

Bank View High School



Behaviour Policy

Date: ...13...../.....1...../ 2016.....

Review Date: ...20...../.....12.../ 2018.....

BANK VIEW HIGH SCHOOL

Behaviour and Discipline Policy and Procedures

This policy should be read in conjunction with the school's policies on: inclusion, anti-bullying, merit rewards system, exclusion, equal opportunities, diversity, and complaints.

1 Aims and expectations

- 1.1** It is a primary aim of our school that every member of the school community feels valued and respected, and that each person is treated fairly and well. We are a caring community, whose values are built on mutual trust and respect for all. The school behaviour policy is therefore designed to support the way in which all members of the school can live and work together in a supportive way. It aims to promote an environment where everyone feels happy, safe and secure.
- 1.2** The school has a code of conduct and a number of rules, but the primary aim of the behaviour policy is not a system to enforce rules. It is a means of promoting good relationships, so that people can work together with the common purpose of helping everyone to learn. This policy supports the school community in aiming to allow everyone to work together in an effective and considerate way.
- 1.3** The school expects every member of the school community to behave in a considerate way towards others. Home-School Agreements are signed by pupils and parents when new pupils are admitted to the school.
- 1.4** We treat all students fairly and apply this behaviour policy in a consistent way.
- 1.5** This policy aims to help students to grow in a safe and secure environment, and to become positive, responsible and increasingly independent members of the school community.
- 1.6** The school rewards good behaviour, as it believes that this will develop an ethos of kindness and co-operation. This policy is designed to promote positive behaviour, rather than merely deter anti-social behaviour.

2 Variation for identified need e.g. ASD, SEMH:

Schools are required to develop their cultures, policies and practices towards achieving an inclusive educational environment. They are also required to make 'reasonable adjustments' to ensure that pupils with ASD and other special needs are not disadvantaged compared to their peers.

3 Code of Conduct (see appendix)

- The Code of Conduct has been negotiated and agreed with the Student School Council and is reviewed annually
- The Code of Conduct is based upon a positive behaviour model where praise and encouragement are preferable to sanctions
- The Code of Conduct is user friendly and displayed prominently in classrooms and areas around school
- Staff are expected to apply the Code of Conduct consistently

4 The role of the class teacher

- 4.1** It is the responsibility of the teacher to ensure that the school Code of Conduct is enforced in their class, and that their class behaves in a responsible manner during lesson time.
- 4.2** The teachers in our school have high expectations of the students in terms of behaviour, and they strive to ensure that all students work to the best of their ability.
- 4.3** The teacher treats each student fairly and enforces the actions and consequences code consistently. The teacher treats all students in their class with respect and understanding.
- 4.4** If a student misbehaves repeatedly in class, the teacher records such incidents on class dojo. In the first instance, the class teacher deals with incidents themselves in the normal manner. However, if misbehaviour continues or escalates, the teacher follows the guidance outlined in the behaviours and consequence document. This may include Head of Key Stage or Senior Management Team (SMT) intervention.
- 4.5** The form teacher liaises with external agencies, as necessary, to support and guide the progress of each student. The form teacher could draw up an individual behaviour action plan with a pupil. They may discuss the needs of a student with the education social worker or Local Authority (LA) behaviour support service.
- 4.6** The class teacher reports to parents about the progress of each student in their class, in line with the whole-school policy. The class teacher will also contact a parent if there are concerns about the behaviour or welfare of a student.

5 The role of the headteacher

- 5.1** It is the responsibility of the head teacher to implement the school behaviour policy consistently throughout the school, and to report to governors, when requested, on the effectiveness of the policy. It is also the responsibility of the headteacher to ensure the health, safety and welfare of all students in the school.
- 5.2** The headteacher supports the staff by implementing the policy, by setting the standards of behaviour, and by supporting staff in the implementation of the policy.
- 5.3** The headteacher keeps records of all reported serious incidents of misbehaviour.
- 5.4** The headteacher has the responsibility for giving fixed-term exclusions to individual students for serious acts of misbehaviour. For repeated or very serious acts of anti-social behaviour, the headteacher may permanently exclude a student. Both these actions are only taken after the school governors have been notified (see section 7).

