

Behaviour Policy

part of
The Corsham School Care & Guidance Policy



Rationale:

The policy supports the principle that the school is a place of learning and that all students and staff have a right to feel safe and free from harassment and bullying. Students also have the right to learn in classrooms where the negative behaviour of others does not affect their learning opportunities. It is the responsibility of all students to adhere to the school's behaviour expectations and for all staff to challenge negative behaviour consistently both in and out of the classroom, recording and following up incidents according to agreed protocols.

1: 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 students with medical conditions at school

It is also based on the special educational needs and disability (SEND) code of practice.

2: Teachers' standards

This policy relates to Teachers' standards (7):

- **Manage behaviour effectively to ensure a good and safe learning environment.**

7.1 Have clear rules and routines for behaviour in classrooms and take responsibility for promoting good and courteous behaviour, both in classrooms and around the school, in accordance with the school's behaviour policy.

7.2 Have high expectations of behaviour, and establish a frame-work for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly.

7.3 Manage classes effectively, using approaches which are appropriate to students' needs to involve and motivate them.

7.4 Maintain good relationships with students, exercise appropriate authority and act decisively when necessary.

3: Principles:

- Every student understands they have the right to feel safe, valued and respected, and learn free from the disruption of others
- All students, staff and visitors are free from any form of discrimination
- Staff and volunteers set an excellent example to students at all times
- Rewards, sanctions and reasonable force are used consistently by staff, in line with the behaviour policy
- The behaviour policy is understood by students and staff
- Students are helped to take responsibility for their actions
- Families are involved in behaviour incidents to foster good relationships between the school and students' home life

The governing body also emphasises that violence or threatening behaviour will not be tolerated in any circumstances.

NB: This policy should be read in conjunction with the School's policies on Anti-Bullying, Rewards, Child Protection/Safeguarding, Use of Force to Control and Restraint of Students/Homework

4: Behaviour Expectations:

- Students are expected and encouraged to adhere to the school's key behaviour expectations both in and out of the classroom. These are:
 - **Ready to Learn**
 - **Respect Everyone**
 - **Rise to the Challenge**
- These key expectations along with the details shown in 'Responses to Negative Behaviour' documents are displayed in all learning areas and regularly referred to by teachers and subject teachers
- A comprehensive list of unacceptable behaviour is shown on these documents along with the range of staff responses and interventions which will follow
- Students in uniform on the way to and from school and at other times when outside school during school hours (for example on a school trip) should adhere to all relevant aspects of the behaviour expectations

5: Behaviour Points - monitoring and intervention

In addition to immediate responses to specific behavioural incidents, students' accruing of behaviour points will be monitored by specific staff members and interventions put in place as follows:

Behaviour Monitoring and Intervention Responsibilities

Negative Behaviour Points trigger (not HWK)	Staff responsible	Interventions:
STAGE 1		
0 to 15	Tutor	<ul style="list-style-type: none"> - Contact home - Report card with specific targets (2 week period) - Alert teaching staff
		Review with PASTORAL LEADER/HH – If improved - revert to zero If not improved – move to:
STAGE 2		
15 to 30	Head of House/PASTORAL LEADER	<ul style="list-style-type: none"> - Parent contact - HH/PASTORAL LEADER Report Card with specific targets (2 week period) - Alert teaching staff - Friday PASTORAL LEADER/HH detention as consequence Review If improved - revert to zero If not improved – move to: <ul style="list-style-type: none"> - Parent/Carer Behaviour Plan Meeting Targets set/ interventions/referrals agreed 4 week review If improved - revert to zero If not improved – move to:
STAGE 3		
	Leadership Team	Parent/Carer Behaviour Plan Meeting - LG Behaviour Monitoring Report Card - Friday LG detention as consequence 2 week review If improved - revert to zero If not improved – move to:
STAGE 4	Governors	Disciplinary Meeting
SPECIALIST BEHAVIOUR INTERVENTION	Behaviour Centre Team	Pastoral Support Plan for students may be established at Stage 3 or 4 to ensure all possible interventions are explored. These include:

		<ul style="list-style-type: none"> - Reduced timetable for limited specified period - 1 to 1 intervention work - Adjusted curriculum - Mentoring - External agency involvement - SEN review (in liaison with SENCo)
STAGE 5	Leadership Team	Review of school placement – to include possible Managed Move or Alternative provision

6: Bullying

Bullying is defined as the repeated and deliberate attempt by an individual or group to hurt, tease, threaten, frighten or exclude someone. Bullying can be physical, emotional, verbal or written in nature. It usually involves the misuse of power by an individual or group towards others.

