

# **DARRICK WOOD SCHOOL BEHAVIOUR POLICY**

**Reviewed:** June 2017

**Agreed:** June 2017

**Next Review Due:** June 2019

**Person Responsible:** Mr B Heath

## **MISSION STATEMENT:**

To maintain a friendly, well-ordered atmosphere based on mutual respect and care for others so that effective teaching and learning can take place.

## **Customer Goal:**

To ensure that behaviour throughout the School is consistent with being a school which children and their parents are eager to choose.

## **Curriculum Goal:**

To develop a spirit of co-operation between pupils and staff, both in the classroom and informally through extra-curricular activities.

## **School Community Goal:**

To build a community based on common sense and communal needs in which control can be firm but caring and by which pupils are led to an understanding of consequences and self-discipline.

## **Quality Goal:**

To maintain the highest possible standards of behaviour both within and outside School.

## **1 Principles**

1.1 Schools have a statutory power to discipline pupils for breaches of school rules, failure to follow instructions or other unacceptable conduct. All teachers and other staff in charge of pupils have the power to discipline. This power applies both inside and outside the School (this includes on the way to and from School, on School visits and other School activities). (Education and Inspections Act 2006)

1.2 This policy has been updated with regard to DfE Behaviour and discipline in Schools, January 2016, acknowledges the School's legal duties under the Equality Act 2010, in respect of safeguarding and in respect of pupils with special educational needs (SEN).

1.3 In order to enable effective teaching and learning to take place, good behaviour in all aspects of school life is necessary. We seek to create a caring, learning environment by:

- promoting good behaviour and discipline;
- promoting self-esteem, self-discipline, proper regard for authority and positive relationships based on mutual respect;
- ensuring fairness of treatment for all;
- encouraging consistency of response to both positive and negative behaviour;
- promoting early intervention;
- providing a safe environment free from disruption, violence, bullying and any form of harassment;

- encouraging a positive relationship with parents and carers to develop a shared approach involving them in the implementation of the school's policy and procedures.

1.4 Every pupil must comply with the School Rules and Code of Conduct.

## **2 Roles and Responsibilities**

### 2.1 The Governing Body

- Establish and review the Behaviour Policy;
- Support the School in maintaining high standards of behaviour;
- Ensure the application of the policy and procedures is done fairly and equitably with particular reference to ethnic or national origin, culture, religion, gender, disability or sexuality;
- Ensure that the concerns of parents, pupils and staff are listened to and addressed.

### 2.2 The Head Teacher

- Implementation and day-to-day management of the policy and procedures;
- Support for staff faced with challenging behaviour;
- Establish a positive relationship with parents/carers and the local community.

### 2.3 Staff

- Ensure that the policy and procedures are followed consistently and applied fairly;
- Regularly record positive and negative behaviours using the School's tracking system;
- Advise the Head Teacher on the effectiveness of the policy and procedures;
- Create a high quality learning environment;
- Teach and model appropriate behaviour.

### 2.4 Parents and Carers

- Take responsibility for the behaviour of their child both within and outside of School;
- Work in partnership with the School to assist the School in maintaining high standards of behaviour;
- Raise with the School any issues arising from the operation of the policy.

### 2.5 Pupils

- Take responsibility for their own behaviour;
- Report any incidents of disruption, violence, bullying and any form of harassment.

## **3 Procedures**

3.1 The procedures arising from this policy make clear to the pupils the standards of behaviour that are expected and how they can be achieved. They promote the idea of personal responsibility. They have a clear rationale which is made explicit to pupils, staff and parents. The procedures will be fairly and consistently applied.

## **4 Rewards**

4.1 By focusing on rewards while at the same time insisting on adherence to the School Rules and Code of Conduct, we aim to maintain a calm and purposeful atmosphere throughout the School. A School ethos of encouragement is central to the promotion of good behaviour. Rewards are one means of achieving this. They have a motivational role in helping pupils to realise that good behaviour is valued. Integral to the system of rewards is the use of praise, both formal and informal, to individuals and groups. Pupils are encouraged and rewarded for effort, good work and behaviour in a variety of ways including:

- Verbal or written praise
- Stickers / stamps

- House points recorded on Class Charts
- Postcards home
- Phone calls home
- Letters home
- Attendance certificates
- Certificates and prizes for achievement
- Certificates and prizes for effort and progress
- Special Prizes or Trophies
- Jack Petchey Awards
- Charity based activities to encourage intrinsic motivation

## **5 Sanctions**

5.1 “The sensitive use of reprimands and sanctions is an effective means of cutting short, inappropriate behaviours. However, the inappropriate use of reprimands and sanctions can exacerbate or compounds a students’ or groups’ poor behaviour” (Elton Report).

5.2 Sanctions are imposed upon the minority of pupils who are unable to maintain the required standards of self-discipline. Schools have a statutory power to discipline pupils for breaches of School Rules, failure to follow instructions or other unacceptable conduct. Sanctions are needed to respond to inappropriate behaviour, a range of which are included below. Their use will be characterised by clarity of why the sanction is being applied and what changes in behaviour are required to avoid future sanctions. There is a clear distinction between the sanctions applied for minor and major offences. All sanctions must be applied fairly and consistently and must be proportionate to the offence and the age of the pupil and take into account any special needs of the pupil.

5.3 Any sanction should be appropriate and proportionate and it is expected that behaviour will improve as a consequence.

