



## Behaviour Policy 2021 - 2022

<b>Applicable to:</b>	✓	All individual academies within Benfield School
<b>Approval body:</b>	Local Governing Committee of each	
<b>Effective date:</b>	September 2021	

### Status:

<b>Statutory policy or document</b>	Yes
<b>Review frequency</b>	Termly
<b>Approval by</b>	Local Governing Committee

### Publication:

<b>Statutory requirement to publish on website</b>	Yes – school website
<b>If not, agreed to publish on website?</b>	N/A

### Version Control:

<b>Revision Record of DRAFT Versions</b>	<b>Delete this table after updated school specific policy is approved by LGC, and prior to publication on website</b>		
<b>Author</b>	<b>Creation Date</b>	<b>Version</b>	<b>Status</b>
J Parker	27 <sup>th</sup> July 2021	1	
R Carr	10 <sup>th</sup> August 2021	2	

<b>Revision Record of Issued Versions</b>			
<b>Author</b>	<b>Creation Date</b>	<b>Version</b>	<b>Status</b>
Job title of individual adapting for Academy (JP)	(July 2021)	1.0	Final version challenged and updates requested by local governing committee
<b>Changed by</b>	<b>Revision Date</b>	<b>Version</b>	<b>Status</b>
Headteacher (RC)	(Date approved by LGC)	1.1	

<b>Review Date</b>	10 <sup>th</sup> August 2021
<b>Frequency</b>	<b>Next Review Due</b>
Termly	Autumn Term 2021 (or earlier if required)

## **Legal Framework:**

**DfE guidance, 'Behaviour and Discipline in Schools (2016), has been taken into consideration when producing this policy. It outlines that:**

- 'Teachers have power to discipline students for misbehaviour which occurs in school and, in some circumstances, outside of school'
- The power to discipline also applies to all paid staff (unless the Headteacher says otherwise) with responsibility for students, such as teaching assistants
- Headteachers, proprietors and governing bodies must ensure they have a strong behaviour policy to support staff in managing behaviour, including the use of rewards and sanctions
- Governing bodies of maintained schools have a duty under section 175 of the Education Act 2002 requiring them to make arrangements to ensure that their functions are carried out with a view to safeguarding and promoting the welfare of children. The proprietors of Academies have a similar duty under paragraph 7 of Schedule 1 to the Education (Independent School Standards) (England) Regulations 2010. They must ensure that arrangements are made to safeguard and promote the welfare of students.'

## **Introduction**

We aim to provide a safe, caring, well-ordered environment, which is vital to effective teaching and learning.

A successful behaviour policy requires the commitment and consistency of practice of **all** staff to ensure that learners know the standards expected of them. **All** members of the school are expected to help maintain an atmosphere conducive to learning, with courtesy and mutual respect as basic requirements. Learners should be treated fairly and consistently.

This policy is not exhaustive and underpins the school rules:

- **Be Prepared**
- **Follow Instructions**
- **Look the Part**

## **Aims**

- Promote British values
- Support effective teaching and learning
- Foster mutual respect
- Prepare learners for the adult world
- Create consistency of expectations and consequences
- Challenge poor behaviour in an appropriate manner
- Keep staff and students safe
- Create calm corridors and purposeful classrooms

## Learning and Teaching

Promoting positive behaviour and full attendance enables high standards of teaching and learning to be achieved. A broad and balanced curriculum helps develop and maintain this. Students learn more effectively when the curriculum is differentiated and teaching styles and approaches accommodate all students.

Lead Person responsible for Behaviour within Benfield School –

Mrs J Parker (Deputy Headteacher Quality of Behaviour for Learning)

### Principles

- Staff use most appropriate method of teaching, which draws on students' experiences and values their contributions
- Students are taught in a classroom where routines are established and high standards expected
- Explicit and regular praise should be used for all types of achievement

A clear rewards and sanctions strategy is in place to ensure that our Behaviour Policy is consistently applied, this includes:

- Staff record negative incidents on central system
- Staff at all levels monitor BFL on central system
- 1 Weekly postcard written/sent
- Use of student planner to create a dialogue with home

*How do we get consistency of implementation?*

- BFL communicated frequently to students in registration and in lessons
- Staff support to deliver consistency around the school site
- Data is reviewed according to the calendar of monitoring and evaluation in both Curriculum and Pastoral areas

*How will we communicate the policy to everyone?*

- Staff training and meetings where 'BFL' is a standardised agenda item
- Form Tutor activity
- Letters home
- Home-School Agreement to be signed by parent/carer, student and Head of Year on an annual basis

