



# BROADSTONE MIDDLE SCHOOL

## **POLICY :**

### **Behaviour**

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# BROADSTONE MIDDLE SCHOOL

## Behaviour Policy

The Castleman Academy Trust believes that all pupils should be empowered to achieve in all areas of school life, be treated with respect and treat others the way they wish to be treated. We want them to enjoy school life. We are therefore committed to providing a caring and safe environment for all our students so they can learn in an atmosphere of mutual respect for each other's views and approaches to life and feel happy, safe and secure.

This policy acknowledges the Trust's legal duties under the Equality Act 2010, in respect of safeguarding and in respect of pupils with Special Educational Needs or Disabilities (SEND).

This policy focuses on positive behaviour which supports learning and promotes, celebrates and rewards achievement. The purpose of this policy is to ensure that if a pupil chooses to behave in a way that stops either themselves or others learning, or breaks the school ethos of mutual respect amongst all its members, all staff, pupils and parents/carers have a clear understanding of the procedures and sanctions that will be applied.

This policy has been written in line with the following guidance:

- DfE Behaviour & Discipline in Schools; Guidance for Governing Bodies
- DfE Behaviour & Discipline in Schools; Guidance for Headteachers and School Staff
- DfE Statutory Guidance on School Exclusions
- DfE School Discipline Regulations
- DfE Behaviour & Discipline in schools: Advice for Headteachers and School Staff
- DfE Exclusion from maintained schools, academies and pupil referral units in England

It should also be read in conjunction with the School's Teaching and Learning policy, Anti Bullying Policy, Equal Opportunities policy and SEND Policy.

### GUIDANCE ON EXCLUSIONS

#### Fixed Term Exclusions and Permanent exclusions

Fixed term and permanent exclusions are managed in line with the Department for Education's 'Exclusion from maintained schools, academies and pupil referral units in England' (September 2017) and 'Changes to the school exclusion process during the coronavirus (COVID-19) outbreak' (Updated 5 October 2020).

### Our Aim

We want every member of the school community to feel valued and respected, and that each person is treated fairly and well. Our staff, governors and all who work with the school aim to fully develop each pupil's personality and potential, create an effective learning environment and promote inclusion and equality of opportunity, whilst promoting British values, preparing them for life in modern Britain.

The overarching school rule of "Treat others as you wish to be treated" underpins all behaviour. We are a caring community, and all our decisions and actions are based on the school values of respect, independence and inclusion. The school behaviour policy is therefore designed to support the way in which all members of the school community can live and work together in a supportive way.

At Broadstone Middle School we have pupils and staff who respect one another and respond well to the problems others are experiencing. The school has a number of rules, but the primary aim of the behaviour policy is not to be a system to enforce rules. It is a means of promoting good relationships, so that everyone can work together with the common purpose of helping others to learn. This policy supports the school

community in aiming to allow everyone to work together in an effective and considerate way. It aims to help pupils grow in a safe and secure environment, and to become respectful, independent members of the school community.

The school expects **every** member of the school community to behave in a considerate way towards others at all times. When pupils do not adhere to the school rules, sanctions will be applied. It is impossible for the school to identify every situation where behaviour might fall short of our high expectations. Each situation will be analysed and acted on to ensure individuals learn from the event, hence making it less likely for the situation to arise again.

## Positive and Negative Consequences

We firmly believe that if pupils are actively and purposefully engaged, they are unlikely to misbehave. If the lessons are related to their own lives and the challenges set for them are appropriate, pupils will be motivated and enthusiastic to be involved in their day to day learning. We strive to ensure that learning is engaging and purposeful to ensure behaviour issues are minimal (refer to the Teaching and Learning Policy).

Through our teaching and learning, pupils are encouraged and expected to take responsibility for their behaviour. Through various methods, pupils are led to understand that our actions have consequences which can be both negative and positive – depending on behaviour.

Self-esteem is the personal picture we have of ourselves – our strengths and our limitations. This self-image is affected by all the positive or negative responses of the people with whom we come into contact. We all, pupils and staff, need praise, success, recognition and affection and through this we can accept learning challenges and failure.