5.4 The following sanctions may apply if the School Rules and/or Code of Conduct are broken:

- Verbal reprimand, telephoning parents/carers, letters home, note in planner
- Litter Patrol
- Teachers’ detention
- Department/Faculty detention
- School Detention
- Pupil ‘on report’
- Pupil is moved to another classroom to work under supervision
- Inclusion Centre
- Fixed term exclusion
- Permanent term exclusion

## **6 Sending pupils out of lessons**

6.1 On occasions a teacher may decide to give a pupil time out of the lesson for a few minutes before being quickly reintegrated back into the lesson. The matter would be followed up with a discussion between the teacher and the pupil and further action if necessary.

## **7 Detentions**

7.1 School staff have a legal power to impose detentions on pupils under 18, without parental consent. The School uses such detentions as a sanction, proportionate to the offence committed. The detention can take place at lunchtime, after School hours, at the weekend or on Professional Development Days. Detentions should be recorded in the Pupil Planner. Notice of detentions is not required except for an after school detention longer than 20 minutes.

## **8 Inclusion Centre**

8.1 For more serious offences, the sanction may be that a pupil is isolated from their peers in the Inclusion Centre. Pupils will remain in the Centre all day, including break and lunchtime and their day will finish at 4pm. Work will be set by subject teachers who would normally teach a pupil on the day they are in the Centre. The Centre may be used where a pupil's misdemeanour is such that it does not fully justify a fixed-term exclusion, or it can replace a fixed-term exclusion if this is deemed more appropriate. In this case, the Head Teacher may decide to isolate pupils internally for a fixed number of days. As part of the day, pupils will carry out a restorative task that will be between 1 hour and 3 hours duration.

## **9 Confiscation of property**

9.1 The School reserves the right to confiscate any items that it considers to be inappropriate. This would include the following:

- any item specified in the School Rules such as a mobile phone or music player;
- any item of incorrect uniform, such as a hoodie, scarf or coat;
- any illegal substance, weapons or imitation weapons;
- any item that poses a threat to others;
- any items of inappropriate jewellery.

9.2 Confiscated items may be retained for a period of time or until a parent or carer collects them. Some items may be disposed of or handed to a responsible authority such as the Police.

## **10 Searching Pupils**

10.1 School staff can search a pupil for any item banned under the School Rules, if the pupil agrees. In addition, the Head Teacher has a legal right to search pupils (and bags and lockers) without consent, when there are reasonable grounds for suspecting that a pupil has certain prohibited items. These items are knives and other weapons, alcohol, illegal drugs, stolen items, tobacco and cigarette papers, fireworks, pornographic images and any articles that have been or are likely to be used to commit an offence, cause personal injury or damage to property.

10.2 The School also has a legal right to search without the pupil's consent for any other item that may be banned under the School Rules when it is specifically stated in the School Rules that such an item may be searched for.

10.3 This power can be delegated to authorised members of staff. They can search a pupil on school premises or anywhere else where pupils are under the charge of the member of staff conducting the search, such as during an off-site educational visit. School staff can seize any banned or prohibited item found as a result of a search or which they consider harmful or detrimental to School discipline.

## **11 External Agencies**

11.1 The School works positively with external agencies. It seeks appropriate support from them to ensure that the needs of all pupils are met. This may involve the use of the Common Assessment Form.

## **12 School Rules**

12.1 A copy of the School Rules is issued to each pupil to take home at the beginning of the school year and they are discussed with each tutor group by their Form Tutor. The rules are modified from time to time to suit changing circumstances but the aim is to change them as little as possible so that they are known and understood by everyone. A copy is included in the Appendix to this Policy.

## **13 Code of Conduct**

13.1 The general code of conduct is published in planners and lays down our expectations for behaviour around the School. In addition to this, there is a classroom code with more specific expectations of behaviour within lessons and form times that is displayed in all classrooms. A copy can be found on the School's website.

## **14 Use of New Media**

14.1 The Head Teacher will take firm action which could include exclusion, fixed-term or permanent, against any pupil who posts defamatory or intimidating messages or images on new media such as mobile phones, internet sites, chat rooms, social networking sites or similar, in or out of School, about another pupil or member of the School's staff.

## **15 Abuse or harassment of School staff**

15.1 The Head Teacher will take firm action against any pupil who abuses, harasses or makes malicious allegations against a member of staff, either in or out of School.

## **16 Corporal punishment and "reasonable force"**

16.1 The law expressly forbids the use by School staff of physical contact which is deliberately designed to cause pain, injury or humiliation. However, the use of "reasonable force" by any member of School staff or unpaid volunteer put in charge of pupils is permitted to prevent pupils from:

- committing a criminal offence;
- injuring themselves or others;
- causing damage to property (including their own);
- behaving in a way which is prejudicial to maintaining good order and discipline.

## **17 Misbehaviour outside School Premises**

17.1 The same statutory power to discipline pupils for breaches of the School Rules, failure to follow instructions or other unacceptable conduct applies to behaviour outside the school premises.

17.2 This includes:

- behaviour on school activities;
- work experience, visits and sporting events;
- the journey to and from School and behaviour when wearing School uniform in a public place.

17.3 This also includes misbehaviour at any time, whether or not the conditions above apply, that:

- could have repercussions for the orderly running of the School;
- poses a threat to another pupil or member of the public;
- could adversely affect the reputation of the School.

## **18 Interrelationship with other School policies**

18.1 Other policies and documents to be read in conjunction with this Behaviour Policy include:

- School Rules
- Code of Conduct
- Classroom Code of Conduct
- Prevention of Bullying Policy
- Community Cohesion Policy
- Disability Equality Policy

- Equal Opportunities Policy
- Health and Safety Policy
- Home-School Agreement
- Race Equality Policy
- Special Educational Needs Policy
- The use of force to control or restrain pupils