*How do we know it is understood and accepted?*

- Data tracking by Head of Year and Curriculum Lead to demonstrate improvement in behaviour
- Calm environment around building supported by duty team

- Behaviour a standing item at SLT, Curriculum and Pastoral area meetings
- Classroom teachers to maintain a consistent approach to classroom management

*How do we get consistency of implementation for dress?*

- Parents/carers and students clear on what is expected (open evenings/website/policies)
- Uniform check every lesson and in tutorial session

### **Punctuality Process**

Students must be punctual for the start of the school day and should be on site no later than 8.40am. Students should then travel straight to their allocated area

Should a student arrive late to school following the closure of the student entrance at 8.40am, an automatic detention for 1 hour will be issued for the end of the school day. A text informing parents/carers will automatically be generated and sent should this be the case.

Students who choose to ignore this sanction will complete a day in the Inclusion room and will complete 1 hour of restorative justice until 4pm the next day with a Pastoral Lead in addition to their current curriculum offer. A phone call to parents/carers will be given if this is the case.

<b>How Identified</b>	<b>Actions</b>	<b>Person Responsible</b>
<ul style="list-style-type: none"> <li>• Student reception sign in</li> <li>• Form tutor register</li> <li>• Class teacher register</li> </ul>	<ul style="list-style-type: none"> <li>• Inform parents via text/e-mail/telephone call</li> <li>• No progress then referral to Attendance Officer for home visit</li> <li>• Attendance Officer monitoring</li> </ul>	<ul style="list-style-type: none"> <li>• Inclusion staff</li> <li>• Form Tutor/Year Leader</li> <li>• Attendance officer</li> </ul>

## **School Expectations of BFL**

### **Expectations of dress:**

A high standard of personal appearance is expected and anyone arriving at school in non-uniform clothing/footwear *will* be removed from lessons/use school options if available.

**Hair** colour and style must be appropriate for school. Having a high standard of uniform requires sacrifice on a personal level: we cannot chase fashion. Students are asked to respect this, keeping their preference for a particular trend for evenings, weekends and holidays.

### **Clothing/Appearance**

- Unnatural colouring of hair/hair extensions is not permitted nor are extreme haircuts. If shaven a minimum of a grade 1 should be used and graduated in style
- All students should be clean shaven (we will consider exemption for religious reasons)
- Outdoor coats should be removed on entry to the school building
- Black polished flat leather school shoes only (no visible markings)
- School blazer with school badge
- Navy V-neck jumper (optional)
- White shirt tucked in
- Relevant year group tie to be worn
- School bag (big enough to fit all exercise books/kit)
- Black school trousers\* (tailored, not lycra or leggings style) or skirt\* (tailored, knee length, not rolled up and with waistband clearly visible)\*denim is not permitted
- Plain black tights must be worn if a skirt is worn
- No tattoos or jewellery (with the exception of 1 wrist watch and 1 pair of studs in ear lobes for Health and Safety reasons)
- Natural make-up only
- No acrylic nails (Health and Safety)
- PE/DT kit (when applicable)

### **Equipment**

- School bag
- Planner
- 2x black/blue pens
- Pencil
- Ruler

## **Expectations of conduct**

- Be prepared
- Follow instructions
- Look the part

## **Mobile phones and other technical equipment**

All technical equipment must be switched off and unseen whilst students are on school site. If such equipment is in view then the incident will be logged and students will be asked to return the equipment to their bag/pocket. Logs will be monitored and this may result in equipment being confiscated by the pastoral team. In this instance students are to collect a letter from reception and give to parents/carers. The equipment will be placed in the school safe until a parent/carer comes in to school to collect it.

## **N.B. loss and damage**

The school will not accept legal responsibility for loss, theft, damage to property whilst on school premises. It is suggested that parents cover clothing and property on their household insurance.

**Good behaviour** will be celebrated and remarked upon via spoken word, postcards and planner comments.

**Unacceptable behaviour\*** will be met with an appropriate sanction (e.g. verbal reprimand, planner comment, detention).

This includes:

- Disregard of staff instruction
- Use of mobile phone
- Selling contraband goods
- Bullying behaviour (verbal/non-verbal and cyber)
- Violent behaviour or hurting others
- Ignoring school policy
- Vandalism
- Theft
- Continued disregard for school rules and procedure

\*It is not possible to foresee all possibilities and this list should not be deemed exhaustive.

N.B.