## We promote positive behaviour through:

- Setting, modelling and promoting clear expectations and rules with pupils – in classrooms, around the school and in the community
- Absolute consistency amongst all staff in implementing School/Trust policies
- Understanding that pupils are valued as individuals
- Taking into account the individual needs of all pupils including those from vulnerable groups (for example, but not exclusively, Looked After Children (LAC), Pupil Premium, pupils with medical needs, those in families under stress, those with poor literacy skills and those at risk of exclusion)
- Ensuring the curriculum is appropriate for each individual pupil
- High quality teaching and learning using a variety of teaching styles and methods
- Recognising achievement including the regular use of praise and a relevant and valued reward system, agreed by pupils and staff.
- Target setting and individual support programmes
- Assemblies
- Discussions with pupils and the School Council
- All adults modelling the behaviour we want to encourage
- Whole Staff CPD to support Behaviour Management

## School Rules

Through the clear enforcement of simple rules and the rewarding of good work and behaviour we aim to create a positive environment where pupils and adults share a sense of belonging to the school community.

**1. Respect ourselves, others, the learning environment and the wider community.** The school actively teaches what we mean by "respect" and what it looks like in the school environment and the wider community.

**2. Ensure we are ready to learn.** All in school, both staff and pupils, will be prepared for lessons in terms of resources. Staff will strive to ensure that pupils are also emotionally prepared for lessons and are in a “State for Learning”.

**3. Wear the correct uniform or clothing suitable to the task at hand.** Pupils are expected to wear school uniform at all times, except when a particular learning experience requires different clothing (eg. A trip to a river to explore geographical features).

**4. Behave in a safe manner to ensure our own and others’ safety.** We are all responsible for behaving so that we are all safe. Behaviour that is unsafe will not be acceptable.

**5. Always do your best.** We are aware that at times we experience difficulties and it is difficult to engage in learning. However, the expectation is that we will always try our hardest to complete tasks, take part in activities and make the learning environment a safe and happy one to learn in.

**6. Follow policy with regard to mobile phones and other ICT.** ICT is a wonderful tool to help make us more effective in our daily lives, but must be used responsibly.

## Rewards and Sanctions – the choices system

### Rewards – House Points

House Points are awarded for a variety of positive behaviours these include: positive contributions to lessons, good behaviour, good class work, good homework, good lunchtime behaviour, respectful behaviour and pro-active independent approach to their learning.

As House Point milestones are met, pupils are presented with a certificate and privilege passes, for example a day’s non uniform pass; use of the ICT suite at lunchtime pass or a week’s lunchtime pass with the opportunity to eat with friends from another tutor room. The pupils need to collect 25 house points in return for a privilege pass, their first certificate is rewarded when they reach 100 house points.

At the end of each term, the highest House Point earners across the school are rewarded with a House point outing such as spending the afternoon ice-skating, bowling or at the cinema.

### Sanctions – the strike system

The school employs a number of sanctions to enforce the school rules, and to ensure a safe and positive learning environment. We employ each sanction appropriately to each individual situation.

**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. Please see our Anti-Bullying Policy for further information and guidance.

### Limiting low level persistent disruptive behaviour

There will always be pupils who choose to misbehave. One of the biggest barriers to learning is low level persistent disruptive behaviour. Examples of this type of behaviour are: shouting out, talking over others, non-learning discussions, being out of seat, being slow to start work, ignoring the instructions given, arriving without learning equipment.

Teachers will always use, in the first instance, their professional strategies to support disruptive behaviour (eg. A “look”, moving to the part of the classroom where the learner is).

### How the strike system is implemented

- Verbal warning
- Second time they are spoken to – name on the board - pupils will remain with that teacher for a short detention during their social time for a restorative conversation regarding their behaviour. The discussion is then recorded on Integris.
- A third they are spoken to the pupil would receive a tick next to their name – this would result in a formal strike and the pupil would be removed from the classroom to either a partner classroom or a safe space to complete their learning where they are not having a negative impact on other pupils.
- After school Detention – 30 mins – when 3 strikes have been logged on Integris. Class teachers and Year Leaders to monitor when detentions need to be given.
- After school Detention – 1 hour – 4 strikes on central record –triggers report card- continued contact with parents
- Day isolation – 5 strikes on central record – Triggers meeting with Parents Year Leader/Assistant Head and Head.

