



# Behaviour Policy

**Governors Approval**

Date approved: 14 December 2023

---

## **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 consequences 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.

To ensure a positive climate for learning which enables all to succeed, students will

- Behave in a manner which allows other students to learn and allows teachers to teach
- Refrain from engaging in any behaviour which causes harm (physical or emotional) to others or could reasonably be expected to cause harm (physical or emotional) to others
- Treat all members of the school community with respect.
- Recognise the importance of behaving responsibly, making the right choices and accepting responsibility
- 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
- Celebrate equality and diversity; respect for all, by all
- 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, understand and contribute to an anti-bullying culture in the school
- Aim for 100% attendance and punctuality (unless this is not possible due to circumstances such as serious illness)
- 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
- Follow the “Be Belper” school environment expectations:
  - Be Involved
  - Be Kind
  - Be Brave
  - Be Proud
  - Be the best version of yourself

### **To encourage this, staff will**

- Model positive behaviour
- Endeavour to build positive relationships with students through positive communication
- Endeavour to build positive relationships with parents / carers through regular communication home, particularly when a student is not meeting expectations
- 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

Staff will engage in regular training designed to

- Ensure a consistent approach to consequences and rewards across the school
- Improve our approach to dealing with students’ 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 consequences/sanctions as deemed appropriate by the staff of the school
- Escalate the severity of consequences/sanctions if negative behaviour continues to disrupt learning or it is judged to be a more serious incident

### **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

## **Be Belper Classroom expectations - Everyone involved. Everyone engaged**

We expect students to

- Be Curious
- Be Respectful
- Be Resilient
- Be Confident
- Be the best version of yourself

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

## **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.

## **Consequences / Sanctions**

All staff have statutory authority to put consequences/sanctions in place for students whose behaviour is in breach of the school code of conduct and expectations.

Students can receive a consequence or sanction at any time in school or elsewhere under the charge of the school.

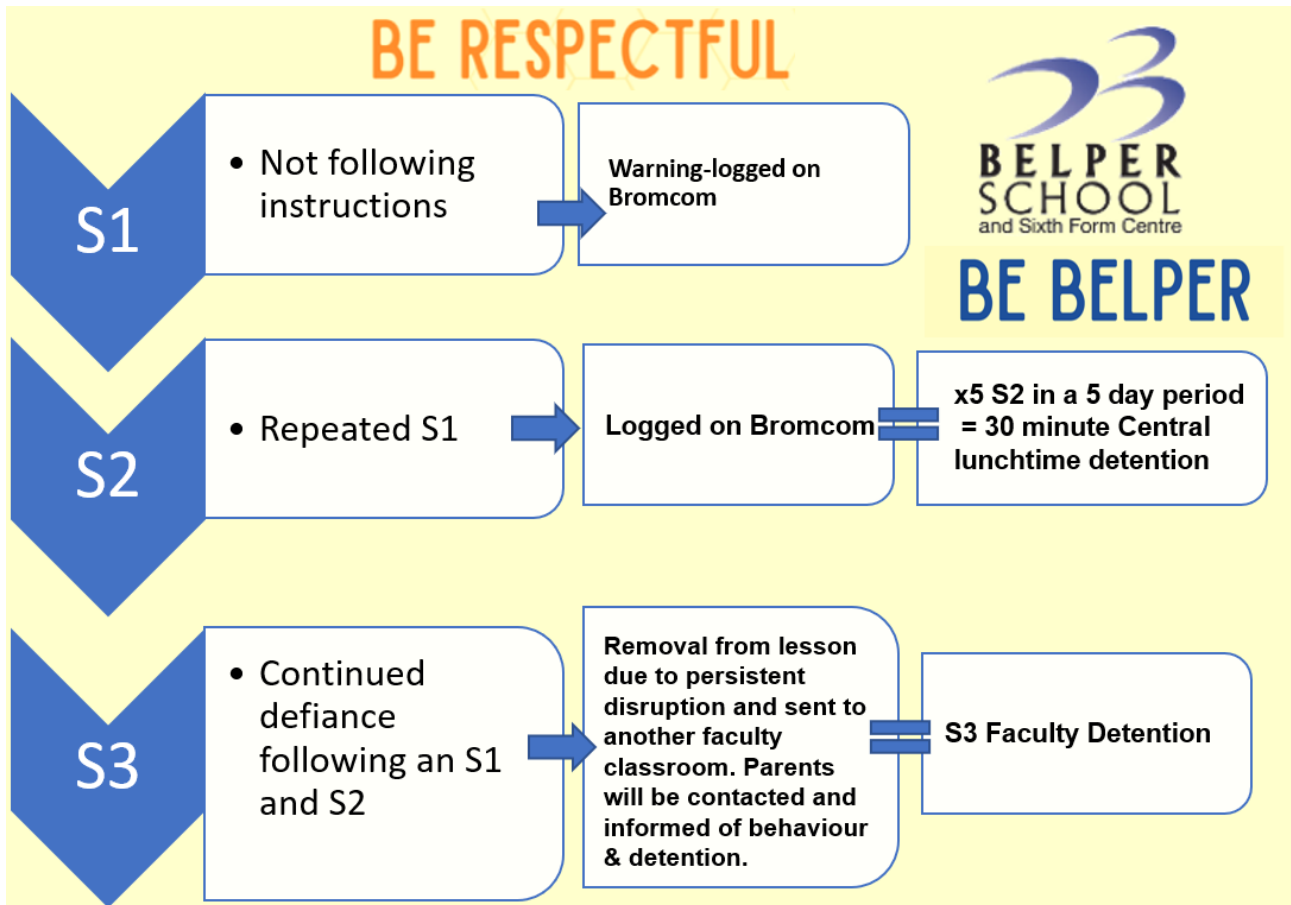
Students can receive a consequence or sanction for negative behaviour outside of school where that behaviour impacts on students in school and is directly connected to behaviour in school.

