, helpful and supportive to staff, other students and school visitors and respond positively to staff requests and instructions:

- Respect other peoples' property (see Appendix B item 24)
- Wear the school uniform correctly (see Appendix A items 6-9, Appendix B items 10-15)
- Have basic school equipment and books for each lesson (see Appendix B item 16)
- Have due regard for the health and safety of themselves and other and take responsibility for their actions both inside the school building and on the school field/playground (see Appendix A items 20-21 and Appendix B items 21-26)
- Complete class work and homework to the highest possible standard and hand it in on time (see Appendix A 14-15 and Appendix B items 19-20).
- Respect the school buildings, equipment and surroundings and help to keep them free from litter and graffiti. This extends to all school transport. (see Appendix A items 20-22 and Appendix B items 21-36)
- Attend school regularly and on time and arrive to every lesson promptly (see Appendix A 1-5 and Appendix B 1-9)

Students must not:

- Use physical or verbal abuse towards staff or other students (see Appendix B items 37-39 and 41)
- Instigate or take part in bullying of any description, whether cyber, physical, verbal or psychological (Bullying Policy link and compatibility) (see Appendix B item 38).
- Abuse other students on the grounds of race, culture, sexuality – actual or perceived – or religious belief (see Appendix B item 39).
- Be present in out of bounds areas or leave the school site at lunchtime without permission. (see Appendix B items 2-3)
- Bring harmful or illegal substances onto school premises (including drugs, alcohol, tobacco, matches and lighters) (see Appendix B item 29).
- Bring any type of weapon onto the school premises, in particular any type of knife (even a small penknife on a key ring), any type of gun e.g. Toy gun, air pistol, ball bearing gun or such like. This also applies to travel to and from school (see Appendix B item 29).
- Smoke on the school premises, or on the way to and from school, or be with students who are smoking. (see Appendix B item 30).
- Chew gum on the school premises (see Appendix A item 21 and Appendix B item 21).
- Bring drink cans, glass bottles, aerosols into school (see Appendix B item 26)
- Use mobile phones in school* (see Appendix A item 12 and Appendix B item 31).
- Endanger the lives of other members of the community by setting off the fire alarm without good reason, **even accidentally** (see Appendix B item 36).

* Mobile phones can be used by members of the Sixth Form in the Common Room.