



Behaviour Policy

Sponsorship & Review

1 Sponsor

Mr C Bailey, Assistant Headteacher

2 Reviewed & Approved

July 2022

3 Next Review Date

July 2023

E Glandibus Quercus

“Great oaks from little acorns grow”

Our School comprises a community of students, staff, the Board and parents. Our motto reflects our belief that we want everyone within our School to reach their full potential.

At Idsall School we know that good behaviour is one of the cornerstones effective learning. Good behaviour allows for orderly, purposeful and enjoyable lessons. It also allows students to thrive in a safe, inclusive, caring environment free from discrimination in any form. This policy does not operate in isolation, but links to other policies, notably the Anti-Bullying Policy, Exclusion Policy and the Equal Opportunities Policy.

Idsall School is committed to the promotion of positive behaviour and in supporting pupils to develop their social, emotional and behavioural skills. The aims and values of the school underpin this commitment.

Our Values Message

Every day we do our best to achieve. We aspire to be successful in every aspect of our lives. We respect our community. We give everyone the right to work in a safe environment.

Aims

This policy sets out standards for behaviour which are understood by all members of our school community. These standards permeate the life of Idsall School.

With this policy the Board and the Headteacher aim to support a caring, inclusive, successful learning environment in the school by:

- promoting a culture of praise and encouragement in which all students can achieve;
- promoting self-esteem, self-discipline, respect for authority and respectful relationships;
- providing clear expectations for behaviour;
- encouraging consistency of response to both positive and negative behaviour;
- securing equality of opportunity and fairness of treatment for all;
- allowing students to learn in an environment that is not only free from disruption but also free from harassment, intimidation and bullying;
- encouraging a positive relationship with parents, carers and outside agencies to develop a shared approach which involves them in the implementation of the school’s policy and associated procedures.

Key Elements

Whilst the Policy is part of the statutory duties of the Board, the Headteacher will be responsible for the implementation and day-to-day management of the policy and procedures.

The implementation of the policy is the responsibility of all members of the school staff who have responsibility for supervision of students.

Students are expected to learn to take responsibility for their own behaviour and will be made fully aware of the school policy, expectations and procedures related to behaviour management. They are also made aware of the likely consequences of poor behaviour.

Students are encouraged to take responsibility for their social and learning environment; helping to make it both safe and enjoyable by reporting all undesirable behaviour. Parents and carers are expected to be actively involved in supporting their children, and the school encourages a climate where parents and carers feel able and welcome to give their views on the behaviour management processes of the school.

The Law and behaviour management

The school's behaviour policy should set out the school's responses to all non-criminal bad behaviour and bullying which occurs anywhere off the school premises and which is witnessed by a staff member or reported to the school.

Headteachers have a statutory power to discipline students for misbehaving outside the school premises. Section 89(5) of the Education and Inspections Act 2006 gives them the power to regulate students' behaviour in these circumstances "to such an extent as is reasonable."

Students' conduct outside the school gates

Subject to this policy, the school may discipline students for:

A. Misbehaviour when the student is:

- taking part in any school-organised or related activity;
- travelling to or from school;
- wearing school uniform;
- is in some way identifiable as a student of Idsall school.

B. Misbehaviour at any time whether or not the above conditions apply that:

- could have repercussions for the orderly running of the school;
- poses a threat to a member of the school community or member of the public;
- could adversely affect the reputation of the school

Detention

Teachers have the legal power to put students in detention. These can be out of school hours and could include:

- weekends (except the weekend preceding or following the half term break)
- non-teaching days (INSET days)

In line with the Education Act 2012, parental consent is not required for detentions, but the school will inform parents to allow them to make transport arrangements where necessary.

When giving break or lunchtime detentions, staff should allow reasonable time for the student to eat, drink and use the toilet.

Please note: It is not the school's responsibility to ensure that a child can get home after a detention, even if they miss the school coach service.

Confiscation of Inappropriate items

Under Section 6 550ZA of the Education Act 1996 and Regulation 3: Schools (Specification and Disposal of Articles) Regulations 2012, Headteachers and staff authorised by the Headteacher have the power to search without consent for prohibited items including:

- knives and weapons
- alcohol
- illegal drugs
- stolen items
- tobacco and cigarette papers
- e-cigarettes and Vapes
- lighters and matches
- fireworks
- pornographic images
- any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property
- any item banned by the school

Searches

Searches for items listed above should be carried out by a member of SMT or the Pastoral Team, of the same gender as the student, in the presence of another member of staff (if possible, also of the same gender as the student) and logged on our behaviour management system (CPOMS). Searches must not require students to remove clothing that is worn 'against the skin' or immediately over underwear. In the case of the search of a transgender student, the student will be consulted as to which gender of staff they would prefer to be searched by.