All consequences will be fair, reasonable and proportionate, with regard to individual circumstances and legislation.

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

Please see the appendix for our typical responses to different categories of misbehaviour.

## Step System



S4 On call

Removed to the reflection room for a period of time 1 hour after school detention the next night (Centralised)

One off serious incident - On call member of staff (MOSOC) will decide on the removal of the student and the level of consequence. If the student is removed it will be at least time in Reflection room and a 1 hour after school detention

### Specific guidance on child-on-child abuse

Child-on-child abuse is a term used to describe many different forms of abuse experienced by children and young people. The common feature is that the individual or group of individuals responsible for the abuse are aged under 18. The definition should not create barriers to action needed to prevent and where needed respond to the lived experience of children who experience abusive behaviour from other children.

Child-on-child abuse can take various forms, including (but not limited to): serious bullying (including cyberbullying), relationship abuse, domestic violence and abuse, child sexual

exploitation, youth and serious youth violence, harmful sexual behaviour and/or prejudice-based violence including, but not limited to, gender-based violence.

Online child-on-child abuse is any form of child-on-child abuse with a digital element, for example, sharing of nudes and semi-nude images (known as sexting), online abuse, coercion and exploitation, peer-on-peer grooming, threatening language delivered via online means, the distribution of sexualised content, and harassment

Children and young people should feel that they are able to confidently report abuse, know how to report abuse and know that their concerns will be taken seriously, they will be supported and kept safe. We have clear systems in place within the school for students to do this through Pastoral teams and the Safeguarding team. Positive relationships and sexual abuse and harassment are taught throughout the RSE elements of the PSHE curriculum across the school and will also be promoted through assemblies and tutor time. As a school we regularly promote our 'Respect for all, by all' ethos.

Should a child-on-child incident occur it will always be dealt with carefully and in accordance with the law. The safeguarding team will be involved in decisions around support and consequences for any such incident and parents / carers will always be contacted and involved. The police, children's social care and other relevant agencies will be informed and involved. Measures will be put in place such as risk assessment, support plans or segregation plans to support victims of child-on-child abuse.

