



Winterhill School
Other People Matter

Policies and Procedures

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This document has been reviewed and agreed in accordance with statutory and Trust requirements:

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WINTERHILL SCHOOL

BEHAVIOUR POLICY

1. Introduction and Principles

Winterhill School firmly believes that effective discipline and good behaviour are essential to support learning and to enable students to achieve their best. Our ethos is underpinned by the principle 'Other People Matter'. Clear rules, boundaries, high expectations and appropriate sanctions enable all to flourish and prepare students for life after Winterhill. When relationships are strong students can make the best of the opportunities provided for them and they can flourish in an environment which supports and rewards them. We want to be able to describe the atmosphere in school as relaxed but purposeful. We are setting a framework to support students and adherence to this framework will make the school a better place for all who work and study here.

We seek to create a welcoming, caring, inclusive and safe learning environment by:

- Establishing high standards and expectations of behaviour for all students to support learning. We will work to ensure that all students can maximise their academic progress and their personal, spiritual, moral, social and cultural development. We will regularly discuss and publicise our agreed set of expectations, values and beliefs. There will be positive and constructive rules for behaviour.
- Promoting Fundamental British Values.
- Promoting self-esteem, self-discipline, and positive relations based on mutual respect. Developing the students' sense of responsibility and their stake in the school as they are an integral part of improving behaviour.
- Providing a safe environment free from disruption, aggression, bullying and any form of harassment. We seek to ensure fairness of treatment for all.
- Encouraging consistency of response to both positive and negative behaviours. A system of rewards and a range of sanctions are in place to support this.
- Promoting early intervention to support **behaviour for learning**.
- Working closely with parents, carers and other support agencies to develop a shared approach to maximising students' potential.
- Improving behaviour through an improved commitment to learning. Students behave best when they experience well-planned, stimulating learning activities, which are designed to meet specific needs.

Rewards have an essential part to play in ensuring appropriate behaviour in that they acknowledge and recognise the effort, commitment and/or success of a student. They provide an opportunity for a teacher and/or the school to make a clear and unequivocal statement to a student that his/her work is valued. In so doing we are positively reinforcing

the work ethos of the school and we are determining and making known to students the values which we consider important.

We believe that rewards increase students' motivation and confidence and, in turn, increase student achievement and will improve further the quality of relationships between staff and students.

We also believe that rewards have an important role to play in encouraging good behaviour and helping to modify poor behaviour. Rewards can be linked e.g. to short-term behavioural targets and can be used to encourage individual, group and team success.

We encourage all staff to recognise the effort students make daily in their lessons, in their behaviour around school, in their commitment shown to extra-curricular activities and in the help and respect they offer staff and each other. Praise for these behaviours is deserved, is valued, and best of all, perhaps, encourages others to respond in a similar vein.

1. Staff Powers

Teachers and all other staff have a statutory authority to discipline students whose behaviour is unacceptable, who break school rules, or who fail to follow a reasonable instruction. (Section 90 and 91 of the Education and Inspectors Act 2006). Further information is available in section 8 – Power to use reasonable force.

Staff can discipline students:

- At any time the student is in school.
- Taking part in any school-organised or school-related activity.
- Travelling to or from school or in the vicinity of the school.
- Wearing the school uniform, or is in some other way identifiable as a student at the school.
- For misbehaviour at any time, whether or not the conditions above apply, that could have repercussions for the orderly running of the school, or poses a threat to another student or member of the public, or could adversely affect the reputation of the school.

School staff also have a legal power to use force and lawful use of the power will provide a defence to any related criminal or other legal action. (Section 93 Education and Inspection Act 2006)

Teachers have a legal power to issue detentions on any school day, at the weekends or on an INSET Day. Parental consent is not required for detentions but we will show some flexibility where appropriate.

Members of staff have the power to confiscate, retain or dispose of a student's property as a punishment. They also have the power to search students without consent for prohibited items.

The decision to apply sanctions or punish a student will be made by a paid member of the school staff or a member of staff authorised by the headteacher. The decision will be made on school premises, or whilst in direct charge of a member of staff (for example when on a school trip). Sanctions will not breach any other legislation (E.g. Equalities Act 2010) and will be reasonable and proportionate in all circumstances.

