

# Behaviour policy and statement of behaviour principles

## Smithills School

Approved by:	[Name] Mick Crossley	Date: [Date] October 2021
Last reviewed on:	[Date] October 2021	
Next review due by:	[Date] September 2022	

## 1. Aims

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:

- Schedule 1 of the [Education \(Independent School Standards\) Regulations 2014](#); paragraph 7 outlines a school's duty to safeguard and promote the welfare of children, paragraph 9 requires the school to have a written behaviour policy and paragraph 10 requires the school to have an anti-bullying strategy
- [DfE guidance](#) explaining that academies should publish their behaviour policy and anti-bullying strategy online

## 3. Definitions

**Misbehaviour** is defined as:

- Disruption in lessons, in corridors between lessons, and at break and lunchtimes
- Non-completion of classwork or homework
- Poor attitude
- Incorrect uniform

**Serious misbehaviour** is defined as:

- Repeated breaches of the school rules
- Any form of bullying
- Sexual assault, which is any unwanted sexual behaviour that causes humiliation, pain, fear or intimidation
- Vandalism
- Theft
- Fighting
- Smoking

- Racist, sexist, homophobic or discriminatory behaviour
- Possession of any prohibited items. These are:
  - Knives or weapons
  - Alcohol
  - Illegal drugs
  - Stolen items
  - Tobacco and cigarette papers
  - Fireworks
  - Pornographic images
  - Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil)

## 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

Details of our school's approach to preventing and addressing bullying are set out in our anti-bullying strategy

## 5. Roles and responsibilities

### 5.1 The Trust board

The Trust board is responsible for monitoring this behaviour policy's effectiveness and holding the headteacher to account for its implementation.

### 5.2 The Principal

The Principal is responsible for reviewing and approving this behaviour 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 (see appendix 3 for a behaviour log)

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 class teacher promptly

## 6. Pupil code of conduct

The school vision of Success for All underpins our expectations of pupils and adults alike. All members of the Smithills Family will take pride in themselves, in their appearance, their work and in their school. Everyone will show respect for other people, for other people's possessions and equipment and for the environment of the school. The school has created the Smithills' Standards which are clearly displayed in all teaching areas and prominent location around the school:

- I will attend lesson on time and ready to learn.
- I won't talk whilst the teacher is talking
- I will follow all instructions given by staff.
- I will complete all tasks set, to the best of my ability, including homework.
- I will actively participate in lessons and not distract others.

All members of the Smithills Family have a responsibility to develop and promote positive relationships that enable all pupils to develop their full potential and have pride in what they do.

All members of the Smithills Family should show respect and tolerance of other cultures, ways of living and religions.

The Smithills Family's primary purpose is the education, training and wider development of its pupils. Pupils must be taught and encouraged to show consideration to their peers and all staff through appropriate behaviour in all learning environments.

Smithills School expects good behaviour as the norm. Intervention sanctions will be applied as per the later section of this policy according to the seriousness and/or frequency of behaviour which does not meet expectations.

Rewarding positive behaviour is essential. Bullying and intimidation will not be tolerated. This includes cyber bullying.

Smithills recognises that it can exercise little control over the use of social media and also recognises that many of the difficulties which emerge in this area originate beyond school. However, with our curriculum, we aim to support pupils to manage their activity in a safe and common sense way. We offer support via the Directors of Learning, Inclusion and engagement mentors, Mental Health and Wellbeing leads and a dedicated Safeguarding Team.

Every member of the Smithills family has the right to feel safe and as such, any violent conduct will be dealt with as a most serious matter.

All staff will model positive behaviour in their contact with pupils. Individual discretion and professional judgement need to be maintained by the staff in applying levels of sanction. It is not desirable to have a sanction for every issue; staff will seek to ensure consistency.

## **7. Rewards and sanctions**

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

#### Rewards

All members of the Smithills Family should celebrate all achievement and provide an effective, structured rewards system.

Whenever possible students should be praised and/or rewarded for appropriate and positive behaviour – which in turn encourages others to act similarly. This may be in the form of simple positive verbal feedback, acknowledgements of effort or success, or as part of the feedback policy in exercise books, etc. All staff are regularly reminded of this and encouraged to use it to maintain a “positive” climate around the whole school community.

#### **Smithills Challenge**

Positive behaviour is recorded using SIMS. All members of the Smithills Family should use the system to award students achievement points when a student demonstrates our values:

- Excellence
- Independence
- Community

These achievement points will contribute to the completion of the “Smithills Challenge” ; a series of tasks and events that a student must complete in each year group. These will be tracked by form tutors using a mark sheet on SIMS.

A consistent utilisation of the system by all staff allows for an accurate picture of behaviour patterns within the school and therefore enables balanced evaluations to be the basis of further improvements.

### Methods of Rewarding Pupils

School post cards are sent home to inform parents/carers of positive behaviour, effort and achievement.

Certificates and prizes for high attendance, good behaviour and/or effort are awarded by Director of Learning in assemblies. Rewards trips are organized on a regular basis for those pupils who complete the Smithills Challenge

Year 11 leavers are awarded certificates and prizes by their teachers for good effort, behaviour and general contribution to school life in their time at Smithills in a Celebration Day that is supported by an outside motivational speaker.

