



Behaviour Policy

Policy adapted from (if applicable):

Governing Body

Name:

Full Governing Body

Date approved:

7 October 2021

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. Belper School is committed to providing the best possible environment for teaching and 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. We expect all staff to act as role models for positive behaviour in school.

To encourage this, students will

- Recognise that all students have the right to learn and reach their potential
- Foster positive behaviour for learning and contribute to the school ethos
- Have the confidence, and be encouraged to, engage positively with all opportunities offered by the school
- Recognise the importance of behaving responsibly, making the right choices and accepting responsibility
- Treat all members of the school community with respect. Celebrate equality and diversity; respect for all, by all. and not be racist, sexist or homophobic
- To not engage in any behaviour that is sexist, racist, homophobic or transphobic and to not engage in any behaviour that could be deemed as sexual harassment or abuse
- Recognise and understand the importance of an anti-bullying culture in the school
- Aim for 100% attendance and punctuality
- Respect the school community by taking care of school equipment, buildings and possessions
- Adhere to the dress code
- Bring correct equipment and be prepared for learning
- Follow policies and procedures and the rules of the school

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
- Give opportunities for students to learn 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 when that behaviour impacts on the students of the 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.

Conduct around the school

Students should move sensibly and quietly round the school at all times, respecting all members of the community.

Respect the environment by using litter bins and taking care of displays. Ensuring walls and furniture are free from graffiti.

Adhere to uniform and mobile phone rules when moving around the school

When out of school, respect those in our local community and behave appropriately

Classroom expectations - CREATE

Celebrate – In the classroom celebrate each other’s achievements and contributions, and accept praise as a positive

Respect – for yourself, for each other in the classroom and for all in the wider community

Engage – Always doing your best to engage with learning, your teachers and each other in the lesson.

Ambition – be ambitious in the classroom and beyond; set achievable but high targets

Talented – we are all talented and we should be proud of who we are and the gifts we have

Ensure – ensure everyone feels safe and happy in the classroom by supporting each other and showing kindness

We expect students to be prepared to learn and not engage in any behaviour that would disrupt learning for themselves or others.

When students do not meet the high expectations of the school in lessons, we have a stepped system to be followed by all staff and students

Stepped system

Action	Consequence
S1 Verbal warning	
S2 Final verbal warning May be asked to move seats	Name is written on the board as S2
<i>After 3 S2's in a lesson, the class will be warned that S1 will no longer be used.</i>	
S3 Given no more than 3 minutes outside of the classroom	Name is written on the board as S3 30 minute after school detention the next night (Centralised)
S4 On call	Removed to the focus room for a period of time 50 minute after school detention the next night (Centralised)

One off serious incident - On call MOSOC will decide on the removal of the student and the level of sanction. If the student is removed it will be at least time in Focus room and a 50 minute after school detention

Further sanctions for misconduct and making poor choices made around the school 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 the Reflection room
- removal to and isolated within an External Seclusion facility
- suspension
- Permanent exclusion

Exclusions and Suspensions:

The following exclusions and suspensions can be implemented.

- **External Seclusion:** the student is isolated in another establishment for a fixed term. Parents/carers are informed by a phone call. The decision to externally seclude is made by the Headteacher or the Assistant Headteacher for Pastoral care. Arrangements for the specifics and the logistics will be made on a case by case basis.
- **Suspension:** the student does not attend school for a fixed number of days. If the decision is made that a student is given a suspension by the Head Teacher/Assistant Headteacher for Pastoral care. A telephone call is made to parents/ carers regarding the duration of and reason for the suspension. 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.
- Suspensions 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

Confiscation of inappropriate items

Teachers can confiscate student property if it is being misused. The items are kept safe and are to be collected at the end of the day by the student. In certain circumstances it may be appropriate for the item to be collected by a parent.

Teachers do have the power to search for prohibited items if it is suspected that a student has such items on or in their possession. The search will always be carried out sensitively and by two members of staff with one member of staff being of the same sex as the student being searched.

Please also refer to our mobile phone policy.

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.

Detentions issued through the Stepped system will take place the following day. These detentions are issued following disruption to learning in the classroom. KS3 students will complete a written task, KS4 students will be given the opportunity to complete work appropriate to the subjects they are studying. An S3 detention will last for 30 minutes, an S4 detention will last for 50 minutes.

Class teacher, tutor, head of year and faculty detentions are issued for, but not limited to, a lack of or poor homework, lack of effort in class, lateness to lessons, lateness to school, organisational issues. These detentions will be recorded on Cloud School for parents/carers to be able to see when their child is receiving a detention.

- 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 Reflection room visit will be sanctioned and the detention reset

Support for students

Support will be given to students in order to help them understand the choices they have made and the consequences should they continue to make those poor choices. This support could include, but are not limited to:

- Monitoring reports through Faculties or through Pastoral means
- Tutor, Head of year support and mentoring
- Parental meetings
- Specific work in the pastoral support centre tailored to need
- Identification of strategies to support through pupil profiles on Edukey
- Tailored curriculum through ACCESS
- Use of external providers to support behaviour eg. Educational Psychologist or behaviour support team

Support for staff

All staff work together and consistently to ensure the highest standards of behaviour across the school. Staff are supported by:

- the provision of clear and consistent systems to support classroom management
- advice and guidance and training provided to all staff on managing and maintaining discipline
- the member of staff who is 'on call'
- Faculty leads, pastoral leads and Line managers
- Senior leadership team members

Support for parents and carers

We encourage the development of positive links with parents and carers. there are times when they too need support in managing their child's behaviour. we provide this through, for example:

- early identification of issues
- providing regular updates of progress through reports, letters and telephone calls to home
- inviting parents / carers to come to school to discuss issues and progress
- providing information and guidance
- referring to appropriate external agencies
- supporting applications for external support

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).