6 The role of parents

- 6.1** The school works collaboratively with parents, so students receive consistent messages about how to behave at home and at school.
- 6.2** We explain the school rules on the school website and we expect parents to support them.
- 6.3** We expect parents to support their child's learning, and to co-operate with the school. We try to build a supportive dialogue between the home and the school, and we inform parents immediately if we have concerns about their child's welfare or behaviour.
- 6.4** If the school has to use reasonable sanctions, parents are expected to work with the school and support the actions of the school. If parents have any concern about the way that their child has been treated, they should initially contact the class teacher or Head of Key Stage. If the concern remains, they should contact members of the SMT. Further concerns will involve the school governors/LA (see complaints policy).

7 The role of governors

- 7.1** The governing body has the responsibility of setting down these general guidelines on standards of discipline and behaviour, and of reviewing their effectiveness. The governors support the headteacher in carrying out these guidelines.
- 7.2** The headteacher has the day-to-day authority to implement the school behaviour and discipline policy, but governors may give advice to the headteacher about particular disciplinary issues. The headteacher must take this into account when making decisions about matters of behaviour.
- 7.3** The lead on behaviour will report to the Governing Body annually.

8 Rewards and punishments

- 8.1** We praise and reward students for good behaviour in a variety of ways:
- teachers and other staff congratulate students;
 - teachers and other staff give students award class dojo points;
 - certificate/rewards in whole school assembly;
 - phone calls/postcards home;
 - class dojo points to students for consistent good work or behaviour, or to acknowledge outstanding effort, acts of kindness in school or being helpful, which may be exchanged for rewards;
 - class trips for those identified on class dojo as performing to a high standard;
 - Golden Time for pupils chosen by staff for excellent behaviour and effort;
 - Film screening in the Sensory rooms;
 - Milkshake certificates;
 - Additional sports sessions;
 - Special interest group sessions;
 - Governor coffee mornings celebrating pupil work
 - reward trips for pupils following the Code of Conduct and working responsibly in class;
 - end of term outings.

Staff members will hold regular meetings to identify pupils who have worked well and can access rewards. This will be done primarily through class dojo. It captures and generates data on pupil behaviour throughout the school. Class dojo allows staff to give positive behaviour feedback and manage behaviour difficulties. Pupils work towards individualised % targets within class dojo.

- 8.2** The school acknowledges all the efforts and achievements of students, both in and out of school. The Record of Achievement File (SPECTRUM) contains

information regarding pupil achievement and progress in and out of school, for example, music or swimming certificates.

- 8.3** The school employs a number of strategies to enforce the school code of conduct, support students and to ensure a safe and positive learning environment. We employ each strategy appropriately to each individual situation.
- We expect students to listen carefully to instructions in lessons. If they do not do so, we ask them either to move to a place nearer the teacher, or to sit on their own or deploy staff support appropriately.
 - We expect students to try their best in all activities. If they do not do so, we may ask them to repeat a task and offer support.
 - All students have IEPs (education plan) and some identified pupils have an IBP (behaviour plan).
 - If a student is disruptive in class, the teacher reprimands him or her in a calm and professional manner. If a student misbehaves repeatedly, we isolate the student from the rest of the class until s/he calms down, and is in a position to work sensibly again with others. Support staff are utilised where possible in order that the class can be taught without further disruption.
 - Class dojo is based upon a positive individualised behaviour recording system. It does have the option of recording negative points for poor behaviour. Behaviour is monitored and recorded for the whole year. Each pupil's % score on class dojo is recorded and then reset on a weekly basis.
 - Detentions may be given for work to be caught up or time for reflection. These are phased in order of seriousness i.e. break, dinner, after school.
 - The safety of the students is paramount in all situations. If a student's behaviour endangers the safety of others, the teacher stops the activity and may prevent the student from taking part for the rest of that session.
 - Conduct cards are used when appropriate for individual students who require additional support and monitoring. This is shared with parents/carers and is time limited.
 - Home-School books are put in place for individuals after discussion with parents/carers and concerns and progress shared.
 - If a student threatens, hurts or bullies another pupil, the teacher records the incident and the student is dealt with according to the school's Actions and Consequences procedures (see appendix). If a student repeatedly acts in a way that disrupts or upsets others, the school may contact the student's parents and seek an appointment in order to discuss the situation, with a view to improving the behaviour of their child.
 - Behaviour contracts are used occasionally and in liaison with pupil, parent/carer, school and other agencies.
 - Anger management/stress relief programmes may apply to some pupils.
- 8.4** The class teacher discusses the school rules and Code of Conduct with each class. The Code of Conduct is displayed in each class and key areas around