Awards Evenings are also held each year, when certificates and school prizes are awarded to celebrate pupil effort.

### Sanctions

This section aims to promote a shared understanding of those beliefs fundamental to good learning and good behavior, related to fair and appropriate sanctions.

1. **Behaviour Management**- Where a pupil's behaviour causes low level disruption in lessons, teachers will use a variety of sanctions to maintain good order. This may include;

- Instructing the pupil to move seat
- Removing the pupil to another classroom
- Placing the pupil on Form Report
- Placing the pupil on Subject Report placing in lunch time detention
- Referral to after school detention and a referral to Head of Department
- After Intervention the Head of Department can refer to the Director of Learning for further assistance.

## Behaviour for Learning – Teacher Strategies

### Have you considered?

#### Seating Plan

Can you move the pupil away from friends or next to a model student?

#### Meeting with Student

A discussion with the pupil away from the classroom to discuss your expectations.

#### Parental Phone Call

A discussion with parents about their child's behaviour and your expectations.

#### Subject Detention

Use the detention as an opportunity to discuss the reasons for the detention.

### Refer to your Subject Leader

#### Subject Report

Place the pupil on Subject Report to monitor behaviour.

#### 3 Way Meeting

A meeting with pupil, parent and teacher. Subject Leader to facilitate the meeting.

#### Correct Set?

Is the pupil in the correct set for their ability? Do they need to move from peers?

#### Subject Detention

Use the detention as an opportunity to discuss the reasons for the detention.

### Subject Leader Refers to Director of Learning

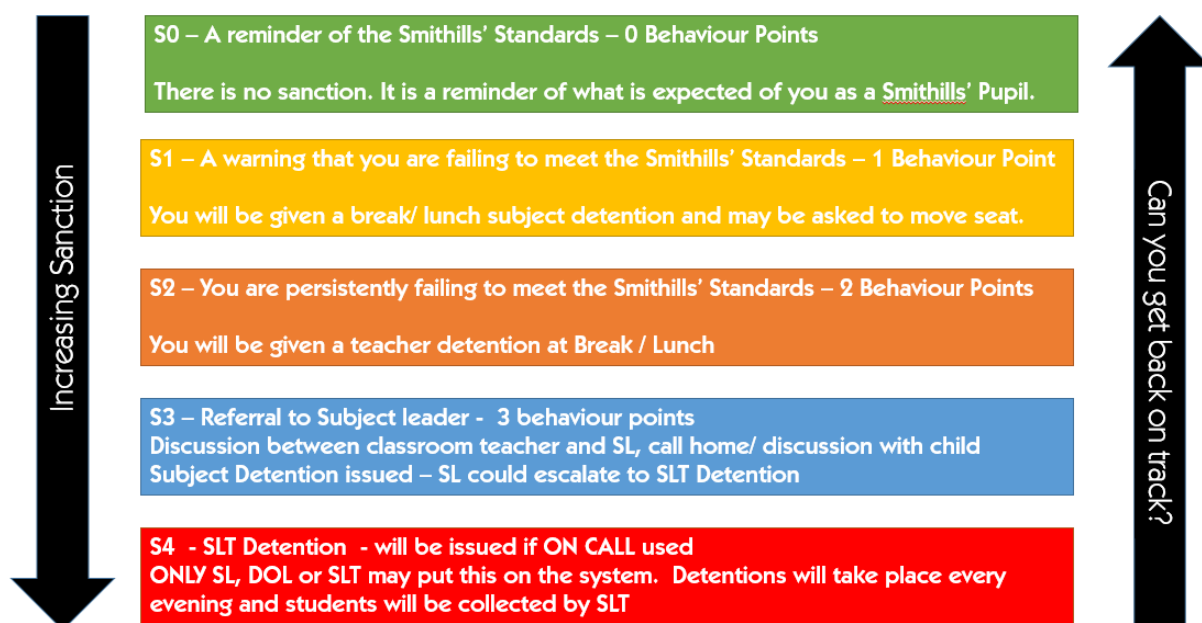
Director of Learning will investigate behaviour in other subject areas.

**They will expect to see evidence of the above interventions recorded on SIMS.**

The may refer to the Inclusion and Engagement Mentor to work with student in lessons.

To ensure that there is a consistent approach from all staff there is a clear system of escalating teacher's responses to low level disruption:

## Behaviour for Learning – Classroom Management



Where a pupil repeatedly misbehaves in lessons or around school, the Director of Learning, (supported by the Intervention Officers / Inclusion and Engagement Team) will intervene and will contact parents/carers. The pupil's behaviour will then be monitored for an agreed term by school and checked by parents/carers.

### 1. Detention –

Pupils may be detained at break or lunchtime without notice being given to parents. Staff will ensure they are able to eat their lunch. Pupils may also be detained after school when necessary.