Procedures

The procedures arising from this policy are developed by the Headteacher in consultation with the staff. Procedures are clearly communicated to students so that they understand how to reach the expected standards of behaviour in school. The procedures will be monitored by the Headteacher via the Pastoral team, to ensure they are consistently and fairly applied.

Praise and Rewards

Pupils are encouraged to behave well and to play a full and active part in school life, through the distribution of a range of rewards, both informal (such as giving praise for 'over and above behaviours') and formal (such as awarding merits or positive notes). In all classrooms there must be a focus on praise and reward and a positive reinforcement of behaviour, rather than the immediate issuing of sanctions.

Examples of informal and formal rewards which staff are encouraged to use for achievement, 'over and above behaviours' and high standards of work, include:

- frequent general praise and recognition used in lessons
- direct verbal praise
- recognising achievement in assemblies
- pupils' work displayed
- phone call home
- a positive note / letter sent home commending 'over and above behaviours'
- merit points
- a variety of rewards being issued, and regular raffle draw for extra rewards taking place
- Headteacher commendations

Expectations and Sanctions

As far as is practicable, we seek to have a preventative rather than a reactive approach to poor behaviour. This can be achieved through clear communication of expectations to students and regular reminders of these in tutor times and assemblies. We also closely monitor changing patterns of behaviour and aim to respond proactively with internal interventions in our Internal Exclusion room.

There will inevitably be times when behaviour falls below our acceptable standards. Our policy therefore deals with two key elements: clear expectations and consistent, fair sanctions that are understood by all.

a) Expectations

Expectations for behaviour are communicated to staff, students and parents/carers via a variety of methods including (but not limited to) the behaviour contract, posters in classrooms, tutor time sessions and assemblies. These will be reviewed when necessary by the SLT and Pastoral Team, in consultation with staff and students.

Students are expected to:

- be ready to learn
- behave in a safe and sensible way around the school
- behave in a respectful way towards staff, students and the environment
- display a positive caring attitude to all
- aim for 100% attendance
- arrive on time to school and to every lesson
- complete class work to the expected standard
- hand in homework on time
- comply with the Acceptable Use Policy (see E-safety policy)

Staff members are expected to:

- reward and reinforce positive behaviour in the classroom
- reinforce clear expectations of behaviour;
- deal with incidents of inappropriate behaviour calmly by following the School's procedures;

Parents and carers are expected to:

- work in partnership with the School to ensure good behaviour;
- inform the School of any concerns;
- respond to concerns raised by members of staff;

- ensure that students come to school on time, correctly equipped, in full school uniform and prepared to work.

b) Behaviour Management Strategies and Sanctions

The range of sanctions and interventions used includes:

- Non-verbal cues
- Verbal Warnings
- Demerits
- Removal from lessons
- Detentions
- Contact with parents/carers
- Restorative Practice
- Monitoring reports
- School based community service such as litter picking
- A fixed period of time spent in the Internal Exclusion room
- Suspension
- Permanent exclusion

The first seven of these are likely to be used by all members of staff. Only Learning Managers and SLT may place a student in the Internal Exclusion room, and only the Headteacher (or, in the case of his/her absence the Deputy Headteacher) may suspend a student. For further guidance on suspensions, see the school Exclusion Policy.

Students are made aware of the consequences of failing to comply with our expectations. In particular, a consistent, levelled set of sanctions for disruption to lessons, is made clear to the students at the start of each year. The latest version of these sanctions is included in our behaviour pathway. **See Appendix A**

In dealing with more serious incidents of poor behaviour, each case should be considered individually, as no two cases will be exactly the same. Before deciding on the appropriate response, the Learning Manager and/or Assistant Headteacher (pastoral) should take into account any extenuating circumstances for students involved. Any previous incidents of similar behaviour will also be considered. Staff will always keep in mind the need for a proportionate, consistent and fair response when deciding upon sanctions. **See Appendix B**

Whilst staff members seek to gather as much information as possible about an incident, there may be occasions when a student spends time in isolation during an investigation and pending a decision.