NB: Referral to a senior teacher could result in a range of sanctions, including detention, loss of social time, parental interview, specified community service, fixed term suspension or permanent exclusion.

**Severity Clause:** Sometimes, teachers have to act quickly and decisively to stop a pupil's disruptive behaviour. In cases of severe misbehaviour, such as fighting, vandalism, defying a teacher or in some way stopping the entire class from functioning calls for an immediate consequence that will remove the pupil from the classroom; in this instance a member of the SLT will be sent for. Parents/carers will be informed. If a pupil needs to leave the room the pupil is *never* just sent to stand outside of the room, without direct adult supervision. At this point an instant detention or [reflection time](#) will be given.

Consistency between members of staff is very important.

We believe that co-operation between home and school is vital if pupils are to develop into responsible adults. We aim to inform parents/carers whenever a child's behaviour gives cause for real concern. We would also aim to share good news with parents/carers too!

Where a pupil shows consistent difficulty with aspects of behaviour a behaviour plan will be drawn up by the [Inclusion team](#) or the Head of Year. This may include counselling, support groups or special arrangements for lessons or break times.

## Prepared for Learning Cards

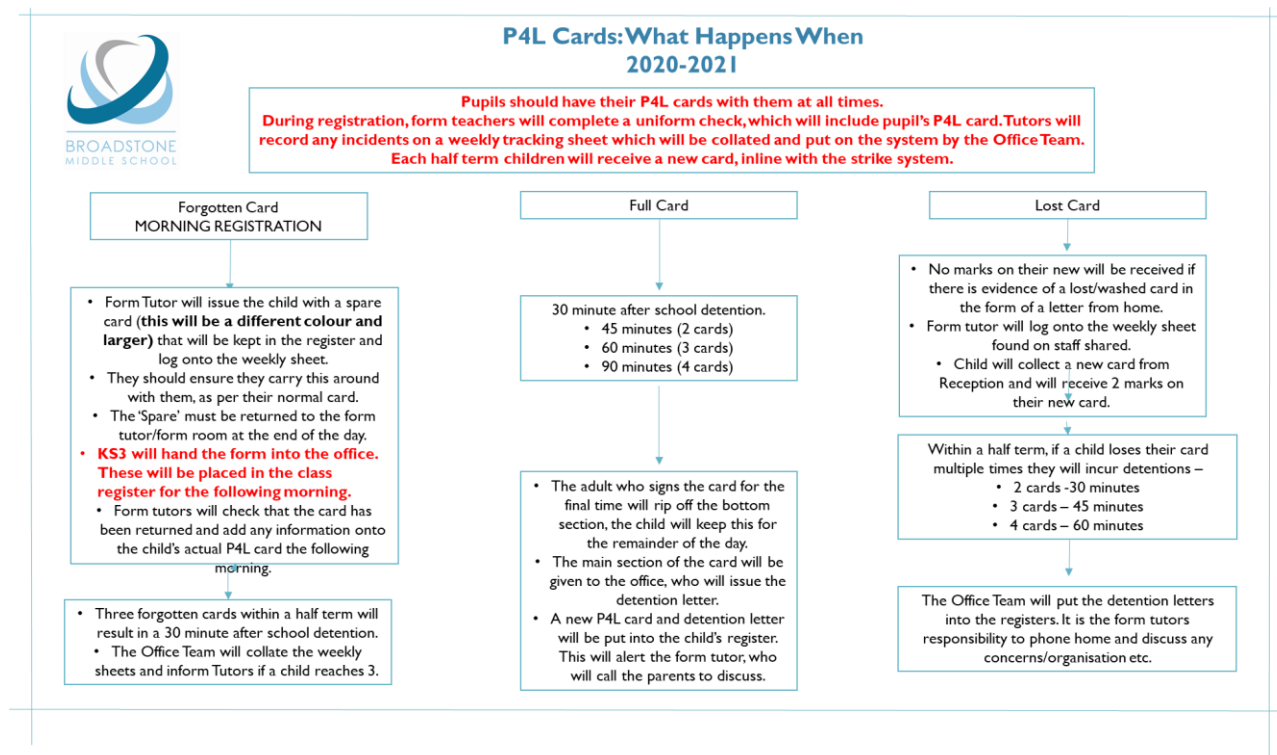
We are in pursuit of the highest standards possible in education. We believe in high aspirations, high motivation and high achievement for all.