school. In this way, every student in the school knows the standard of behaviour that we expect in our school. If there are incidents of anti-social behaviour, the class teacher discusses these with the whole class during form time.

8.5 The school does not tolerate bullying of any kind. If we discover that an act of bullying or intimidation has taken place, we act immediately to stop any further occurrences of such behaviour. While it is very difficult to eradicate bullying, we do everything in our power to ensure that all students attend school free from fear (see separate anti-bullying policy).

8.6 All members of staff are aware of the regulations regarding the use of force. Teachers in our school do not hit, push or slap students. Staff only intervene physically to prevent injury to a student, or if a student is in danger of hurting him/herself. The actions that we take are in line with government guidelines on physical intervention. All staff have been trained in de-escalation and physical intervention by approved trainers. See other references in Section 14 below.

9 General strategies to manage inappropriate behaviour

9.1 In the first instance a polite request will be made for the immediate cessation of the problem behaviour.

9.2 Compliance on the part of the student will be expected.

9.3 Students may be asked to stand outside of a class room for a maximum of two minutes to allow them to settle down before returning.

9.4 Referral to form tutor to help resolve the “problem”, with a member of staff or peer.

9.5 Non compliance will mean referral to Head of Key Stage, who will support student and staff, to resolve any problem.

9.6 Class dojo points are recording to allow monitoring and tracking of pupil behaviour.

9.7 Inappropriate behaviours could result in students missing break times or even lunch breaks.

9.8 Serious incidents will be recorded using an Incident Report form.

9.9 All serious / major occurrences will be reported to parents. Parents will be expected to support the school in resolving any issues with their child.

10 Persistent Bad Behaviour

10.1 Students whose behaviour is deemed not only to be inappropriate but, also, uncooperative, provocative, confrontational, or dangerous may be:

- allowed specified time out to calm down in the ARC (pupil support room) or outside the deputy head's office
- referred to form tutor and/or Learning Mentor and/or Head of Department to make recompense based on the incident;
- non-compliance will mean referral to Behaviour Manager/SMT to assist in resolving the incident;
- last resort would be referral to the Headteacher but only if other strategies are exhausted;
- parents will be invited to school to support via various report cards, home-school cards, behaviour contracts etc;
- a formal reporting system will be drawn up to monitor behaviour over a given period;
- parents will be expected to be supportive of this and sign accordingly;
- at all stages students will be expected to assume responsibility for their actions and accept any consequences.
- See "Actions and Consequences" notice.
- Further help may be sought from "out of school" support agencies :- Community Police Officer, Educational Psychologist, Educational Welfare Officer, Social Workers, and Care Home staff.
- Students who exhibit persistent inappropriate behaviour forfeit their right to attend after school activities, residentials, and school outings etc. until their behaviour is deemed appropriate and acceptable.

11 Physical Intervention

11.1 Physical Intervention may be reasonably expected to be used at Bank View High School and would include supportive pastoral care or as an intervention in a challenging situation. For example a comforting arm around the shoulder to a distressed or ill pupil or intervening when a pupil is a risk to themselves or others.