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, online issues (e.g. memes)
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 policy

7: Detentions

- Students may be detained at breaks/lunchtimes or after school according to the responses to negative behaviour protocol
- After school detentions are organised as follows:
 - **Subject team detentions:** take place on Tuesdays/Wednesdays and Thursdays between 3.05 and 4.05 pm – issued by subject teachers/curriculum team leaders for B3 behaviour and homework issues and individual lesson truancy
 - **Pastoral Leaders detentions:** take place on Fridays between 3.05 and 4.05 pm – issued by PLs for issues around uniform/punctuality and cross-curricular B3 issues including repeated lesson truancy
 - **Leadership Team detentions:** take place on Fridays between 3.05 and 4.35 pm for significant homework issues
 - **Behaviour Intervention Centre detentions:** take place in the Behaviour Intervention Centre on any day of the week as a response to B4 or B5 misdemeanours. These will usually be between 3.05 and 4.05 pm

8: Internal Isolation

In some cases, a student may be placed in internal isolation for 1 or more school days as a response to serious behavioural issues. This internal isolation will be held in the Behaviour Centre with work being set appropriately by staff. During this period of isolation, the student concerned will not be permitted to join usual break and lunchtime social times with other students.

9: Exclusions

Fixed Term Exclusion:

The Headteacher may decide to issue a Fixed Term Exclusion of between 1 and 5 school days in response to serious incidents of misbehaviour at B4 or B5 level. If a Fixed Term Exclusion is issued, the parent or carer will be informed in person at the earliest opportunity – a formal exclusion letter will be also issued detailing the reason for the exclusion and the specific arrangements for the student's return to school. A 'Return from Exclusion' Meeting will be arranged with the Headteacher (or his representative from the Senior Leadership Team)

Permanent exclusion/permanent alternative provision:

In certain cases of Behaviour at B5 Level, the Headteacher may judge that a student can no longer attend the school and that a permanent alternative educational provision needs to be put in place

10: Malicious allegations

- Where a student makes an accusation against a member of staff and that accusation is shown to have been malicious, the headteacher will discipline the student in accordance with this policy.
- Please refer to the school's safeguarding policy for more information on responding to allegations of abuse.
- The headteacher will also consider the pastoral needs of staff accused of misconduct.

11: Physical restraint

In some circumstances, staff may use reasonable force to restrain a student 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 or carers

12: Confiscation

- Any prohibited items (listed below) found in students' possession will be confiscated. These items will not be returned to students.
- We will also confiscate any item which is harmful or detrimental to school discipline. These items will be returned to students after discussion with senior leaders and parents, if appropriate.
- Searching and screening students is conducted in line with the DfE's latest guidance on searching, screening and confiscation.

List of prohibited items

Knives or weapons

Alcohol

Illegal drugs

Stolen items

Tobacco and cigarette papers

Fireworks

Pornographic images

Any article reasonably suspected to have been (or likely to be), used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the student themselves)

13: Student support

- The school recognises its legal duty under the Equality Act 2010 to prevent students 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 student.
- The school's special educational needs co-ordinator will evaluate a student 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 student, 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.

14: Parents/Carers are expected to:

- support their child in adhering to agreed behaviour expectations
- support the school in ensuring that detentions and other interventions take place consistently and reliably
- inform the school of any changes in circumstances that may affect their child's behaviour
- discuss any behavioural concerns with an appropriate member of staff promptly

15: Staff responsibilities:

The following responsibilities will be reflected in the appropriate job descriptions:

All staff should:

- challenge inappropriate behaviour and commend good behaviour using the school systems consistently and fairly
- model positive behaviour in all their dealings with students and parents/carers
- provide a personalised approach to the specific behavioural needs of particular students

Class Teacher

- establishes clear expectations with each class, referring to the behaviour expectations documents displayed clearly in each learning area

- draws up a seating plan for every class and periodically reviews/ amends seating plan as required
- responds consistently to low level in negative behaviour at B1 and B2 level using a range of positive behaviour management strategies
- refers to their Curriculum Team Leader or the appropriate PASTORAL LEADER for B3 level behaviour according to the agreed procedure
- logs negative behaviour incidents and actions on the SIMs database according to agreed procedure
- challenges students who are not wearing the correct uniform consistently, using the agreed Uniform Compliance Procedure

Tutor

- establishes clear expectations with their tutor group, referring to Behaviour Expectations grid which should be displayed clearly in the tutor base
- regularly reminds tutor group of key expectations, interpreting and explaining according to the age and needs of the group in question
- responds consistently to low level in negative behaviour at B1 and B2 level using a range of strategies as shown in Behaviour expectations documents
- logs behaviour incidents on SIMs database according to agreed procedure
- challenges students who are not wearing the correct uniform consistently, using the agreed uniform compliance procedure
- promotes learning ethos through praise and recognition of achievement and consistent application of rewards in accordance with agreed procedure
- regularly interrogates SIMS data to monitor students causing concern and supports intervention with the PASTORAL LEADER accordingly

