

# THE BOLSOVER SCHOOL

*Nothing but the best*



# Behaviour Policy



## **Behaviour Policy**

Approving Body:	Governing Body
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Further Information:	

## **MISSION STATEMENT**

- We are committed to high standards in all that we do
- We aim to provide a stimulating and caring environment where students feel happy and secure
- We encourage everyone to make the best of themselves and to achieve success

## **AIMS**

To ensure that the school has a holistic approach to meeting the needs of students by involving all staff in actively addressing the individual needs of the students in order to achieve their full potential.

Our aim is to encourage all students to:

- learn to develop an understanding of the ways in which their behaviour affects their own learning and the learning of other students
- share in the creation of a positive and orderly atmosphere where teaching and learning can take place without interruption and where students feel valued, happy and safe
- learn to control and take responsibility for their own behaviour
- learn to develop a responsible, supportive and caring attitude towards other people and know that their behaviour has an impact on others
- develop a respect for property and the environment in which we all work

## **OBJECTIVES**

We intend to:

- provide effective teaching and learning which supports and encourages students' positive behaviour and attitudes to learning
- raise and develop staff awareness of individual behaviour needs
- provide staff with strategies to meet individual behaviour needs
- provide students with strategies and appropriate programmes to address their individual behaviour needs
- provide a safe environment for students, staff and visitors through the clarification of expectations of roles, rights and responsibilities

**PRINCIPLES** – The school aims to:

- value and promote good relationships between staff, students, parents and the community
- encourage self-discipline and personal responsibility
- assist students to develop social skills, to become responsible and well-adjusted people willing and able to contribute to a caring society
- assist with educational, vocational and personal guidance and counselling to enable students to make sensible and realistic choices
- respect the views and beliefs of others
- value equality of opportunity
- encourage full attendance and punctuality
- monitor progress and reward achievement
- promote positive support and liaison with parents, carers and appropriate outside agencies

## **PRACTICE**

Code of Conduct for students

Everyone should behave in a manner which shows respect:

- Respect for others – The behaviour policy
- Respect for school – Expected Behaviour (in the classroom and in the corridor)
- Respect for oneself



## PROCEDURES

At the school we have certain expectations of our students.

*We expect* our students to arrive at school and at their lessons on time.

*We expect* them to follow their agreed timetable at all times and turn up to lessons with the appropriate equipment.

*We expect* them to be in uniform as specified in the school prospectus.

*We expect* them to behave in an appropriate manner and display a positive attitude towards their work.

The school has clearly identified procedures in relation to whole school behaviour management in order to ensure:

- consistency and fairness
- clarity of expectations of both staff and students
- effective communication

Policy: School Behaviour Policy September 2019

The following procedures are clearly linked with the SEN Code of Practice, IEPs and PSPs and other relevant policies.

## REWARDS

The school considers the use of rewards as a key part of the behaviour management strategies used by the school. All staff should aim to praise and encourage students at every opportunity. Rewards should be used consistently across the school and by all staff. All students should have the opportunity to be rewarded for their contributions to the school community.

A reward can take many forms:

Spoken praise; written praise; star of the lesson; consistent star; house points; comments in a report book; certificates; positive contact with home or a Good News postcard.

## HOUSE POINTS

House points are awarded from the following categories: Outstanding classwork; Academic achievement; Extra-curricular involvement; Entering a House competition; Excellent Homework and Pastoral contribution. Rewards are allocated at the end of each term for the winning House. Students will work towards gaining certificates of achievement at five levels – Bronze (25pts), Silver (50pts), Gold (100pts), Diamond (150pts) and Platinum (200pts).

In addition to the above curriculum areas can award achievement prizes each term in relation to progress/outstanding achievement in their subject area and Heads of House should award prizes for attendance. On a half-termly basis Heads of House will ensure that all appropriate certificates and tangible rewards are given to students at appropriate times. An End of year Commendation Evening will take place including students of each House where achievement in subject areas is celebrated.

## CORE VALUES

Students are encouraged to gain a breadth of experience at the school by achieving Core Values Badges. Badges are awarded for contributing to extra-curricular events; community projects; cultural experiences; contributing to an Arts event; performing public speaking; achieving a community award and be part of an enterprise activity. Upon completion of the Core Values Passport students receive badges to wear proudly as part of their uniform.