In dealing with incidents of bullying or of any type of discrimination, the requirements of the Anti-Bullying Policy and/or the Equal Opportunities Policy must be taken into account and any statutory reporting must be carried out accordingly.

In dealing with poor behaviour by a student with Special Educational Needs, the SENCO will normally be involved in the discussion of sanctions.

If a student serves a period of suspension, parents/carers must take responsibility for their child. They must ensure that they are not in a public place without good reason during school hours. If they do not, the LA may issue a penalty sanction of £50 (rising to £100).

Parents will also be expected to attend a re-integration meeting following any fixed period of suspension. (For more details, please see the Exclusion Policy).

Appendix B contains examples of poor behaviour alongside likely disciplinary actions.

Demerits

In order to address the high standards we expect of our students at Idsall School - and to meet our core values of “Ready, Respectful, Safe and positive Caring Attitude” - our expectations of being prepared for learning are shared with all students. If a student is not meeting these expectations a demerit may be issued, within the following categories.

- Incorrect Uniform (5)
- Eating / Chewing in Class (5)
- Lacking Resources required for Learning (5)
- Failing to complete a reasonable amount of work (5)
- Failure to Follow instructions (5)
- Swearing (5)
- Poor Behaviour in the Corridor (5)
- Rudeness (5)

Demerits will be logged on the EduLink system. This can be monitored live by carers/parents, so that they can be constantly aware of any concerns around behaviour.

If a student accrues 60 demerits, the student will be issued with a 1 hour after school detention with a member of the Senior Leadership Team/Head of Year.

There are also detentions given to students who persistently demonstrate poor punctuality, and who truant lessons.

Failure to attend any sanction within school, may result in an escalation of the sanction given.

Persistent Poor Behaviour

For most isolated incidences of poor behaviour, the school’s sanctions will be effective in enabling the student to correct the behaviour and move on. In cases where a student repeatedly exhibits poor or disruptive behaviour, the Pastoral Team employ a behaviour report to monitor and support with changing behaviour. Appropriate rewards/sanctions accompany this system of reporting. Parents/carers are always notified when a student is put on report and receive weekly updates from the relevant member of staff.

If the above measures are unsuccessful and poor behaviour is persistent, the Heads of Year will instigate a planning process which may lead to involvement of external agencies in supporting the student to improve their behaviour. This may include:

- Student Planning Meetings with the Shropshire Local Authority’s Education Access Service
- Referral to Educational Psychology service
- Support of other professionals (such as SPECTRA or BeeU)

The formal planning process is normally instigated where a student has received a number of suspensions, although persistent low-level disruption not resulting in suspension could also trigger this.

Recording, monitoring and evaluation

It is important that accurate, up to date records of behaviour incidents, and of the sanctions used, are maintained at all times. All in class incidents and action taken should be recorded on CPOMS by the classroom teacher, as far as possible on the day of the incident.

Notification of these will be sent to the relevant Head of Year.

Heads of Year monitor incidents of in-lesson behaviour via the EduLink and CPOMS systems. Persistent offenders may be given additional punishments, including time in the Internal Exclusion room. The Pastoral Manager and Assistant Headteacher (Pastoral) monitor students whose behaviour consistently falls below expected standards and discuss planning to improve behaviour with Heads of Year at regular pastoral meetings.

Behaviour data will be presented to the Senior Management Team and in turn to the Board by the Pastoral Manager, the Assistant Headteacher (Pastoral) and the Headteacher on a regular basis. This process informs future revisions of the Policy and associated procedures.

This policy will be reviewed by the Board annually.

Support for Staff

Members of staff are given appropriate training on the School's behaviour management procedures. Additional training for Trainee Teachers, Early Career Teachers and other newly appointed staff is also made available when needed.