The most effective learning takes place when there is effective teaching in a well-managed environment. We know the environment encourages learning if it is calm, happy and safe for all. The development and maintenance of positive attitudes to learning rests with the teacher, but is also the responsibility of pupils themselves. Building on this, is the obvious need for self-organisation, an area that pupils can often find challenging.

At the start of the year, all pupils at Broadstone Middle are issued with a Prepared for Learning Card (P4L Card). The purpose of this card is to help pupils with their organisation and build their independence, ready for their transition to Secondary School. We have high expectations for all and expect our children to arrive promptly, bringing the correct equipment and wearing full uniform with pride. Children are reminded of these expectations regularly throughout the year during form time and class assemblies.

All children are expected to have their P4L cards on them at all times. If a pupil arrives to school or class and is not 'prepared for learning', a member of staff will sign their card, noting down key information. If a child

fills all five spaces on their card, a sanction will be applied. Our wish is for children to keep an empty P4L card for the entire year; pupils will be praised and achieve regular House Points for maintaining this throughout the year.



## Playground supervision

All staff are responsible for the health, safety and welfare of all pupils on site. Breaks should allow pupils the freedom to make their own decisions about who to be with and what to do. Staff support and encourage pupils by:

- being positive and friendly
- looking out for any pupil who has difficulty with social relationships and finding opportunities for them to join in constructively
- sharing ideas for games and helping pupils learn new skills
- intervening if any activity is likely to harm or hurt anyone

Pupils who are preventing others from having an enjoyable break will be sent inside to see the Head of Year/ Senior Leadership Team member.

## Exclusions

The school views exclusion as a last resort. It usually occurs only in extreme cases where behaviour of pupils directly affects the health and safety of themselves or others. Before making a decision to exclude, the school will ensure that a thorough investigation has been carried out, including allowing the pupil to give their version of the events, seeking any witness statements and considering any evidence of provocation. Any record of previous misdemeanours may be taken into consideration.

No pupil will be sent off site before the end of the day unless contact has been established with parents/carers/nominated responsible adult. In the event of contact not being made, the pupil must remain on site, withdrawn from class until the end of the normal school day. At the point of exclusion, a letter will be sent home via first class post (and email if the responsible adult has an email address), stating the reason for the exclusion. Telephone contact will be made with the parents/carers of the student informing them of the exclusion. All exclusions will be recorded centrally in the School Exclusion Record by the Head of Year and on school record keeping systems (eg. Integris). The Chair of Governors will be informed of all exclusions, both fixed term and permanent on a monthly basis.

Exclusion will be enforced after investigating the circumstances of an event or on an immediate basis. The decision to exclude is at the discretion Head of School or Executive Head Teacher.

Exclusion may take one of three forms:

- Internal exclusion – the decision to follow this course of action and to determine its duration will be taken by a Head of Year or a member of the Senior Leadership Team. The pupil will be removed from a whole class teaching environment and, although following their normal daily curriculum, be required to work on their own under close supervision.
- Fixed term exclusion – the decision to follow this course of action and determine its duration will be taken by the Head of School or, in the Head of School's absence, a member of the Senior Leadership Team. Any action taken will adhere to BCP's policy. Parents/carers will be contacted immediately and required to withdraw the pupil from the school premises, at which point the pupil becomes the responsibility of their parents/carers. An excluded pupil must not be present in a public place during school hours. The school will provide work for the period of the exclusion. On the pupil's return to school a reintegration meeting will be held with the Head of Year to discuss how best to manage the pupil's return to school and establish a behaviour contract.
- Permanent exclusion – this is the school's ultimate sanction. Parents will be fully involved in the process. Pupils face permanent exclusion when their behaviour constitutes a serious breach of school rules and/or is considered a significant threat to the health and safety of themselves or others.