Curriculum Team Leader

- establishes a 'team rota' timetable to provide an appropriate location for students who need to be removed from individual lessons. This rota must cater for eventualities such as staff absence
- regularly visits classrooms to verify that common expectations are being met
- follows up all B3 behaviour appropriately and consistently according to procedure shown on responses to negative behaviour grid
- logs negative behaviour incidents and resulting actions on the SIMs database according to agreed procedure
- supervises after school subject detentions as part of the published rota
- regularly interrogates SIMS data in order to respond to developing behavioural concerns within the department relating both to specific students and groups
- promotes a learning ethos through praise and recognition of achievement and consistent application of rewards in accordance with agreed procedures

Pastoral Leader (Head of Year or House)

- interrogates SIMS data to respond to developing behavioural issues within the Year Group relating both to specific students and teaching or tutor groups
- regularly visits tutor and teaching rooms to verify that common expectations are being met by students in the Year Group
- follows up B3 behaviour appropriately and consistently, liaising with CTLs as appropriate
- meets with parents/carers of students causing concern as required
- liaises as appropriate with Behaviour Intervention Manager (through Assistant Headteacher) to help establish effective interventions for students exhibiting extreme behaviour
- supervises after school Pastoral Leaders detentions as part of the published rota
- regularly meets Assistant Headteacher (Care and Guidance) to review behaviour profile and efficacy of intervention strategies for individual students and groups
- promotes learning ethos through praise and recognition of achievement and consistent application of rewards in accordance with agreed procedures

Assistant Headteacher (Care and Guidance)

- coordinates the Leadership Emergency Rota system
- oversees the work of PLs and CTLs in all aspects of Behaviour Management
- monitors the use and effectiveness of both subject team and Leadership Rota systems
- liaises with school staff and external providers to establish appropriate interventions to support students at risk of exclusion
- provides strategic leadership regarding all aspects of the Behaviour Intervention Centre
- promotes a learning ethos through praise and recognition of achievement and consistent application of rewards in accordance with agreed procedures

The Headteacher:

- 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.
- will issue a fixed term or permanent exclusion as a response to extreme behaviour incidents after carefully considering the evidence along with relevant aspects of the student's profile

This Policy has been workload impact assessed, and is operational from: Dec 2000

Date of last review: March 2021

Date of next review: September 2021

Appendix 1: Corsham School Three key behaviour expectations poster

Appendix 2: Responses to negative behaviour in the classroom

Appendix 3: Responses to negative behaviour out of the classroom

Appendix 4: Responses to homework non-completion

Appendix 1: Corsham School Three key behaviour expectations



Behaviour in lessons - responses to negative behaviour during lessons

B1	Behaviour: <ul style="list-style-type: none"> Disorderly arrival or exit No equipment Planner not signed Inadequate work Low-level disruption Misusing equipment Failing to follow instructions Inappropriate language Eating/drinking in class Chewing gum Unkindness to other students 	Your teacher or tutor will do one or more of the following things: <ul style="list-style-type: none"> Speak to you about your behaviour Change the seating plan Give you a plan to avoid problems in next lesson Write a note in your planner 	Response level Class teacher or tutor	Behaviour Points logged on SIMs 1
B2	Behaviour : <ul style="list-style-type: none"> Using mobile without permission Frequently having no equipment Interfering with others Persistently failing to follow instructions Persistently disrupting lessons 	Your teacher or tutor will do one or more of the following things: <ul style="list-style-type: none"> Issue a 10 minute detention Confiscate mobile for the rest of lesson Contact your parents or carers Put you on a behaviour report 	Response level Class teacher or tutor	Behaviour Points logged on SIMs 2


B3	Behaviour: <ul style="list-style-type: none"> Continuing with B1 or B2 behaviour despite the actions of your teacher or tutor Leaving the room without permission 4 or more uniform issues No uniform compliance card Persistent lateness Refusing to cooperate Swearing Truancy 	The Subject Leader or Pastoral Leader will do one of the following: <ul style="list-style-type: none"> Supervise you out of the lesson (Subject Rota) 1 hour after-school detention Confiscate mobile to return only to parents Put you on uniform report Put you on behaviour report Contact your parents/carers Meet with your parents/carers 	Response level Subject Leader/Pastoral Leader	Behaviour Points logged on SIMs 3
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B4	Behaviour: <ul style="list-style-type: none"> Repeatedly failing to attend detentions Verbal abuse Aggressive behaviour Graffiti Racist behaviour Exam malpractice Homophobic behaviour Sexualized behaviour Other discriminatory behaviour Bullying Health and safety risk Smoking Extreme hairstyle Unacceptable jewellery/piercing 	Behaviour Centre staff will organise one or more of the following: <ul style="list-style-type: none"> 1 or 2 hour after-school detention Contact with your parents/carers Meeting with your parents/carers Temporary/permanent mobile phone ban Internal isolation out of lessons and breaks Free-time isolation out of breaks Restorative Meeting Adjustment to your timetable Community service Behaviour Plan 	Response level Leadership Rota	Behaviour Points logged on SIMs 4
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B5	Behaviour: <ul style="list-style-type: none"> • Swearing directly at staff • Physical assault • Serious computer/ internet misuse • Damaging property • Theft • Possession of illicit substances • Possession of a dangerous item 	The Leadership Team will organise one or more of the following: <ul style="list-style-type: none"> - 1 or more day/s internal isolation - 2.00 pm to 5.00 pm internal isolation - Fixed Term Exclusion - Leadership Team disciplinary meeting - Headteacher disciplinary meeting - Governors' disciplinary meeting - Permanent Exclusion 	Response level Leadership Rota	Behaviour Points logged on SIMs 5
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Appendix 3: Responses to negative behaviour out of the classroom

