



# Behaviour Policy

Policy adapted from (if applicable):

**Governing Body Sub-committee**

Name:

Student Matters, Equality and Community

Date approved:

19 October 2017

## **Vision**

Belper School is a safe, secure and purposeful educational environment where effective learning and teaching take place. All relationships in the school community are characterised by mutual respect and a shared goal to maximise individual potential. Every member of the school community has a key role in promoting and sustaining the highest standards of behaviour for learning.

## **A Responsive and Dynamic Policy**

Schools and behaviour are dynamic therefore it is not possible to give absolutes and specifics for all incidents and issues. Each case has different circumstances, contributing factors and contexts impacting on it, which will be considered in any decision-making process. Confidentiality is also important in the process and will be respected and adhered to. The school ensures it promotes a responsive approach to behaviour management not a reactive one. Application of the policy and school sanctions sit with the professional judgement and decision-making of the staff.

## **School Code of Conduct and Expectations**

Belper School will provide a safe, stimulating and supportive environment where students can learn and teachers can teach. Relationships are recognised to be central to this, and the school expectation is that all relationships are based on mutual respect. It is the role of staff at all levels to promote and encourage socially acceptable behaviour and foster supportive peer relationships to enable students to thrive.

To encourage this, students will

- Treat all members of the school community with respect
- Have the confidence, and be encouraged to, engage positively with all opportunities offered by the school
- Aim for 100% attendance and punctuality
- Respect the school community by taking care of school equipment, buildings and possessions
- Recognise that all students have the right to learn and reach their potential
- Foster positive behaviour for learning and contribute to the school ethos
- Be respectful at all times through positive and appropriate conduct
- Recognise and understand the importance of an anti-bullying culture in the school
- Celebrate equality and diversity and not be racist, sexist or homophobic
- Show CLASS (Calm, Low-key, Appropriate, Safe, Sensible) at all times
- Adhere to the dress code
- Bring correct equipment
- Follow policies and procedures
- Follow school rules
- Actively engage in learning

- Recognise the importance of behaving responsibly and accepting responsibility

To encourage this, staff will

- Model exemplary behaviour
- Treat all members of the school community with respect
- Use language that promotes confidence and self-esteem through positive reinforcement
- Celebrate success and recognise student effort and achievement to promote positive behaviour
- Work in partnership with parents to support positive behaviour
- Use outlined strategies and procedures to modify negative behaviour

If unacceptable behaviour occurs, members of the school community will

- Address the behaviour swiftly and firmly and within a framework of dignity and respect for the individual
- Explain what is unacceptable and why and make it clear it will not be acceptable
- Suggest how they could have behaved differently to achieve a more positive outcome
- Implement sanctions as deemed appropriate by the staff of the school
- Escalate the severity of sanctions if negative behaviour continues to disrupt learning or it is judged to be a more serious incident

## Rewards

Belper School's Rewards Policy encourages students who apply themselves and behave in a commendable way to support the ethos of the school as role models and to develop their own potential. Recognising and rewarding individual contributions to the school community is central to promoting positive behaviour. The Rewards Policy outlines the details.

## Sanctions

All staff have statutory authority to sanction students whose behaviour is in breach of the school code of conduct and expectations. Students can be sanctioned at any time in school or elsewhere under the charge of the school. Students can be sanctioned for negative behaviour outside of school. All sanctions will be fair, reasonable and proportionate, with regard to individual circumstances and legislation e.g. disability, SEN, race.

The school reserves the right to apply sanctions as deemed appropriate by the professional judgement of the staff.

Sanctions could include, but are not limited to:

- non-verbal reprimand
- verbal reprimand
- movement within a lesson
- break, lunch or after school detentions
- monitoring cards and reports
- repeating/completing/enhancing work
- loss of privileges
- community service, such as litter picking
- formal verbal warning
- removal to and isolated within the Focus Room
- removal to and isolated within Internal Seclusion
- removal to and isolated within an External Seclusion facility
- fixed term exclusion

Teachers can confiscate student property to be collected at the end of the day. In certain circumstances it may be appropriate for the item to be collected by a parent.

### **Detentions:**

Detentions can be issued in and outside of school hours, parents being given at least 24 hours' notice if the student is to be detained before or after school.

- Initially a student is given a 15 minute break or lunch time detention with the class teacher
- If the student does not attend two scheduled detentions with the class teacher then a half hour after school Faculty detention is arranged
- If the student does not attend the Faculty detention a one hour after school pastoral detention is arranged
- If the student does not attend the pastoral detention a Focus Room visit will be sanctioned and the detention reset

## On Call - MOSOC:

- Disruptive and inappropriate behaviour when a student has not responded to staff interventions and behaviour modification strategies or if there has been an incident of serious negative behaviour a request for assistance from the MOSOC (Member of Staff On-Call) will be sent. This will result in a verbal warning or removal to the Focus Room. The decision is made by the MOSOC. The student will remain in the Focus Room for five lessons including break and lunchtime and complete work according to their timetable. If the incident is more serious or of a persistent nature, then it may be escalated from a Focus Room sanction to an Internal Seclusion, External Seclusion or a fixed term exclusion.
- Disruptive and inappropriate behaviour within the Focus Room will lead to consideration of further actions by the MOSOC staff which could include the student being placed in Internal Seclusion, External Seclusion or external exclusion if the disruption persists.

## Exclusions:

The following exclusions can be implemented.

- **Internal Seclusion:** the student is isolated within school for a fixed term. Parents are informed by letter or phone call. The decision to internally seclude is made by the MOSOC, a Head of Year, Head of Inclusion or a member of the Leadership Group. Students spend a day in the Focus Room following Internal Seclusion.
- **External Seclusion:** the student is isolated in another establishment for a fixed term. Parents are informed by a phone call. The decision to externally seclude is made by the Headteacher or the Head of Inclusion. Arrangements for the specifics and the logistics will be made on a case by case basis. Students spend a day in the Focus Room following External Seclusion.
- **Fixed Term Exclusion:** the student does not attend school for a fixed number of days. If the decision is made that a student is given a fixed term exclusion by the Head Teacher/Head of Inclusion a telephone call is made to parents/ carers regarding the duration of and reason for the exclusion. A reintegration meeting is scheduled with key staff to look at support and interventions. Initially this meeting is attended by parents/ carers and students are asked to join later in the meeting. This meeting has to take place prior to return to mainstream lessons. Following an exclusion students spend one day in Internal Exclusion and one day in the Focus Room before returning to lessons.
- Exclusions for one- off major incidents and persistent violation of the school code of conduct and expectations may lead to a further meeting with Governors and a Behaviour Contract for the student

- **Permanent Exclusion:** A repeated or one-off serious breach of the school code of conduct such that a school placement is no longer tenable. The decision to permanently exclude is made by the Headteacher, who will contact parents via a phone call. This will be considered for the following (this is not an exhaustive list):
  - Use of or possession of weapons
  - Drug dealing / possession of illicit substances
  - Serious threats of and actual violence
  - Persistent bullying
  - Persistent breaches of the school code of conduct and expectations
  - Where the school believe that a student's presence in school represents a serious threat to others

## **Equality Act 2010**

The policy acknowledges the schools' legal duties under the Equality Act 2010, in respect of safeguarding and in respect of students with special educational needs (SEN).