Teachers have the legal right to keep a pupil in after school detention. Whilst this does not require parental consent, parents will usually receive at least 24 hours' notice. Pupils may be asked to attend detentions on school INSET days. Pupils may also be required to perform some form of school community service such as litter picking or tray collection at lunch times.

#### Late Detentions

If a student arrives late to school they will be issued with an S4 Detention.

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Any student who receives an S4 will receive a 20 minute afterschool detention for the same evening. Again Parents/Carers will receive a text informing them of this.

2. **Restraint** -In extreme circumstances all staff have the right to use reasonable force to prevent a pupil committing an extreme offence or causing injury to themselves or others.
3. **Exclusion** - In extreme circumstances it may be necessary to exclude a pupil from school. This can be either fixed term or permanent dependent on the incident; this decision is made by the Principal.
4. **Re-Integration** – A student may be placed into our reintegration centre for the following reasons
  - a. Serious Behaviour Incident
  - b. Refusal to comply with other sanctions
  - c. Refusal to comply with uniform policy.

Re-integration starts at 9.30 and ends at 3.30. Student will work in isolation from other students and is supervised by our re-integration team. In some cases we will work with other partner school and a child will be asked to complete their reintegration at another school.

## 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.

## 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 Safeguarding Policy 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

Behaviour for Learning

At Smithills School, we provide a broad, challenging and inclusive education for life, in a secure and positive environment where all members of the Smithills Family feel, "Success for All" and where effective teaching and learning is able to thrive.

Quality teaching that aspires to be outstanding requires an appropriate balance between teaching and learning skills and behaviour management strategies, to ensure positive, rich learning experiences that result in understanding, progress, self-review and emotional growth.

Smithills School will provide a learning environment in which pupils can feel and be safe, enjoy and achieve. The school recognises the inter-relationship between providing high quality teaching and learning opportunities, a stimulating learning environment and promoting positive learning behaviours and good order. The school's behaviour management strategy emphasises positive strategies and a range of interventions in order that the school environment is one of co-operation, pride, respect and shared responsibility.

The aim is to ensure excellent behaviour for learning throughout the Smithills school community so that every student:

- Reaches their potential
- Becomes an independent and self-motivated learner
- Develops the confidence, social skills and emotional intelligence to do well in all areas of school life and beyond
- Is part of a highly cohesive school community with a positive ethos, contributing towards their spiritual, moral, social and cultural education

### How do we achieve this?

5. This is achieved through good organisation of the classroom. The following must be in place:

- Seating arrangements and seating plans are in place
- Physical layout of the room supports learning
- The use of ICT to promote learning
- The room is clean and there is no litter
- To ensure all pupils are sitting up, have space to work, have a suitable bag, and are following the dress code
- Appropriate displays (e.g. students work) promote a good learning environment

2. A good lesson is a lesson that is planned well. All teachers should ensure that:

- All lessons follow the four part structure.
- All lessons are objective led and have clear success criteria shared with the pupils



- The teacher is at the door ready to welcome pupils at the start of the lesson, and there is a connect activity for pupils to complete immediately on entering the classroom.
  - Teachers must plan for progression using data and step descriptors, and differentiate accordingly.
  - All lessons must have appropriate pace and challenge
  - Give appropriate marking and feedback in line with the school aim to promote good learning.
  - Pupils consolidate their learning prior to being released on time.
3. A good relationship with pupils is essential; ensure you know your pupils well. This will be completed by:
- You must know all the names of the pupils you teach.
  - You must be aware and take into consideration when planning lessons the strengths and weaknesses of each pupil.
  - Ensure Differentiation to support learning.
  - Monitor the students, move around but think about where you are standing
  - Build professional relationships: be honest, set high standards, you are not their friend.
  - To Participate and support: extra-curricular activities: music, drama, sport, the arts, and others
4. All members of the Smithills family will uphold the Smithills' Standards every lesson, every day:
- Meet, greet and move on
  - Connect ready
  - Date and Big Question written down every lesson
  - Classroom tables in groups (unless unavoidable e.g. Science lab)
  - Target/assessment and literacy stickers on the front of books
  - Seating plans and up to date class data in AP folders
  - Label resource/presentation with the part of the lesson it relates to

## 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 parents (see appendix 3 for a behaviour log)

## 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](#).

## 8.4 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. Pupil transition**

To ensure a smooth transition to the next year, pupils have transition sessions with their new teacher(s). In addition, staff members hold transition meetings.

To ensure behaviour is continually monitored and the right support is in place, information related to pupil behaviour issues may be transferred to relevant staff at the start of the term or year. Information on behaviour issues may also be shared with new settings for those pupils transferring to other schools.

## **10. 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.

A staff training log is held by HR.

## **11. Monitoring arrangements**

This behaviour policy will be reviewed by the Principal and Trust every 2 Years. At each review, the policy will be approved by the Principal.

## **12. Links with other policies**

This behaviour policy is linked to the following policies:

- Exclusions policy
- Safeguarding policy
- Anti bullying Policy
- Mobile Phone Policy
- Screening, Searching and Confiscation
- Teaching and Learning

## Appendix 1: written statement of behaviour principles

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