



## Behaviour Policy

Governors' Committee responsible:	IEB
Link Senior Leader responsible:	Principal
Date reviewed by Governors :	September 2018
Next annual review date:	September 2019

The Policy has been reviewed using the equality impact assessment initial screening record and positive impact is explicitly intended and very likely.

All policies can be found on the College 'R' drive in the Policies folder.

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## 1. Aims

This policy will assist the staff of Budmouth College to ensure its students are happy and successful, today and tomorrow. It outlines how a positive learning culture will be maintained, ensuring students can learn in a safe and supportive environment.

This policy will assist staff to promote the school's three core values:

- **Be Ready for learning**
- **Be Respectful**
- **Be Safe and Responsible**

This policy aims to:

- Provide a **consistent approach** to behaviour management
- **Define** what we consider to be unacceptable behaviour, including bullying
- Outline **how pupils are expected to behave**
- Summarise the **roles and responsibilities** of different people in the school community with regards to behaviour management
- Outline our system of **rewards and sanctions**

## 2. Legislation and statutory requirements

This policy is based on advice from the Department for Education (DfE) on:

- [Behaviour and discipline in schools](#)
- [Searching, screening and confiscation at school](#)
- [The Equality Act 2010](#)
- [Use of reasonable force in schools](#)
- [Supporting pupils with medical conditions at school](#)

It is also based on the [special educational needs and disability \(SEND\) code of practice](#).

In addition, this policy is based on:

- Section 175 of the [Education Act 2002](#), which outlines a school's duty to safeguard and promote the welfare of its pupils
- Sections 88-94 of the [Education and Inspections Act 2006](#), which require schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and give schools the authority to confiscate pupils' property
- [DfE guidance](#) explaining that maintained schools should publish their behaviour policy online

### 3. Definitions

**Misbehaviour** is defined as any behaviour that fails to honour our three core values

#### **Be Ready for Learning**

- Disruptive behaviour in lessons that distracts others from their learning
- Inadequate effort in learning
- Non-completion of classwork or homework
- Persistent lateness to lesson
- Truancy from lesson

#### **Be Respectful**

- Disruption in corridors between lessons, and at break and lunchtimes  
Verbal abuse directed towards another student
- Incorrect uniform
- Failure to bin rubbish
- Failure to attend a Restorative Meeting

#### **Be Safe and Responsible**

- Damage to property through irresponsible behaviour
- Possession, use or distribution of any form of smoking material on school site or outside whilst wearing school uniform

*One Behaviour Point will be recorded on SIMs against each incident of a serious misbehaviour.*

**Serious misbehaviour** is defined as any behaviour that is seriously detrimental to our three core values:

#### **Be Ready for Learning**

- Any behaviour that seeks to belittle or embarrass a student whilst they are engaged in learning

#### **Be Respectful**

- Theft
- Verbal abuse directed towards a teacher
- Failure to attend A Restorative Meeting and a School Detention or to attend a Senior School Detention
- Refusing to follow a reasonable instruction from a member of staff
- Repeated breaches of the school rules
- A malicious, false allegation made against a member of staff

## Be Safe and Responsible

- Improper use of emergency alarms
- Intentional damage to property
- Dangerous behaviour
- Fighting with another student
- Possession, use or distribution of drugs
- Bullying (a repeated incident of intentional harm) of any sort
- Racist, sexist, homophobic or discriminatory behaviour
- Sexual assault, which is any unwanted sexual behaviour that causes humiliation, pain, fear or intimidation
- Possession of any prohibited items that could cause harm to others, including , but not restricted to, knives or weapons, lighted materials, fireworks, pornographic materials
- Physical harm to a member of staff, either through irresponsible behaviour or intent

*Two Behaviour Points will be recorded on SIMs against each incident of a serious misbehaviour.*

## 4. Bullying

**Bullying** is defined as the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power.

Bullying is, therefore:

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against

Bullying can include:

Type of bullying	Definition
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Racial	Racial taunts, graffiti, gestures
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or

	performance, or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

Through its PSHE curriculum , the school will educate its students on the harm of bullying and the action students can take to reduce its incidence and overcome its consequences.

The school shall publicise across the school and at regular opportunities guidance to students on who they can approach for support should they be bullied (See Appendix 2: Ant-Bullying Guidance).