B1	Behaviour out of lessons: <ul style="list-style-type: none"> • Interfering with others (e.g. taking footballs) • Energy drinks • Eating on field • Dropping litter • Chewing gum • Incorrect uniform • Misusing wet-break rooms • Running through buildings 	The teacher on duty will do one or more of the following things: <ul style="list-style-type: none"> - Warn you about your behaviour - Tell you to clear up an area - Confiscate unacceptable items - Sign your uniform compliance card - Move you out of an area 	Response Level Staff on duty	Behaviour Points logged on SIMs N/A
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B3	Behaviour out of lessons:	The teacher will organise one or more of the following:	Response Level	Behaviour logged on SIMs Points
	<ul style="list-style-type: none"> • <u>Persistent B1 behaviour</u> (see above) • 'Play' fighting • Out of bounds • 4 or more uniform issues • No uniform compliance card • Inappropriate language • Unkindness to others • Refusing to cooperate 	 <ul style="list-style-type: none"> - Detention (break or after school) - Confiscate item/s - Contact with your parents - Put you on report 	Pastoral Leader	<p>3</p>

B4	Behaviour:	Behaviour Centre staff will organise one or more of the following:	Response Level	Behaviour logged on SIMs Points
	<ul style="list-style-type: none"> • Misbehaving on bus • Verbal abuse • Joining group to make an issue worse • Refusing to cooperate • Aggressive behaviour • Graffiti • Misuse of mobile phone/social media • Racist behaviour • Homophobic behaviour • Other discriminatory behaviour • Sexualised behaviour • Bullying • Health and safety risk • Setting off fire alarm • Smoking • Leaving school site • Out of uniform • Unacceptable Jewellery/piercing • Extreme hairstyle 	<ul style="list-style-type: none"> - Daily report - 1 or 2 hour after-school detention - Internal isolation - Free-time isolation - Temporary/permanent mobile phone ban - Restorative Meeting - Temporary/permanent transport ban - Community service - Meeting with Parents/Carers - Behaviour Plan 	Leadership Team	4

B5	Behaviour: <ul style="list-style-type: none"> Swearing directly at staff Physical assault Serious computer/ internet misuse Damaging property Theft Possession of illegal substance Possession of a dangerous item 	The Leadership Team will organise one or more of the following: <ul style="list-style-type: none"> - 1 day isolation - 2.00 to 5.00 Internal Isolation - Meeting with Parents/Carers - Fixed Term Exclusion - Leadership Team disciplinary meeting - Headteacher disciplinary meeting - Governors' disciplinary Meeting - Permanent Exclusion 	Response level Leadership Team	Behaviour logged on SIMs 5
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Appendix 4: Responses to homework non-completion

H1	<ul style="list-style-type: none"> Homework not completed Homework not completed to an adequate standard 	Your teacher will: <ul style="list-style-type: none"> - Give you a second opportunity to complete the homework (usually by the next lesson) - Keep you for 10 mins. break/lunch detention 	Response level Class teacher	Points logged on SIMs 1
H2	<ul style="list-style-type: none"> Homework still not completed after being given another opportunity Homework still not completed <u>to an adequate standard</u> after a second opportunity 	Your teacher will: <ul style="list-style-type: none"> - Put you in an after-school detention on Tues/Weds or Thurs (3.05 and 4.05 pm) where you will complete the work <p>NB: If homework is still not completed to a satisfactory standard after this detention – you will be expected to complete it at home</p>	Response level Class teacher/ Subject Leader/Pastoral Leader	Points logged on SIMs 2

H3	<ul style="list-style-type: none"> Homework still not completed to adequate standard after H1 /H2 interventions Subject detention not attended 	<p>Your teacher will:</p> <p> - Put you in the Leadership Team after-school detention (Friday)</p> <p>NB: If the homework is still not completed to a satisfactory standard, you will be placed in further Leadership Team detentions until the work is done.</p>	Response level Leadership Team	Points logged on SIMs 3
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