## **Restraint**

In extreme cases where physical danger to self or others seems likely it may be necessary to restrain a pupil. All members of staff are aware of the regulations regarding the use of force by teachers, as set out in DfE Circular 10/98, relating to section 550A of the Education Act 1996: *The Use of Force to Control or Restrain Pupils*. Teachers in our school do not hit, push or slap children. Staff only intervene physically to restrain pupil or to prevent injury to a pupil, or if a pupil is in danger of hurting him/herself. The actions that we take are in line with government guidelines on the restraint of pupils. Pupils will always be advised of the steps to be taken before and during any restraint and a 'cooling off' period will be applied. This may take the form of an internal or external exclusion.

## **Review and Monitoring**

Sanction systems are reviewed regularly. Pastoral team meetings, which include Senior Leadership Team/Head of Year and Inclusion Team, review and discuss behaviour management on a half termly basis.

## **Working with Parents as Partners**

Parenting is a difficult and vulnerable task. Parents/carers play a crucial role in enhancing pupils' self-esteem. Every parent/carer has the right to hear regular "good news" about pupils.

We regularly invite families in to celebrate learning. This is done in a variety of ways. Families can enjoy a range of displays, presentations, art galleries, museums, drama, music and dance. Pupils thoroughly enjoy sharing their learning with their families and as such, present a very positive outlook.

We will strive to ensure pupils receive consistent messages about how to behave at home and at school. We would expect parents/carers to support the school in their expectations too. We expect parents/carers to support pupil'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/carers as soon as possible if we have concerns about a pupil's welfare or behaviour.

Parents/carers should support the school in applying sanctions, if necessary. If parents/carers have any concern about the way pupils has been treated, they should initially contact the Class Teacher. If the concern remains, they should contact the Head of Year, Assistant Headteacher, Deputy Headteacher or Head of School. As per the school's Complaints Policy, if parents are still not satisfied, they should contact the Chair of Governors at the school.

It is important to remember that the vast majority of pupils will respond to and benefit from the above policy. However, from time to time, there may be pupils who do not respond to established incentives and sanctions. These pupils will need an individual contract. Points to remember when establishing a contract:

- Targets, to begin with, must be small and attainable (success breeds success)
- Reinforcement must be daily
- The contract will need constant assessment
- 'Pay off' must be clear – the consequences should be clear and suit the misdemeanour.
- A simple statement agreed between child and teacher is written down

The contract will need to be signed by the pupil and teacher and strictly adhered to. There will be regular discussion with the pupil what might prevent him/her from succeeding. Parents/carers will also be involved in the contract.

## **The role of the Class Teacher**

It is the responsibility of the Class Teacher to ensure that the school rules are enforced in their class, and that their class behaves in a responsible manner during lesson time.

The Class Teachers in our school have high expectations of pupils in terms of behaviour, and they strive to ensure that all pupils work to the best of their ability.

The Class Teacher treats each pupil fairly and enforces the behaviour policy. The teacher treats all pupils in their class with respect and understanding.

If a pupil misbehaves repeatedly in class, the Class Teacher keeps a record of all such incidents. Sanctions are applied via the strike system. If misbehaviour continues, the Class Teacher will seek help and advice from the Head of Year, Inclusion Lead, Assistant Headteacher or the Head of School.

The Class Teacher liaises with external agencies, as necessary, to support and guide the progress of each pupil.

The Class Teacher reports to parents/carers about the progress of each pupil in their class, in line with the whole-school policy. The Class Teacher may also contact a parent/carer if there are concerns about the behaviour or welfare of a pupil.