The following steps may be taken when dealing with incidents:

- If bullying is suspected or reported, the incident will be dealt with immediately by the member of staff who has been approached. This member of staff will report the incident to the appropriate Pastoral Leaders (Head of Year, Deputy Head of Year)
- The Pastoral Leader will interview the identified victim and record all on a witness statement. The extent of the bullying will be ascertained and the name of the perpetrator(s) identified. This should be recorded in SIM as a linked document to the student’s file. The Pastoral Leader will arrange for any required support for the student (e.g. School Counsellor, outside agency support).
- The Pastoral Leader will interview the perpetrator(s). This student will be required to reflect on their behaviour and its consequences, give a reason for them and identify steps they will take to prevent a repetition. They will be issued a School Detention for the harm they have caused.
- The Pastoral Leader will communicate with the parents of both the victim and perpetrator to inform them of action the school has taken.
- When there is “reasonable cause to suspect that a child is suffering, or is likely to suffer significant harm” (Children Act 1989) the Pastoral Leader will refer to the Designated Safeguarding Officer who may refer to Children’s Services.

## **5. Roles and responsibilities**

### ***5.1 The Interim Executive Board***

The Interim Executive Board is responsible for reviewing and approving the written statement of behaviour principles (appendix 1).

The Interim Executive Board will also review this behaviour policy in conjunction with the Principal and monitor the policy’s effectiveness, holding the Principal to account for its implementation.

### ***5.2 The Principal***

The Principal is responsible for reviewing this behaviour policy in conjunction with the Interim Executive Board, giving due consideration to the school’s statement of behaviour principles (appendix 1). The Principal will also approve this policy.

The Principal will ensure that the school environment encourages positive behaviour and that staff deal effectively with poor behaviour, and will monitor how staff implement this policy to ensure rewards and sanctions are applied consistently.

### ***5.3 Staff***

Staff are responsible for:

- Implementing the behaviour policy consistently
- Modelling positive behaviour
- Providing a personalised approach to the specific behavioural needs of particular pupils
- Recording behaviour incidents

The senior leadership team will support staff in responding to behaviour incidents.

### ***5.4 Parents***

Parents are expected to:

- Support their child in adhering to the pupil code of conduct
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the Head of Year or Deputy Head of Year promptly

## **6. Pupil Code of Conduct**

Pupils are expected to:

- Behave in an orderly and self-controlled way
- Show respect to members of staff and each other
- Follow all reasonable instructions given by a member of staff without question
- In class, make it possible for all pupils to learn
- Move quietly around the school
- Treat the school buildings and school property with respect
- Wear the correct uniform at all times
- Accept sanctions when given
- Refrain from behaving in a way that brings the school into disrepute, including when outside school

## **7. Rewards and Sanctions**

### ***7.1 List of rewards and sanctions***

Staff will seek to reward the following positive behaviour ('Achievements'):

**Be Ready to Learn**

- Effort in learning
- Academic progress
- Academic attainment
- Helping others to learn
- Learning well with others
- Behaviour for learning
- Effective use of DIRT
- Self assessment

**Be Respectful**

- Representing school – Sport
- Representing school – Performing Arts
- Representing school – other
- Leadership responsibility
- Politeness / curtesy

**Be Safe and Responsible**

- Ensuring the safety of self
- Ensuring the safety of others

Positive behaviour will be rewarded with one or more of the following:

- Personal praise
- An award of an 'Achievement' on SIMs
- A Praise Postcard posted home or electronically delivered
- Letters, emails or phone calls home to parents
- Special responsibilities/privileges

All positive behaviour ('Achievements') will be recorded on SIMs.

The school may use one or more of the following sanctions in response to unacceptable behaviour:

- A verbal reprimand
- Expecting work to be completed at home, or at break or lunchtime
- A direction to a Restorative Meeting (5-10 minutes) at a time convenient to the member of staff on the same day of the misbehaviour
- A direction to a School Detention (30 minutes) at the end of the same school day
- Removal of the student from the lesson using either a Redirection Room or a Call Out

- A direction to a Senior School Detention (one hour) for serious misbehaviour or failure to attend School Detention either on the same day or within 24 hours
- All students removed from a lesson by Call Out will attend the Inclusion Room for the remainder of the day and up to 15.00.
- Referring the student to a senior member of staff (Deputy Head of Year, Learning Leader, Head of Year, member of Strategic Leadership Team)
- Letters or phone calls home to parents
- A fixed term exclusion for serious or repeated misbehaviour (only by authorisation of Principal or delegated senior staff)
- A permanent exclusion for serious or repeated misbehaviour (only by authorisation of the Principal)

## *7.2 Off-Site Behaviour*

Sanctions may be applied where a pupil has misbehaved off-site when representing the school, such as on a school trip or on the bus on the way to or from school. The school reserves the right to apply sanctions to a student for any misbehaviour conducted before the student has returned to the care of their parent or guardian.