Sexual harassment, racism, homophobia or anti-disability conduct will not be tolerated in any form. In accordance with the current KCSIE guidance, sanctions as outlined in this document may be applied.

### **Specific to Covid-19:**

- Students to remain in designated areas as allocated by SLT
- Students to follow teacher instruction on entering/exiting building taking social distancing into account
- If students sneeze or cough they need to use a tissue and once used it should be disposed of in a lidded bin immediately and hands should be washed
- Students should not share any equipment with anyone else- they are to bring their own: pen, pencil, ruler, calculator and planner to school. No equipment will be provided by school as the norm, but the school will consider student need and individual circumstances i.e. Pupil Premium/LAC students
- Toilets to be used in line with social distancing standards and as directed by staff- all to wash hands upon entrance and exit of toilet
- If a student breaches any of the above points or deliberately coughs, sneezes, spits or touches another person then it will be treated as a serious breach of our behaviour policy and appropriate sanctions will be enacted

### **Behaviour out of school**

Benfield School is committed to ensuring our students are leaders in their community. In accordance with the Education and Inspections Act (2006) the same expectations of behaviour are expected of our students when they are recognisable as a member of our school both on and off the school site.

Therefore we expect the following:

- Good order on all public transport to and from school where a mask will be worn
- Positive behaviour which does not threaten the health, safety or welfare of our students, staff or members of the public

### **School Sanctions and interventions**

Sanctions and interventions are more likely to promote positive behaviour if they are used in a consistent and fair manner. The school will consider each case on an individual basis and will always act lawfully, reasonably and proportionally. We will draw from a range of strategies including:

- Confiscation of property
- Detentions of 1 hour
- Use of a 'triage' space
- Moved rooms timetable
- BFL report (Curriculum/Pastoral)
- SLT report
- Pastoral removal from lessons (for a set time period)
- Restorative justice

- Mediation
- Communication with parents/carers
- Fixed Term Exclusion
- Use of 'school within a school' (for a set time period)

In accordance with the DfE 'Searching, screening and confiscation' document, January 2018, 'Headteachers and staff authorised by them have a statutory power to search pupils or their possessions, without consent, where they have reasonable grounds for suspecting that the pupil may have a prohibited item.'

Prohibited items are:

- Knives or weapons
- Alcohol
- Illegal drugs
- Stolen items
- Tobacco and cigarette papers
- Fireworks
- Pornographic material

Any article that the member of staff 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 student)

The Headteacher and authorised staff can also search for any item banned by the school rules which has been identified in the rules as an item which may be searched for this includes items of confectionary that are suspected for re-sale purposes.

### Rewards

- Post card home
- Verbal praise
- Planner comment
- Attendance award

## **Exclusion Policy**

Only the Headteacher of a school can exclude a student and this must be on disciplinary grounds. A student may be excluded for one or more fixed term period (up to a maximum of 45 school days in a single academic year), or permanently in exceptional cases (where further evidence is required) a fixed period exclusion may be extended or converted to a permanent exclusion.

There are three levels of exclusion:

- 1 **Internal Inclusion**– in this instance the student will work in our ‘school within a school’ (Room 1) for a 1-3 day period on a twilight timetable of 10.30-4.30. At the end of the period of inclusion parents/carers **must** meet with the appropriate Pastoral Lead. A re-integration agreement is made and signed by the student, parent/carer and Pastoral Lead. **Any** breach of rules will automatically result in a movement to a 5 day Internal Exclusion.
- 2 **Internal Exclusion**– in this instance the student will work in our ‘school within a school’ (Room 2) for a 5 day period from 8am-4pm. At the end of the period of exclusion parents/carers **must** meet with the appropriate Pastoral Lead. A re-integration agreement is made and signed by the student, parent/carer and Pastoral Lead
- 3 **Formal External Exclusion** – in this instance work is set for the student and parents/carers are given the responsibility to supervise the student to work at home for the first 5 days of the exclusion (for exclusions longer than 5 days an alternative centre will be sought for the student to attend where possible). At the end of the period of exclusion parents meet with a member of the SLT and the student’s Head of Year. A re-integration agreement is made and signed by the student, parent/carer and a member of SLT. On return to school the student’s reintegration will be monitored by the appropriate Pastoral Lead
- 4 **Permanent Exclusion** – the decision to permanently exclude a student will be taken in response to:
  - A serious breach or persistent breaches of the school’s behaviour policy;
  - Where a student’s behaviour means allowing the student to remain in school would seriously harm the education or welfare of the student or others in school

The Headteacher may consider a serious breach of the behaviour policy to be any of the following, however it is not possible to foresee all possibilities and this list should not be deemed exhaustive:

- Serious actual or threatened violence against another student or a member of staff
- Sexual abuse or inappropriate sexualised behaviour
- Malicious accusations against members of staff or other students
- Being in possession of, under the influence of, or supplying an illegal drug, supplying alcohol
- Carrying an offensive weapon
- Absolute refusal to conform to reasonable requests by staff
- Repeated offences of a racist/homophobic/anti-disability nature

N.B. Parents /Carers will be billed for damage

## **Roles and Responsibilities**

### **Role of all staff:**

As a staff body we should model the behaviours expected of our students by ensuring that we:

- Wear professional dress
- Challenge any breach of our BFL code in and around the school
- Be punctual
- Meet and greet students at the door
- Smile
- Know and use first names
- Show respect by being fair and consistent
- Speak calmly and avoid shouting
- Avoid placing students outside of the classroom
- Encourage students to move calmly with pace between lessons
- Encourage students to dispose of litter appropriately and to pick up litter dropped in and around the building

### **Role of the class teacher: Learning and Teaching**

A well-designed lesson develops and maintains positive behaviour

- Staff should use the most appropriate method of teaching with appropriate pace and challenge which draws on students' experiences and values their contributions
- Staff should use a seating plan
- All elements of uniform (including equipment) should be checked and verbal recognition given at the beginning and end of every lesson (coats off, shirts tucked in etc.)
- Routines are fundamental to establishing an appropriate climate for learning therefore all students should begin each lesson by writing out and underlining

- with a ruler the title and date in full
- A formal register will be taken within the first 10 minutes of every lesson with the response of a student pronouncing the teacher's name when a student's name is called out
- Classroom environments are to be kept in a professional, clean and tidy manner and checked by the class teacher at the beginning and end of every lesson

### **Role of the Form Tutor**

It is in Form Tutor Time that an effective Form Tutor sets the tone of the day.

They should:

- Establish the high standard of conduct and behaviour expected of students which we expect will continue throughout the day
- Carry out administrative duties such as reviewing BFL standards of form class (patterns of attendance, punctuality and academic progress)
- Form Tutors have a responsibility to develop the group's identity and cohesion through enrichment opportunities
- Form Tutors are required to organise and encourage learners to lead in 'community culture'

### **Role of all teaching Staff**

***Every classroom teacher is to award one postcard each week, per class.***

Criteria must be made clear to students.

For example:

- Positive contribution to the lesson
- Good piece of class/exam work
- Helpful, supportive behaviour to other students/teacher
- Good verbal contribution to lesson

### **Corridor and Site Behaviour**

- All staff to be vigilant with BFL when travelling between lessons
- All staff have a responsibility to monitor behaviour in the corridor in which they teach
- All staff to take an 'active' part when on duty

### **Toilet**

- Going to the toilet during lessons is not allowed except for medical reasons which must be recorded in the planner. Keep a note of those who ask and refer to Curriculum Lead/Head of Year

## **Role of Curriculum Lead**

- First port of call for behaviour issues related to subject
- BFL is a set agenda item at curriculum meetings (training on positive approaches to managing behaviour, both inside and outside of the classroom to be reviewed at each meeting)
- Ensure consistency of approach throughout curriculum area in providing proactive support mechanisms for all students regarding standards of BFL
- Must give support to staff having difficulty with individual classes to complement the Induction Programme
- Use subject report in liaison with Head of Year (recorded on central system)
- Design withdrawal timetable within curriculum area (recorded on central system)
- Maintain Monitoring and Evaluation file
- Should attend 'Restorative Justice' at the end of the day should a member of their team use it

## **Role of Year Leader**

- Identify proactive support mechanisms for all students regarding standards of BFL
- Ensure consistent delivery of collective community throughout their Year Group
- Ensure Form Tutor responsibilities are carried out consistently throughout Year Group
- Ensure that challenging students are identified and supportive mechanisms are put in place
- Monitor and evaluate progress via tracking data and meetings
- Maintain Monitoring and Evaluation file

## **Role of the Senior Leadership Team**

It is the members of the senior leadership team who

- Model the expectations and culture of behaviour for learning on the school premises
- Support staff in understanding the need for and deployment of behaviour systems consistently
- Support students in understanding and complying to the behaviour systems within school
- Undertake decisions in relation to appropriate rewards and sanctions in line with the behaviour systems of the school

This policy has been developed in line with advice from the Local Authority and Secondary School Strategy guidance on Behaviour and Attendance policies.