3. Roles and responsibilities

Teachers and all other members of staff are expected to:

- Perform their duties according to this behaviour policy (for further information see appendix 1b) and related documentation and other statutory documentation relating to behaviour e.g. the Teachers' Standards.

Students are expected to:

- Believe and exhibit the core values of the school e.g. Other people matter and demonstrate an understanding and application of fundamental British Values.
- Follow the instructions of staff, the school rules and abide by the school's expectations
- Complete assigned work.

Parents/carers are expected to:

- Familiarise themselves with the school ethos and policies.
- Work in partnership with the school to promote and reinforce positive behaviour by supporting staff in behaviour management decisions.
- Inform the school of any change in circumstances that may affect their child's behaviour.
- Show an interest in all that their child does at school.
- Encourage self-discipline.

4. School Rules

The school has a core set of expectations which all students are expected to follow. They will be reviewed on an annual basis and can be found in Appendix 1a. In addition, all students are expected to follow the instructions of staff. The rules and any sanctions for breaking the rules should be applied consistently.

Adhering to DfE advice, disciplinary action will be taken against students who are found to have made malicious accusations against school staff. The sanctions may vary depending on the individual circumstances of the case.

5. Behaviour Recording

- All behaviours both positive and negative will be recorded in the students' Behaviour Management file on SIMS. Parents can access their child's behaviour file electronically through the SIMS Learning Gateway.
- CCTV is operational throughout the school's premises and is routinely scrutinised. CCTV footage will be shared with the police on request.
- Where an alleged incident of poor behaviour is brought, students and staff may be interviewed and asked to write statements explaining the situation. It may be necessary to isolate students while this process is happening to ensure the reliability of the information being collected.

6. Rewards

Rewards have an essential part to play in ensuring positive behaviour in that they acknowledge and recognise the effort, commitment and/or success of a student. They provide an opportunity for a teacher and/or the school to make a clear and unequivocal statement to a student that their work is valued.

Winterhill School encourages all staff to recognise the effort students make daily in their lessons, extended learning, in their behaviour around school, in their commitment shown to extra-curricular activities and in the help and respect they offer staff and each other. Praise for these behaviours is deserved, is valued and encourages others to respond in a similar vein. Rewards are relevant to all students throughout the 11 – 16 age range and we seek to ensure that the reward and the manner of its delivery are appropriate to the age and maturity of the student and that they have credibility with both students and parents.

The school uses a wide range of rewards including:

- Verbal praise and encouragement in and out of the classroom which gives immediate recognition to a student's effort, commitment, achievement.
- Positive comments as well as grades written on their work.
- Letters, post cards and phone calls home.
- A structured points rewards system which is recorded on the students Behaviour Management file and which results in formal recognition of positive behaviour through the awarding of certificates, prizes and bronze, silver and gold badges for students to wear on their ties.
- Formal presentation occasions such as the Governors' Awards, Rewards Assemblies and Sports presentation evenings.

Students may be rewarded for many different aspects of their conduct including:

- Quality of work and effort in lessons and for extended learning.
- Attendance and punctuality.
- Meeting academic and personal targets.

- Involvement in the life of the school and in the support of others.
- Upholding the school's values and expectations.

7. Sanctions

Principles

- Inappropriate behaviour exists in all schools and will not be totally prevented, but if managed positively and appropriately, can be minimised.
- Consequences should be seen as an opportunity to put things right (reparation) as well as a punishment or deterrent.
- Consequences can be applied to ensure that students complete assigned work or prevent bullying.
- Staff, students and parents should be made aware of the range of sanctions available to support good behaviour.
- The headteacher is responsible for determining the school rules and any disciplinary sanctions for breaking the rules.