## *7.3 Malicious Allegations*

Where a pupil makes an accusation against a member of staff and that accusation is shown to have been malicious, the Principal will discipline the pupil in accordance with this policy.

Please refer to our Procedures for Dealing with Allegations of Abuse Against Staff for more information on responding to allegations of abuse.

The Principal will also consider the pastoral needs of staff accused of misconduct.

# **8. Behaviour Management**

## *8.1 Classroom management*

Teaching and support staff are responsible for setting the tone and context for positive behaviour within the classroom.

They will:

- Create and maintain a stimulating environment that encourages pupils to be engaged in learning
- Display the school's three core values
- Develop a positive relationship with pupils, which may include:
  - Greeting pupils in the morning/at the start of lessons
  - Establishing clear routines, including standing behind chairs at start of lesson
  - Communicating expectations of behaviour in ways other than verbally
  - Highlighting and promoting good behaviour
  - Concluding the day positively and starting the next day afresh
  - Having a plan for dealing with low-level disruption

- Using positive reinforcement

Members of staff will not use any form of control or reprimand that seeks to intimidate, frighten, belittle or humiliate students.

Should a student engage in any [misbehaviour](#) (See above) staff shall use a ladder of consequences:

### *In Lessons:*

First, use any relevant re-direction strategy that does not escalate a situation into conflict

Second, give a student a formal verbal warning that a sanction will be applied if they do not desist in their misbehaviour. Staff will use a micro-script for this warning. Staff will record the reprimand as a 'Behaviour' on SIMs.

Thirdly, instruct a student to attend a Restorative Meeting either at Break, Dinner Time or at the end of the school day. The member of staff will record this on SIMs as a 'Restorative Meeting' and complete all supporting information.

Fourthly, instruct a student to attend a 'School Detention' after school on the same day. The member of staff will record this on SIMs as a 'School Detention' and complete all supporting information.

Should a student engage in any [serious misbehaviour](#) (see above) or defiance, staff will seek support by phoning the Principal's P.A. and asking for Call Out support. Call Out personnel will remove a student to the Inclusion Room or any other space within which a student can be monitored. The student will remain in this room for the remainder of the day. Students will be required to attend a School Detention on the same day. Staff on duty in the Inclusion Room will record the School Detention on SIMs and complete all supporting information.

### *Out of Lessons*

First, use any relevant re-direction strategy that does not escalate a situation into conflict

Second, give a student a formal verbal warning that a sanction will be applied if they do not desist in their misbehaviour. Staff will use a micro-script for this warning.

Thirdly, instruct a student to attend a 'School Detention' after school on the same day. The member of staff will record this on SIMs as a 'School Detention' and complete all supporting information and the first available moment. Non classroom based staff should seek the assistance of Reception staff to record this detention.

## **8.2 Physical Restraint**

In some circumstances, staff may use reasonable force to restrain a pupil to prevent them:

- Causing disorder
- Hurting themselves or others
- Damaging property

Incidents of physical restraint must:

- **Always be used as a last resort**
- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Be recorded and reported to Head of Year and parents

### *8.3 Confiscation*

**Any prohibited items (listed in section 3) found in pupils' possession will be confiscated.** These items will not be returned to pupils.

We will also confiscate any item which is harmful or detrimental to school discipline. These items will be returned to pupils after discussion with senior leaders and parents, if appropriate.

Searching and screening pupils is conducted in line with the DfE's [latest guidance on searching, screening and confiscation](#).

### *Pupil Support*

The school recognises its legal duty under the Equality Act 2010 to prevent pupils with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour may be differentiated to cater to the needs of the pupil.

The school's special educational needs co-ordinator will evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.

When acute needs are identified in a pupil, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis.

## **9. Exclusions**

### *Internal Exclusion*

Students who have been given a day in internal exclusion, will register at the Main Office at 8.40am; they should hand their mobile phone in if they have one. They will be met by the Internal Exclusion Room Supervisor and escorted to the room. If a student has a statement of Special Educational Needs, suitable differentiation should be put in place to meet the students' needs and this may involve spending some of the time at an alternative venue (SSC, SEN etc).