## **Sanctions and Consequences**

Consequences for misconduct and making poor choices 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
- behaviour 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
- direction to attend off site alternative provision
- permanent exclusion

## **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, within the school or local vicinity of the school. An S3 detention duration will be decided by the Head of Faculty, an S4 detention will last for 1 hour.

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 Bromcom for parents/carers to be able to see when their child is receiving a detention.

- If the student does not attend scheduled detention, it will be upscaled at the discretion of the Head of Faculty.
- If the student does not attend the upscaled Faculty detention a one hour after school central detention is arranged
- If the student does not attend the Central afterschool detention an R3 (3 hours in the Reflection Room) will commence the next school day, the detention will be reassigned.

Afterschool detentions can be rescheduled at the request of a parent/carers but they will not be cancelled.

Persistent non attendance of detentions is a breach of the Behaviour Policy and will result in a suspension. Following the suspension, the detentions will be rescheduled.

## **Reflection room**

At times it is necessary to issue consequences for inappropriate behaviour in and around school. These could include time in the Reflection room. As much as possible the time spent in this room will be kept to a minimum to ensure the student understands the consequence of their actions but also is out of lessons for as little time as possible. R3 or R5 may be issued which means that 3 or 5 lessons are spent in the Reflection room; this would also include a loss of break or lunch. It is very rare that students would spend more than 5 periods in the Reflection room.

When in the reflection room, students will be expected to complete the work supplied. As much as possible this will be supplied by the class teacher or another suitable member of staff. Students may be asked to complete work on Google classroom via the remote learning tab.

During the students' time in the Reflection room, a member of staff may speak with them further to ensure they are clear on the reasons for being in the room and to support their return to lessons. This will usually be done after a student has completed a Be Belper reflection pathway.

## **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. 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 or 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:** Issued for persistent serious breaches of the school code of conduct such that a school placement is no longer tenable because it risks ongoing harm to the education or welfare of others in school. A permanent exclusion can also be issued for a one-off very serious incident.
- The decision to permanently exclude is made by the Headteacher, who will contact parents on the day the decision is made.
- This will be considered for the following (*this is not an exhaustive list*):
  - Use of, or possession of, weapons or dangerous items which pose a clear risk to others
  - Drug dealing / possession of illicit substances
  - Serious credible threats of or actual serious violence leading to, or likely to lead to significant injury
  - Physical aggression, or credible threats of aggression, towards staff
  - 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

See the appendix for typical examples of the application of suspensions and reflection room time.

### **Specific guidance on the misuse of the fire alarm**

Deliberately setting off the fire alarm causes significant disruption to the school, can undermine the school's fire safety procedures, and can cause trauma to individual students. This act is thoughtless and has a significant impact on lessons and learning.



As such, anyone caught deliberately setting off the fire alarm without good reason and without significant mitigating circumstances is likely to be permanently excluded from school.

### **Searching and the 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. Bags and outer clothing can be searched and a handheld metal detector used to identify any metal objects should it be deemed necessary.

The authorised member of staff should always seek the co-operation of the student before conducting a search. If the pupil is not willing to co-operate with the search, the member of staff should consider why this is. Reasons might include that they:

- are in possession of a prohibited item;
- do not understand the instruction;
- are unaware of what a search may involve; or
- have had a previous distressing experience of being searched.

If a pupil continues to refuse to co-operate regarding a search, the member of staff will consider what further consequence or sanction is appropriate, ensuring that they are responding to misbehaviour consistently and fairly.

When exercising our powers to search, we will always consider the age and needs of students being searched or screened. This includes the individual needs or learning difficulties of pupils with Special Educational Needs (SEND) and making reasonable adjustments that may be required where a pupil has a disability.