Winterhill School applies a range of sanctions which will be reasonable and proportionate in all circumstances and which have been approved by the Department of Education. A consequence system is in place which clearly outlines expected behaviour and the sanctions applied when students do not comply with our expectations. (Appendix 2: Caution system overview)

This policy is notification to parents that the following sanctions outlined below (but are not limited to this list) may be enforced:

- Verbal reprimand.
- Recording and monitoring of behaviour points.
- Reprimand recorded on the students Behaviour Management file.
- Parents informed by letter, phone call or a meeting request.
- Involvement of the police.
- Loss of privileges e.g. not being allowed to take participate in a trip, not being allowed to use certain facilities etc.
- Confiscation or disposal of a student's property. (High value items such as phones will only be returned to a parent. Banned items such as energy drinks, cigarettes etc. will be destroyed. Illegal items such as weapons and drugs will be passed to the police.)
- Removal from lessons (Short term alternative provision).
- The setting of written tasks.
- Extra work or being instructed to repeat unsatisfactory work.
- Detentions (during break, lunch-time, before and after school or on INSET days)
- School based community service or imposition of a task – such as picking up litter, clearing the dining hall after meal times.
- Reporting systems of varying intensity and length.
- Payment for damaged property (See Charging and Remissions Policy)
- Supervision.
- Internal exclusion (isolation)

- Fixed Term exclusion.
- Permanent exclusion.
- Education may be provided at an alternative provision for specified periods of time.

Detentions

Where students choose not to meet our expected standards of behaviour, traveling to and from school, during the school day, in lessons (or extended learning) or at social time, one of the sanctions that may be applied is a detention. This may be set for break-time, lunch-time, after school or on INSET days.

Legislation states that parental consent is not required for detentions and the onus is on your child to ensure that you are made aware that they have been set a detention.

However, when setting an after school detention staff should consider the vulnerability of the student and bear in mind factors such as travel arrangement and caring responsibilities so student can get home safely. See Detentions Procedures Appendix 3

Exclusion

Exclusion of a student from school is the most serious form of sanction available to us. Hence we use it sparingly and at all times must be satisfied that it is the most appropriate sanction to use and that all other avenues have been considered.

Exclusion of a student from school can take three forms:

1. Internal Supervision

The decision to place a student in Supervision is taken by a member of the Senior Leadership Team or a Behaviour for Learning Leader. Use of this sanction can reduce the length of a fixed term exclusion, or offer an intervention prior to the more serious sanction having to be used. In all cases, parents and students are notified by a phone call or letter. Students are expected to complete their work and follow the rules of the internal supervision and spend time reflecting upon their behaviour and negative impact on their learning when inappropriate behaviour choices are made.

2. Isolation

The decision to place a student Isolation is taken by a member of the Senior Leadership Team or a Behaviour for Learning Leader. If a student is placed in Isolation, which is a more serious sanction than Supervision, parents will be invited into school to meet to discuss the reasons why. Students are expected to complete their work and follow the rules of Isolation and spend time reflecting upon their behaviour and negative impact on their learning when inappropriate behaviour choices are made.

3. Isolation at another school

When necessary students may spend their time in internal supervision at another school where the same expectations will be followed. This is also used as an alternative to a fixed term exclusion but removes the student from our school site whilst this takes place.

4. Fixed Term Exclusion

The decision to exclude is taken by the Headteacher or Deputies in the absence of the Headteacher. When the decision to exclude a student has been taken parents are informed by the school. Students are provided with work and a letter outlining the reasons for the fixed term exclusion. For any exclusion longer than five days, the provision for the sixth and any subsequent days will be communicated to parents/carers. Readmission meetings with parents, student and relevant staff will determine the reintegration process ensuring that it provides the students with the opportunity to be monitored and to succeed. Examples of this process may be:

- A time on report – clear targets linked to behaviour leading to exclusion
- A time in the Inclusion centre – lessons or breaks
- Additional time in supervision.
- Additional interventions/support at the request of the student/parent.
- Time in an alternatives school's isolation room.

5. Permanent Exclusion

The school will usually only permanently exclude a child as a last resort, after trying to improve the child's behaviour through other means. However, there are exceptional circumstances in which the Headteacher may decide to permanently exclude a student for a 'one-off' offence. Permanent Exclusion will be considered in response to 'serious breaches' of the school's behaviour policy or to safeguard the welfare and education of other students.

Decisions on exclusions from schools are solely a matter for head teachers, acting in line with the Department of Education guidelines and in accordance with the Education (Student Exclusions and Appeals) (Maintained Schools) (England) Regulations 2002, as amended, made under the 2002 Education Act.