No electronic devices should be brought into College when a student is going to be internally excluded. This will be explicit in the letter home and during the phone call with the parent/carer.

If the student is being isolated due to not attending the Principal's After College Detention the Tutor will inform the student of this and direct the student to the Deputy Head of Year if they have their electronic device so that it can be confiscated.

If a student gets a mobile phone/ electronic device out during the internal exclusion/isolation, this will result in an immediate external exclusion.

If there is any misbehaviour during the internal exclusion/isolation this will result in an immediate external exclusion. This will be made explicit in the letter to parents/carers and during the phone call home. When relevant the safeguarding context will be considered.

Students must comply with the following rules whilst in the Internal Exclusion Room:

1. To be polite at all times.
2. To have correct uniform.
3. To have the correct equipment (pen, pencil, ruler and planner).
4. Any books, folders or other work needed for lessons for the day.
5. To follow all instructions without comment.
6. To sit quietly and not communicate with other students in the room.
7. To complete all work set and do it neatly.
8. To remain seated at all times unless asked to move by a member of staff.
9. If help is required then raise your hand and wait quietly.
10. To respect all furniture and equipment whilst in the Internal Exclusion Room.

## *Exclusions*

Any decision to exclude must not be taken lightly and should be seen as a response of last resort.

All external exclusions can only be sanctioned by the Principal or, in his/her absence, his/her designated representative. Students can be excluded for a maximum of 45 days in any one year or be excluded permanently. The parent/carer must be informed by letter of any exclusion that will set a date for the re-admittance of the student in the case of temporary exclusion. Normally, an interview with the student, parent/carer's, Pastoral Leader (Deputy head of Year, Head of Year) and link Senior Leadership member will take place before the student is re-admitted. Students placed upon a Pastoral Support Plan or Behaviour Improvement Plan may be given a placement in the Student Support Centre for a short period of time after the exclusion. There are Local Authority procedures for exclusion that are kept by the Principal's Personal Assistant.

When a student is excluded for a fixed period of more than a day the student should receive work that he/she can do at home. The teachers of the student should mark this work on their return. All exclusions of more than 5 days have to be brought to the attention of the Governing Body.

For a student with a statement of Special Educational Needs, suitable full-time provision must be appropriate to their Special Educational Needs as set out on the statement.

The parent/carer is responsible for keeping children indoors during the first five days of exclusions – the parent/carer of children found in a public place during College hours without "reasonable justification" can be subject up to a £100 fixed penalty notice, this can be reduced to £50 if paid in the first 21 days.

If a student is excluded for more than 5 days it is the College's responsibility to organise suitable full time education from the sixth day onwards regardless of whether this is a result of more than one fixed period exclusion.

The Principal may apply directly to the court for Parenting Orders in cases where the parent/carer does not take responsibility for their child's action. These enforce the terms of the Parenting Contract and mean the parent/carer will be fined if they then fail to take agreed action.

Parents will be directly informed by telephone of any decision on a Fixed Term or Permanent Exclusion. The Principal shall report to the Chair of the IEB any decision to Permanently Exclude a student and inform the Governor responsible for Safeguarding. The Principal will also ensure that the Local Authority Exclusions Officer is informed of a decision to Permanently Exclude.

For Fixed Term Exclusions, parents will be sent a letter giving an explanation of the decision and guidance on the procedure. (Appendix 3)

## **10. Pupil transition**

To ensure a smooth transition to the next year, Form Tutors will remain with their classes.

To ensure behaviour is continually monitored and the right support is in place, information related to pupil behaviour issues may be recorded on SIMs and made available to all members of staff.

## **11. Training**

Our staff are provided with training on managing behaviour, including proper use of restraint, as part of their induction process.

Behaviour management will also form part of continuing professional development.

## **12. Monitoring Arrangements**

This behaviour policy will be reviewed by the Principal and the Interim Executive Board annually. At each review, the policy will be approved by the Principal. The Principal shall monitor data on behaviour incidents and determine any intervention strategies required to address emerging issues.

The written statement of behaviour principles (appendix 1) will be reviewed and approved by the Interim Executive Board annually.