## **The role of the Head of School**

It is the responsibility of the Head of School, under the School Standards and Framework Act 1998, 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 Head of School to ensure the health, safety and welfare of all pupils in the school.

The Head of School supports the staff by implementing the policy, by setting the standards of behaviour, and by supporting staff in the implementation of the policy.

The Head of School ensures that records are kept of all reported serious incidents of misbehaviour.

The Head of School has the responsibility for giving fixed-term exclusions to individual pupils for serious acts of misbehaviour. For repeated or very serious acts of anti-social behaviour, the Head of School may permanently exclude a pupil.

## **The role of Governors**

The School Standards Board has the responsibility of setting down these general guidelines on standards of discipline and behaviour, and of reviewing their effectiveness. The Governors support the Head of School in carrying out these guidelines.

The Head of School has the day-to-day authority to implement the school Behaviour Policy, but Governors may give advice to the Head of School about particular disciplinary issues. The Head of School must take this into account when making decisions about matters of behaviour.

## **Monitoring**

The Head of School monitors the effectiveness of this policy on a regular basis, reporting to the Executive Headteacher. She/he also reports to the School Standards Board on the effectiveness of the policy and, if necessary, makes recommendations for further improvements.

The school keeps a variety of records of incidents of misbehaviour. The Class Teacher records minor classroom incidents. The Head of School records those incidents where a pupil is sent to him/her on account of bad behaviour. We also keep a record of any incidents that occur at break or lunchtimes: MDSAs give written details of any incident in the incidents which are then passed onto Heads of Year.

The Head of School keeps a record of any pupil who is excluded for a fixed-term, or who is permanently excluded.

It is the responsibility of the School Standards Board to monitor the rate of exclusions, and to ensure that the school policy is administered fairly and consistently.

## **Equality Impact Assessment**

This policy has been reviewed with the equality impact considerations as laid down in the school's Equality Policy.

## Appendix 1

### GUIDANCE ON SEARCHING PUPILS

#### Searching with consent

Schools' common law powers to search: School staff can search pupils **with their consent** for any item.

1. Schools are not required to have formal written consent from the pupil for this sort of search – it is enough for the teacher to ask the pupil to turn out his or her pockets or if the teacher can look in the pupil's bag or locker and for the pupil to agree.
2. Our Behaviour policy and occasional updates to parents/carers and pupils indicate what items are banned.
3. If a member of staff suspects a pupil has a banned item in his/her possession, they can instruct the pupil to turn out his or her pockets or bag and if the pupil refuses, the teacher can apply an appropriate punishment as set out in the school's Behaviour policy.
4. A pupil refusing to co-operate with such a search raises the same kind of issues as where a pupil refuses to stay in a detention or refuses to stop any other unacceptable behaviour when instructed by a member of staff – in such circumstances, schools can apply an appropriate disciplinary penalty.

#### Searching without consent – What the law says:

What can be searched for:

1. knives or weapons, alcohol, illegal drugs and stolen items;
2. tobacco and cigarette papers, fireworks and pornographic images;
3. 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; and
4. Any item banned by the school rules which has also been identified in the rules as an item which may be searched for.

The Head of School and those staff authorised by the Head of School have a statutory power to search pupils without consent. School staff can seize and confiscate any banned or prohibited item found as a result of a search or which they consider harmful or detrimental to school discipline. Parents/carers will be informed when this happens. In the case of weapons we will call the police to carry out the search if any reluctance or resistance to co-operate from the pupil is encountered. In other cases we will seek to be as effective and discreet as possible by using the following guidelines:

- 1) She/he will be invited to hand over any suspected items or have a parent/carer or police attend if they choose not to comply. There may be circumstances when school staff will call the police for assistance if they consider it is appropriate.
- 2) Searches will be conducted with two or more members of staff present
- 3) Unless there are exceptional circumstances or an emergency, both members of staff will be the same gender as the pupil and the process will be conducted in a dignified manner.
- 4) Intimate body searches will not be conducted

Under Article 8 of the European Convention on Human Rights, students have the right to expect a reasonable level of personal privacy. The strategies outlined above are the school's practical response to its philosophy of inclusion.