11.2 Physical Intervention – The Legal Framework

- Guidance on the Use of Restrictive Physical Intervention for Staff Working with Children and Adults who display Extreme Behaviour in Association with Learning Disability and/or Autistic Spectrum Disorder (2002)
- Guidance on the Use of Restrictive Physical Interventions for Pupils with Severe Behavioural Difficulties (2003)
- Use of Reasonable Force Advice for Headteachers, Staff and Governors (2015)
- Behaviour and Discipline in Schools Advice for Headteachers and School Staff (2016)

11.3 It is the aim that all staff at Bank View High School are trained in the Approach Method of positive intervention accredited by BILD. Approach training ensures that skills taught in its training programme are in accordance with the human rights act 1998. **This is the only method of physical intervention that is approved by the Headteacher and the Governing Body. Any person in school who is not trained should seek support from staff that has completed training in Approach Methodology.**

11.4 Staff are trained by Andrew Wrigg and Marie Armstrong who are trained to Principal Instructor Standard. Staff must complete an initial day long course followed by an annual refresher. Staff may only use the techniques once they have reached the required pass standards. Untrained staff can act in a supportive role such as talking to pupils/seeking assistance as directed by Approach Method trained staff.

11.5 Physical Intervention should use the minimum level of force required per incident and the aim should be to de-escalate the intervention as quickly as is deemed safe. The supportive holding should be withdrawn as soon as possible. Every effort should be made to communicate with pupils and assist them to calm down and give control back to the pupil. Some examples when physical intervention may be required include:

- Injury to self
- Injury to others (pupils/staff)
- Pupils placing themselves in a dangerous situation e.g on a road
- Planned intervention as part of a behaviour management strategy on an individual pupil risk assessment

11.6 Once a physical intervention has been de-escalated both the pupils and staff involved should be given the necessary time to calm down. Where appropriate future strategies for managing the behaviour will be discussed within Senior Management and discussed with the pupils parents/carers.

12 Fixed-term and permanent exclusions (see separate exclusions policy)

12.1 Only the headteacher (or the acting headteacher) has the power to exclude a pupil from school. The headteacher may exclude a pupil for one or more fixed periods, for up to 45 days in any one school year. The headteacher may also exclude a pupil permanently. It is also possible for the headteacher to convert fixed-term exclusion into a permanent exclusion, if the circumstances warrant this.

12.2 If the headteacher excludes a pupil, s/he informs the parents immediately, giving reasons for the exclusion. At the same time, the headteacher makes it clear to the parents that they can, if they wish, appeal against the decision to the governing body. The school informs the parents how to make any such appeal.

- 12.3** The headteacher informs the LA and the governing body about any permanent exclusion, and about any fixed-term exclusions beyond five days in any one term.
- 12.4** The governing body itself cannot either exclude a pupil or extend the exclusion period made by the headteacher.
- 12.5** The governing body has a discipline committee which is made up of between three and five members. This committee considers any exclusion appeals on behalf of the governors.
- 12.6** When an appeals panel meets to consider exclusion, they consider the circumstances in which the pupil was excluded, consider any representation by parents and the LA, and consider whether the pupil should be reinstated.
- 12.7** If the governors' appeals panel decides that a pupil should be reinstated, the headteacher must comply with this ruling.

13 Bullying (see separate anti-bullying policy)

Occasionally instances of bullying do occur and Bank View has a policy of supporting both the victim and the bully. This ensures that any situation is resolved satisfactorily for all concerned. Bank View promotes "prevention" rather than "cure" and issues such as bullying are addressed as part of the school curriculum and via the School Council.

14 Monitoring

- 14.1** The headteacher monitors the effectiveness of this policy on a regular basis. S/he also reports to the governing body on the effectiveness of the policy and, if necessary, makes recommendations for further improvements.
- 14.2** The school keeps a variety of records of incidents of misbehaviour. The teacher records minor classroom incidents (incident sheets). The headteacher records those incidents where a student is sent to him/her on account of bad behaviour. We also keep a record of any incidents that occur at break or lunchtimes.
- 14.3** The headteacher keeps a record of any pupil who is suspended for a fixed-term, or who is permanently excluded.
- 14.4** It is the responsibility of the governing body to monitor the rate of suspensions and exclusions, and to ensure that the school policy is administered fairly and consistently.