Support for Parents

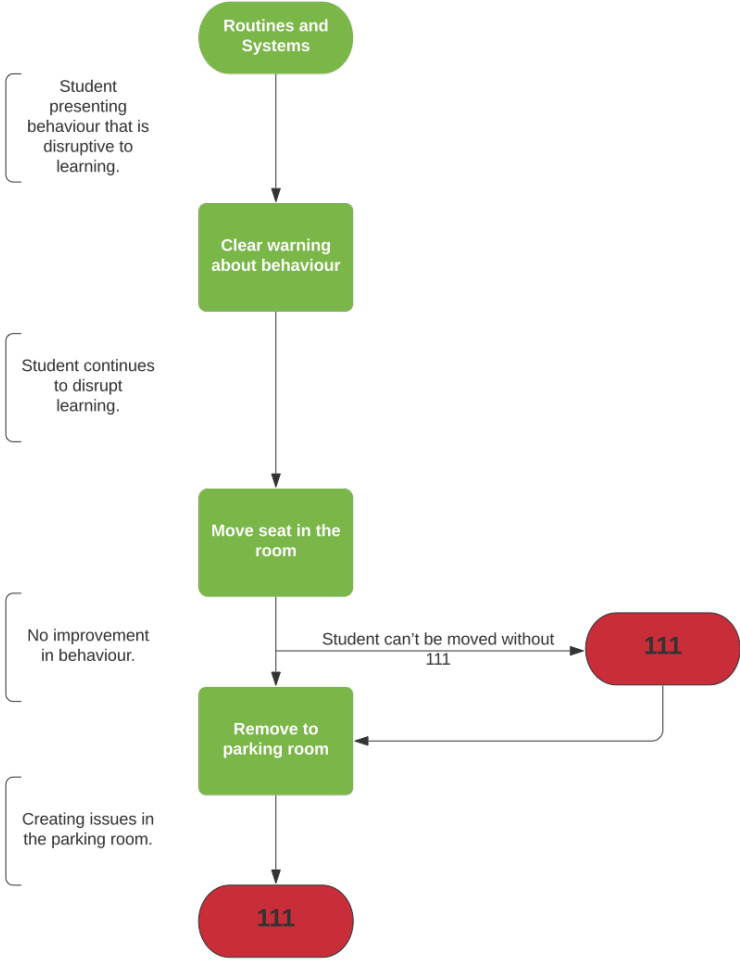
Idsall School endeavours to work closely with parents/carers.

The following strategies are used to inform and support parents:

- annual Parents' Evening
- swift response from staff after parental contact
- staff contact to parents/carers regarding student behaviour
- Parent representatives on the Board

In Class Behaviour Pathway

Idsall School | July 2021



Our Values Message

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Appendix B: Non exhaustive list showing examples of types of behaviour and likely disciplinary actions.

Description of behaviour	Likely disciplinary action
Seen smoking or vaping in uniform outside school	Searched Confiscation of any smoking/vaping materials found Internal Exclusion room
Found to be in possession of smoking or vaping materials in school	Searched Confiscation of any smoking/vaping materials found Internal Exclusion room
Smoking or vaping in school	Searched Confiscation of any smoking/vaping materials found Internal Exclusion room
Setting off the fire alarm	Internal Exclusion or Suspension
Inappropriate use of mobile phone	Phone searched Internal Exclusion or Suspension
Bullying or intimidating behaviour	After school detention
Persistent bullying or intimidating behaviour	Internal Exclusion or Suspension
Verbal abuse of a member of staff	Internal Exclusion or Suspension dependent on severity
Physical aggression towards a member of staff	Internal Exclusion or Suspension dependent on severity
Malicious accusations against school staff	Suspension or Permanent exclusion dependent on severity
Involved in a fight	Internal Exclusion room
Pre-meditated assault on another student	Suspension or Permanent exclusion dependent on severity
Bringing a weapon into school	Suspension or Permanent exclusion dependent on intent
Coming into school under the influence of alcohol or other substances.	Suspension or Permanent exclusion dependent on severity
Bringing illegal substances into school	Permanent exclusion
Truancy	Pastoral Detention/Internal Exclusion dependent on severity
Selling Items without Permission	Pastoral Detention
Criminal Damage / Vandalism	Pastoral Detention/Internal Exclusion/Suspension dependent on severity
Racial or Sexual Harassment	Internal Exclusion or Suspension dependent on severity
Use of Mobile Phone to Record in School	Internal Exclusion
Theft	Internal Exclusion
Contravening School ICT Policy	Pastoral Detention or Internal Exclusion dependent on severity
Play Fighting	Pastoral Detention
Refusal to Follow Staff Instructions	Pastoral Detention
Refusal to give Staff Member their Name	Pastoral Detention