6. Managed moves

Students at serious risk of permanent exclusion can sometimes benefit from a managed move to an alternative secondary school for an allocated period of time with a view to the student remaining at this alternative school to give them a fresh start. Managed Move documentation is completed alongside a pre-visit for the students and parents/carers

7. Flexible Learning Centre

For some students access to our on-site alternative provision may be put in place for the short or long term as an alternative to permanent exclusion. Students are taught in a small group and remain in the centre for the majority of their lessons.

8. Power to Use Reasonable Force

Whilst wishing to resolve serious incidents without the use of physical intervention, the trustees and staff understand that there are some situations in which the use of physical intervention may be the appropriate course of action if de-escalation techniques are not effective. Staff are encouraged to avoid this eventuality if at all possible and although staff have a duty of care to students, they are not required to put their own safety at risk. The school has *not* adopted a 'no touch' policy.

The right of teachers and all staff to use reasonable force is laid down in Section 93 of the Education and Inspections Act 2006 and is reinforced in 'Behaviour and Discipline in Schools' February 2014.

Reasonable force may be used when it is absolutely necessary to:

- Prevent students from injuring themselves or others, from damaging property, or from causing disorder.
- Remove disruptive students from the classroom where they have refused to follow an instruction to do so.
- Prevent a student behaving in a way that disrupts a school event.
- Prevent a student leaving a room where allowing the student to leave would risk their safety or lead to behaviour that disrupts the behaviour of others.
- Prevent a student from attacking another, or to stop a fight.
- Maintain good order and discipline in the classroom.
- Prevent a pupil committing an offence.
- Conduct a search without consent for knives or weapons, alcohol, illegal drugs, stolen items, tobacco and other related items, fireworks, pornographic images, or articles that have been or could be used to commit an offence or cause harm.

Reasonable force *may not be used* as a form of punishment. Incidents where force is used should be recorded and parents informed.

9. Power to Search Without Consent

Legislation (Section 550ZA Education Act 1996) gives the Headteacher and any school staff authorised by the Headteacher – the power to search without consent for prohibited items including:

- Items which have been specifically prohibited e.g. energy drinks
- Knives and weapons
- Alcohol
- Illegal drugs and legal highs
- Stolen items

- Cigarettes, e-cigarettes and other tobacco products
- Fireworks
- Pornographic images
- Any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property
- Any items banned by the school rules as an item which may be searched for. (Banned items will be communicated to students through assemblies and group tutor messages as the need arises).
- Mobile phones may be searched for inappropriate content when concerns are raised within school.

These powers will cover searches in school and on authorised school activities elsewhere, such as a school trip. Reasonable force may be used when searching for some articles without consent (see previous section).

Staff have the power to confiscate or dispose of a student's property. The law protects staff from liability for damage to, or loss of, any confiscated items provided they have acted lawfully.

At Winterhill high value items such as phones will only be returned to a parent. Banned items such as energy drinks, cigarettes etc. will be destroyed. Illegal items such as **knives**, weapons and drugs will be passed to the police. Evidence of extreme or child pornography will also be passed to the police. Some property may be returned to the student at the school's discretion.

10. Publication and Monitoring

The effectiveness of this policy will be monitored through the school's quality assurance processes, to ensure that it fulfils all of its requirements and that it is being implemented in a consistent way across the school.

The policy will be reviewed annually by the trustees.

The Behaviour Policy will be made available to parents on request and will be published on the school website.

11. Legislative links

- DfE- Behaviour and Discipline in Schools. Advice for Headteachers and school staff. February 2014.
- Ofsted - Unannounced Behaviour Inspections. February 2014
- DfE-00059-2011 document Ensuring Good Behaviour in Schools – A Summary for Heads, Governing Bodies, Teachers, Parents and Students.
- DfE-00056-2011 document Screening, Searching and Confiscation – Advice for Headteachers, staff and Governing Bodies.
- Education Act 1996
- School Standards and Framework Act 1998
- Education Act 2002

- Education and Inspections Act 2006
- School Information (England) Regulations 2008
- Equality Act 2010
- The Education (Independent School Standards) (England) Regulations 2010
- Education Act 2011
- Schools (Specification and Disposal of Articles) Regulations 2012
- The Education (Independent School Standards) (England) Regulations 2012
- The School Behaviour (Determination and Publicising of Measures in Academies) Regulations 2012