## **13. Links with other policies**

This Behaviour Policy is linked to the following policies:

- Safeguarding Policy
- Procedures for Dealing with Allegations of Abuse Against Staff

## **Appendix 1: Written Statement of Behaviour Principles**

- Every pupil understands they have the right to feel safe, valued and respected, and learn free from the disruption of others
- All pupils, staff and visitors are free from any form of discrimination
- Staff and volunteers set an excellent example to pupils at all times
- Rewards, sanctions and reasonable force are used consistently by staff, in line with the behaviour policy
- The behaviour policy is understood by pupils and staff
- The exclusions policy explains that exclusions will only be used as a last resort, and outlines the processes involved in permanent and fixed-term exclusions
- Pupils are helped to take responsibility for their actions
- Families are involved in behaviour incidents to foster good relationships between the school and pupils' home life
- Violence or threatening behaviour will not be tolerated in any circumstances.

This written statement of behaviour principles is reviewed and approved by the Interim Executive Board annually.



**Happy and Successful, Today and Tomorrow**

## **Anti-Bullying**

If someone is deliberately hurting you repeatedly, either physically or verbally, then you are experiencing bullying.

You will need support to stop this bullying.

Report any bullying you are suffering to either:

- Your form tutor
- Your Deputy Head of Year
- Your Head of Year

Should they not be available, report any bullying to the School Reception. They will ensure that you will get the support you will need.

## Appendix 3: Fixed Term Exclusion Letter

Dear **[Parents/Carers Name]**

I am writing to inform you of my decision to exclude **[Child's Name]** for a fixed period of **[period of exclusion]**. This means that **[he/she]** will not be allowed in College for this period. The exclusion begins on **[date]** and ends on **[date]**.

I realise that this exclusion may well be upsetting for you and your family, but the decision to exclude **[Child's Name]** has not been taken lightly. **[Child's Name]** has been excluded for this fixed period because **(Reason for Exclusion)**.

***[Use this paragraph only where there is consideration of permanent exclusion]***

In view of the nature of the incident, I feel that it is necessary to conduct further investigation before deciding whether it is appropriate to exclude **[Child's Name]** permanently.

***[Use this paragraph for students of compulsory school age]***

You have a duty to ensure that your child is not present in a public place in College hours during this exclusion on **[specify dates]** unless there is reasonable justification for this. I must advise you that you may receive a fixed penalty notice or prosecuted if your child is present in a public place during College hours on the specified dates. If so, it will be for you to show reasonable justification.

We will set work for **[Name of child]** during the **[..... days]** of the exclusion **[detail the arrangements for this]**. Please ensure that work set by the College is completed and returned to us promptly for marking.

You have the right to make representations about this decision to the College's Governing Body. If you wish make representations please contact the Clerk to the Governors at Budmouth College on 01305 830580. Whilst the Governing Body has no power to direct reinstatement for an exclusion of this length, they must consider any representations you make and may place a copy of their findings on your child's College record.

***Where a public examination will be missed, please insert the following text***

***As a public examination will be missed, the Chair of the Governing Body may exceptionally consider the exclusion and decide whether or not to allow [student's name] to return for the duration of the examination.***

You also have the right to see and have a copy of **[Name of Child]**'s College record. Due to confidentiality restrictions, you will need to notify me in writing if you wish to be supplied with a copy of **[Name of Child]**'s College record. I will be happy to supply you with a copy if you request it. There may be a charge for photocopying.

You may wish to contact Victoria Day, School Exclusions – Guidance and Training Officer 01305 228658 or email [v.c.day@dorsetcc.gov.uk](mailto:v.c.day@dorsetcc.gov.uk) if you have any questions about the exclusion procedures.

You may also find it useful to contact: The Coram Children's Legal Centre. They aim to provide free legal advice and information to parents on state education matters. Further information along with full contact details can be found online at [www.childrenslegalcentre.com](http://www.childrenslegalcentre.com).

The statutory exclusions guidance can be found at: <https://www.gov.uk/government/publications/school-exclusion>.

**[Name of Child]**'s exclusion expires on **[Date]** and we expect **[Name of Child]** to be back in College on **[Date]** at **[Time]**.

Yours sincerely

Principal

Bcc:

Head of Year

Deputy Head of year

## **Appendix 4: Local Education Exclusions Officer**

Mrs Victoria Day  
Learning & Inclusion  
Monkton Park  
Winterborne Monkton  
Dorchester  
DT2 9PS  
Tel: 01305 228658 (Admin Support)  
Mobile: 07786 196768  
Email: v.c.day@dorsetcc.gov.uk