## DEALING WITH INAPPROPRIATE BEHAVIOUR

It is the responsibility of all staff to deal with inappropriate behaviour as part of their normal day-to-day practice, both in the classroom and around the school. Further support is available through curriculum areas, the 'On-call' system, Heads of House and The Senior Leadership Team.



## **SANCTIONS**

Although we would wish to view all aspects of school life in a very positive way, it would be unrealistic to expect that we do not need a set of sanctions in order to register disapproval of unacceptable behaviour and as a last resort to protect the necessary authority of teachers and the stability and security of the school community.

Sanctions may include: rebuke; asking students to move places in class; removing a student from a lesson to discuss an incident; making good damage and removing mess caused by the student and confiscation of articles e.g. Mobile device from the student. Serious disruption may require the use of the 'On Call' system when appropriate. If this approach is employed the student may be removed from the class to work in an alternative area or indeed in Isolation/REMOVE.

### ***Reports***

The School has a sequential reporting system made up of Tutor Reports, Head of House Reports and SLT Reports. All reports follow the same format and require the student 'on report' to discuss their report with the relevant member of staff on a daily basis and to share their report and the progress they are making with their parents. When placed on report the targets for improvement and the expected review date are identified and recorded on the report to ensure the student is aware of the expectations set and the date in which they are expected to have made satisfactory progress. In addition to the pastoral reports the school also operates subject area reports. These reports are different to the pastoral reports as they only refer to targets within a specific subject area and track progress over the subject lessons. These reports are completed by the subject teacher each lesson and monitored weekly by the Head of Faculty. The student and parents are also invited to comment on the progress being made. It is the responsibility of the Head of Faculty to inform tutors when a student is placed on this report. Policy: School Behaviour Policy September 2019. Students 'on report' will be identified for the Head of House and their progress discussed on a regular basis. In all cases the care of the report is the responsibility of the student.

### ***Detentions***

Detentions may be set after-school or at lunchtimes. For any after-school detention, written notice should be given at least 24 hours in advance. Students who have to be removed from a lesson will complete both a break and lunchtime detention on the next school day (Loss of free time, LOFTS). Those who fail to attend an initial Subject Lunchtime Detention are issued with a one hour After-School Detention. The after-school sessions are supervised by a member of The Senior Leadership Team and parents will be informed by letter, providing, when possible, at least 24 hours' notice.

### ***Remove/Isolation***

A student can be placed in REMOVE if it is judged appropriate to place a student in isolation from his/her peers for a fixed period of time. The room is normally staffed by Senior Leaders and Middle Leaders. Student referrals are made by Heads of House and Heads of Department to the relevant SLT line Manager, including for those failing to attend the one-hour Faculty Detention. Students are expected to work in silence and produce a minimum amount of appropriate and relevant curricular based work during the day. Students, who are booked for prolonged sessions may spend break and lunchtime in the REMOVE/Isolation room.

### ***Withdrawal from lessons / School alternative provision and Fixed Term Exclusions***

The school endeavours to provide a range of provision in order to support the different learning needs of students and in order to ensure that where possible students are included within the school community. However, at times it may be necessary to remove students from lessons, their normal provision or the school if, despite support and encouragement, they seriously violate the school rules, or where the continued presence of the student is a serious threat to the safety and/or learning of others.

Permanent exclusions will only be carried out when other strategies have failed or the incident is of a particularly serious nature. In all cases of any of these sanctions, the school will work in line with DfE guidelines. The sanction will be at the discretion of the Head teacher or, in their absence, another member of the Senior Leadership Team. A meeting, following a specific format, will be arranged for the student and his/her parents following any sanction that has resulted in any adjustment to their provision (excepting use of Remove/isolation). These meetings will be led by a senior member of staff, and will plan a way forward to help the student avoid similar behaviour in the future. Further information on the nature of the meeting that takes place once a student returns to school is provided below.