15 Review

- 15.1 The governing body reviews this policy every year. The governors may, however, review the policy earlier than this in line with the introduction of any new regulations, or in the event that the governing body receives recommendations on how the policy might be improved.

16. Reference:

Learning Behaviour, Lessons Learned: A Summary Of The Final Report To The DCSF, April 2009 (*this is one of a series of documents available on EDnet – search for Discipline and Behaviour*)

DfE Circular 10/98, relating to section 550A of the Education Act 1996

Section 93 of the Education and Inspections Act 2006

The Use of Force to Control or Restrain Pupils. (2010) ISBN: 978-1-84775-749-4

www.education.gov.uk/aboutdfe/advice/f0076803/behaviour-and-discipline-in-schools-a-guide-for-headteachers-and-school-staff/power-to-use-reasonable-force

BILD Code of Practice and Government Guidelines Section 550A.

January 2013

Date	Revision	By:
Nov 2010	In section 7.6 reference to <i>The Use of Force to Control or Restrain Pupils. (2010)</i> replaces DfE Circular 10/98, relating to section 550A of the Education Act 1996	AH
2013		DB
Jan 2016	'Restraint' removed, aim is to reduce any physical intervention. Clarification School Rules/Code Conduct. Separate Behaviour Management policy subsumed. SEBD replaced with SEMH.	JP

Aug 2016	Merit card system replaced with class dojo Expansion on reward system New actions and consequences policy devised and added	AW
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Bank View High School Behaviours and Consequences

Stage One	Stage Two	Stage Three	Stage Four	Stage Five
Low Level Disruption	Disrespecting of People and or Property	Malicious Behaviour and Refusal	Anti-Social Behaviour	Aggressive, Violent or Threatening Behaviour
Actions:	Actions:	Actions:	Actions:	Actions:
<ul style="list-style-type: none"> • Not on task • Talking whilst the teacher is talking • Distracting others • Bad language • Eating/chewing/spitting • No uniform • Wearing outdoor clothes/coats in the classroom • Not in the right place at the right time. • Continuing to play when the whistle goes for end of break/lunch • Not lining up correctly 	<ul style="list-style-type: none"> • Persistent Stage 1 Behaviour • Not following instructions first time • Disrupting the learning of others • Damaging other pupil's or school property • Poor attitude towards staff/pupils • Misuse of classroom/school equipment • Disrespectful comments about or towards another pupil/staff member 	<ul style="list-style-type: none"> • Persistent Stage 2 Behaviour • Continual Refusal to follow instructions • Making verbal threats to pupils/staff • Leaving the classroom without permission • Being in the incorrect place 	<ul style="list-style-type: none"> • Persistent Stage 3 Behaviour • Cyber bullying • Verbal abuse • Significant/deliberate damage to pupil's or school property • Stealing • Use of racist language • Making an inappropriate sexual comment 	<ul style="list-style-type: none"> • Persistent Stage 4 behaviour • Physical violence towards another person • Vandalism • Attempting to leave the school site without permission • Actions that affect the health safety and well-being of others
Consequences:	Consequences:	Consequences:	Consequences:	Consequences:
<ul style="list-style-type: none"> • Warning • Referral to school rules • Removal of class dojo points 	<ul style="list-style-type: none"> • Removal of class dojo points • 2 minute time out • Make up missed work time at break/lunch 	<ul style="list-style-type: none"> • Removal of class dojo points • Removal from class to Key Stage Leader • Detention at break/lunch with class teacher to make up work missed 	<ul style="list-style-type: none"> • Removal of class dojo points • Removal from class to Key Stage Leader/Behaviour Manager/Senior Leader • Lunchtime detention • Possible conduct card • Possible ARC referral • Possible internal exclusion 	<ul style="list-style-type: none"> • Removal of class dojo points • Removal to Behaviour Manager/Senior Leader • Lunchtime/After School Detention • Conduct Card • Internal/External Exclusion