### **The list of prohibited items is:**

- knives and weapons;
- alcohol;
- illegal drugs;
- stolen items;

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 property of; any person (including the student).

any article specified in relevant national regulations and guidelines e.g.:

- tobacco and cigarette papers;

- fireworks;
- pornographic images;
- Vapes or e-cigarettes

The designated safeguarding lead (or deputy) should be informed of any searching incidents where the member of staff had reasonable grounds to suspect a pupil was in possession of a prohibited item as listed above. The staff member should also involve the designated safeguarding lead (or deputy) without delay if they believe that a search has revealed a safeguarding risk. If students refuse to agree to a search authorised in school, the school will contact parents for support in this. If necessary, the police will be contacted for advice and further action.

This section of the policy is in line with the DFE searching, screening and confiscation advice for schools July 2022.

Please also refer to our mobile phone policy.

### **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 is not limited to:

- Monitoring reports through Faculties or through Behaviour reports
- Tutor, Head of year support and mentoring
- Parental meetings
- Identification of strategies to support through pupil profiles on Edukey
- Tailored curriculum through ACCESS or external providers
- Use of external providers to support behaviour eg. Educational Psychologist or behaviour support team
- Managed moves in collaboration with local schools (but only with parental consent)

### **Alternative provision**

It may, at times, be necessary to engage with an external alternative provider to support a student's continued education. If a student is considered for alternative provision, this will be following a variety of other measures to support the student in school and with extensive communication with the parent / carer. Alternative provision placements are carefully checked and vetted through rigorous processes to ensure they meet safeguarding and academic standards for our students.

### **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).

This policy is in line with and will be used in conjunction with the following

- DFE guidance September 2023 - Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement
- DFE guidance September 2022 - Behaviour in schools; advice for headteachers and school staff
- Keeping children safe in education September 2023
- Derby and Derbyshire safeguarding children partnership (DDSCP) child on child abuse strategy

## Appendix – Consequences / Sanctions

This list shows the consequences/sanctions typically applied for different types of misbehaviour. When deciding upon an appropriate sanction, the school will consider the context and any mitigating or aggravating factors. For example, where a student has repeated misbehaviour incidents, the sanction will typically be an escalation of previous sanctions.

*Please note that this list is indicative, not exhaustive.*

<p><b>Reflection room</b></p>	<ul style="list-style-type: none"> <li>• Bullying of other students</li> <li>• Defiance of staff</li> <li>• Discriminatory language towards students with protected characteristics</li> <li>• Disruption to lessons</li> <li>• Dress code breach</li> <li>• Inappropriate IT use</li> <li>• Inappropriate language used generally e.g. swearing</li> <li>• Late to school repeatedly</li> <li>• Online abuse of other students</li> <li>• Phone misuse</li> <li>• Physical aggression to students</li> <li>• Possession of vapes</li> <li>• Sexually abusive language</li> <li>• Vandalism of school property (minor)</li> <li>• Verbal abuse of students</li> </ul>
<p><b>Suspension</b></p>	<ul style="list-style-type: none"> <li>• Bullying of other students (repeated or serious)</li> <li>• Defiance of staff (repeated or serious)</li> <li>• Discriminatory language towards students with protected characteristics (repeated or serious)</li> <li>• Discriminatory aggressive action towards students with protected characteristics</li> <li>• Disruption to lessons (repeated or serious)</li> <li>• Inappropriate IT use (repeated or serious)</li> <li>• Online abuse of other students (repeated or serious)</li> <li>• Possession of illegal items (see permanent exclusion section)</li> <li>• Phone misuse causing actual or potential distress, harm, or significant embarrassment to others.</li> <li>• Physical aggression to staff (this can lead to permanent exclusion)</li> <li>• Physical aggression to students (repeated or serious)</li> <li>• Sexually abusive action</li> <li>• Sexually abusive language (repeated or serious)</li> <li>• Theft from the school</li> <li>• Vandalism of school property</li> <li>• Verbal abuse of students (repeated or serious)</li> <li>• Verbal or online abuse of / threats to staff</li> </ul>

Permanent exclusion will also be considered for some of the incidents listed above where they are persistent or are of a particularly serious nature. See the previous section for more details.