The school will endeavour to use a range of sanctions that are an alternative to fixed term exclusion and which provide students with support strategies to improve their behaviour. Examples of this are;

1. Withdrawal from lessons - where a student is removed from their normal lessons for a period which is typically 1-3 days but is based at their normal school.
2. Academy Alternative Provision – where a parent is directed for their child to attend the Trust Re-Integration Centre (RIC) for an identified period of time. At the RIC, students shall work with Trust staff on themed content that will help support their behaviour and shall also, for those attending for more than 10 days, shall receive mentoring. Every student who has attended the RIC shall have a report submitted to the school on their attendance, behaviour and some outline suggestions on strategies for improvement. This shall be looked at in the meeting that takes place on re-admission to the school and shall be shared with appropriate staff who work with the student when back in their own school.
3. A fixed term exclusion (FTE)

#### **MEETINGS FOLLOWING THE ABOVE SANCTIONS**

The type of meeting that takes place will vary from student to student and is in line with DfE guidance. Typical examples are:

- Re-admission meeting with Head of House
- Readmission meeting with Head of House and SLT Link
- Governor Behaviour Panel – a meeting with representation of the Governing Body to affirm the school expectations on behaviour and agree next steps
- Governor Discipline Committee - a meeting with representation from 3 members of the Governing Body to make a decision as to the suitability of the sanction including a formal FTE requiring this meeting or a permanent exclusion

#### **SUBSTANCE MISUSE/DANGEROUS WEAPONS**

All substances or dangerous weapons e.g. alcohol, solvents, drugs, weapons etc. will be confiscated immediately and not returned to students. Relevant action will be taken in respect of the student which will be dependent on the nature of the substance/dangerous weapon and the action taken by the student. Policy: School Behaviour Policy September 2019.

#### **STAFF AUTHORITY**

All classroom staff have the authority to operate all the school sanctions detailed above with the exceptions of 'time-out' and exclusions. All other adults working in the school are part of our behaviour management systems and deserve equal respect from the students. Consequently, all staff can make referrals for school sanctions through their line manager, a member of The Senior Leadership Team or relevant classroom member of staff.

## **LEVEL OF SANCTION**

One off, minor incidents of disruption in lessons or inappropriate behaviour will normally attract sanctions such as a verbal rebuke, isolation for a short period or detention. More serious incidents of disruption or misbehaviour may well result in isolation or exclusion. Unless there are very exceptional circumstances, any student verbally abusing, intimidating or assaulting a member of staff will be excluded. If a student repeats inappropriate behaviour or persistently disrupts others' learning the seriousness of the sanction will, under normal circumstances, increase. The School will make reasonable adjustments under the Equality Act 2010, in respect of safeguarding and respect of pupils with special educational needs (SEN).

## **EDUCATION AND INSPECTIONS ACT 2006**

The Education and Inspections Act 2006 introduced new statutory powers for schools regarding behaviour and discipline. The new powers give any member of staff in lawful control of children the right to regulate students' conduct and impose sanctions. These powers can extend to students outside school when on school events, when travelling to and from school or when the students' behaviour seriously undermines the authority or reputation of the school. School staff now have the legal right to confiscate articles from students, to search students for offensive weapons, to use reasonable forces of restraint, and can issue detentions. Further details of this Act can be found on the DfE website at [www.dfes.gov.uk](http://www.dfes.gov.uk).

## **POLICE INVOLVEMENT**

If the school has knowledge that an incident of a criminal nature has taken place either in school or at a school event, we will under normal circumstances contact the police. CCTV footage of safety concerns obtained from buses and trams can be viewed by Senior teachers of the school.

## **CHILD PROTECTION /SOCIAL SERVICES INVOLVEMENT**

The school has named people who are responsible for child protection. All child protection concerns are referred directly to the child protection officer, Deputy Child Protection Manager and Named Staff. These members of staff will take relevant action in line with child protection procedures. Where appropriate, the child protection officer will inform the tutor and the relevant Head of House of the issues. Contact with Social Services is made by the Child Protection Officer, Heads of House, or relevant member of the SLT. Policy: School Behaviour Policy September 2019.

## **PARTNERSHIP WITH PARENTS**

The school aims to work in partnership with parents and recognises the value this partnership has in supporting the management of students' behaviour. The academy welcomes parents into school to support learning, to share in the achievements of students, for social purposes and to share in the problem solving in relation to students who are experiencing difficulties. The school encourages staff to make contact with parents, if relevant, and this includes contact of a positive nature as well as when support is required in solving problems. All contact with home should be in line with school policy.

## **EQUAL OPPORTUNITIES**

The school aims to ensure that equal opportunities are provided for all students. The behaviour management programmes and support aims to ensure that all students have equal opportunity to access the learning provision provided by the school. All behaviour data will be monitored to ensure that no specific group is disadvantaged in relation to access.

## **REVIEW OF THE POLICY**

This policy will be reviewed regularly. All relevant parties will be involved in this review.