

Behaviour Policy

Member of Staff Responsible	Deputy Head/ Assistant Head Behaviour
Relevant guidance/advice/legal reference	Behaviour and Discipline in Schools - January 2016 (available from www.gov.uk). Education and inspections Act 2006 Education Regulations 2014 Trustee with primary/secondary experience
Approved by	Trust Board
Date of Policy	October 2022 (Interim Policy)
Review Cycle	3 years
Date of Next Review	October 2025
Website	Yes (published annually)

This policy is divided into two sections.

Section 1 is common to all schools in The 3-18 Education Trust and reflects the over-arching principles of behaviour and discipline in our schools. It covers the remit of behaviour management and is written based on the guidance and statutory requirements referenced in the table above. These are approved by the Board of Trustees.

Section 2 refers to the detail of how the policy is implemented, specifically including sanctions and rewards (amongst other matters); this section is written by the school's Senior Leadership Team and conforms to the policy.

SECTION 1

Rationale

It is our aim that every member of the Trust's community – students, staff, parents, governors, trustees, the wider community - feels valued and respected, and is treated fairly. Specifically this applies to the management of behaviour in every respect. We are a caring community, whose values are built on mutual trust and respect for all. We therefore expect **all** members of our community to set an example to others in order to establish, by way of routine and instinct, the highest standards of behaviour.

In so doing we aim to promote good behaviour, self-discipline and respect, prevent bullying and ensure our students complete their work. Thereby through enabling excellent learning and good choices, we wish to prepare our students for life after school.

The Statement from the Department of Education has a number of key points which indicate the remit of teaching staff in discharging their responsibility for good behaviour in schools. These are on page 6 of that document (Behaviour and discipline in schools, January 2016, available from www.gov.uk).

Our Behaviour Principles - in our family of schools, through an ethos of kindness and support for each other, we expect:

- everyone in our community to uphold high expectations and standards of behaviour, and to recognise good choices, value the importance of self-discipline, celebrate diversity and promote a culture of success.
- our young people to take responsibility for their own actions.
- our young people to consider the impact of their behaviour on others, through an ethos that fosters self-regulation of behaviour and mutual respect between students and between staff and students.
- our young people and staff to set a good example, through their conduct both within the school and in the wider communities of our schools.

Our schools will remind all members of the community, both regularly and frequently of our **Behaviour Principles**, and will do this by highlighting the expectations and standards of behaviour.

Impact on learning – the value of trust

Excellent standards of behaviour lead to enjoyment of learning and celebration of the people, activity and purpose within our school communities. All our schools operate on trust, and implicitly we trust our students to make good choices. Frequently, the education of the difference between right and wrong is explicitly delivered and wherever possible it is appropriately recognised.

Standards

Standards of behaviour will be assessed and monitored:

- through our students' engagement in the classroom and the manner by which they complete their work,
- in their order and conduct in the corridors,

- through the way they wear their uniform
- outside the classroom – at lunch-times, break times and at the margins of the day,
- whenever they represent the school beyond the school walls, for example: on school trips or sporting events
- on their journey to and from school (DfE guidance on behaviour states that school can reserve the right to challenge behaviour outside of school settings).

Evaluation

We will judge the impact of our policies and expectations through using: behaviour records, Attendance records, Staff/student/parent voice, lesson observations/learning walks, anecdotal observations.

Anti-Bullying Statement

Our family of schools is defined by kindness and mutual support and we want all the people in our communities to understand the value of good choices in the way they support and help each other. Our schools and communities share this message both individually and collectively, on a regular basis. At the heart of our work on behaviour is a zero-tolerance approach to any form of bullying and we take bullying seriously. All schools in the Trust believe that everyone has the right to feel welcome, safe and happy and are committed to ensuring that all members of the school communities are able to achieve their potential without the fear of being bullied. Bullying of any kind is never acceptable and will not be tolerated.

We will seek to educate any individual who acts against our expectation in order to develop more positive behaviour and we will support all those who are the victims of unkindness.

The Anti-Bullying alliance defines bullying as 'the repetitive, intentional hurting of one person or group by another person or group, where the relationship involves an imbalance of power.' The trust supports this definition, whether it is physical or emotional. However, if there is a incident, by definition for the first (and hopefully only) time of 'intentional hurting of one person or group by another person or group, where the relationship involves an imbalance of power' our schools will refer to this as **bullying behaviour**. The outcomes of this incident will be treated according to the judgement of the severity of said incident. i.e. even though the definition of bullying means the behaviour is 'repetitive' we will still treat single incidents seriously; this reference provides a significant opportunity for an individual to reflect carefully on their choices, in order to make better ones in the future. This will involve investigation and careful evaluation of the incident in order to arrive at an appropriate response and judgment of the next steps.

It is the responsibility of all members of the school communities to implement the anti-bullying procedures (which are found in each school's web-site) and it is our aim to prevent bullying by establishing a positive environment and encouraging standards of behaviour that promote a sense of responsibility, for the welfare of others. Students, parents/carers and

staff should understand that reporting instances of bullying is essential and be assured that they will be supported.

The use of technology to intimidate others is an increasing national trend and that such forms of bullying will also be dealt with robustly under each school's anti-bullying procedures.

Stakeholders

Although our Behaviour policy is primarily written for and about our young people (students and students), our schools have the highest expectations of its staff and governors (through their respective codes of conduct).

The role-model ethos, whilst an essential part of our development of students, must be reflected in all aspects of the work of staff and governors, as well as the manner by which parents/carers and the wider community engage with the school. The standards we set to each other are the standards which enable our values and expectations to be achieved; therefore, there will be consequences for any individual who fails to adhere to such standards.

Process

We expect the student and staff voice in all schools to be an essential dimension of developing a behaviour policy. All iterations of the individual school's processes and procedures, including rewards for positive behaviour include a role for the student body to shape those ; staff voice must also be included in this respect.

Each school is expected to have its own behaviour management system which will include its own rewards, sanctions and other relevant procedures and areas of support. Any procedures will be consistently based on the rationale above.

Autonomy with common ground

Each school has the autonomy to establish its own rewards and sanctions systems (which are stated in section 2) to reflect the various contextual influences on a school. Each school, has regard to the detail contained in Behaviour and discipline in schools (2016), to including:

- Screening and searching
- The use of reasonable force
- The power to discipline beyond the school gate
- Working with local agencies where required
- Support for staff accused of misconduct

Each school, through its procedures, will also recognise the requirements of the Disability Discrimination Act and issues covered in the Human Rights Act and Race Relations Act, is integrated with the school's SEND policy, and is delivered using our standard teaching and learning and pastoral systems. Whilst it is not always possible to do so, particular efforts will be made to avoid excluding students who are being supported under the SEND Code of Practice. We also acknowledge our legal duty under the Disability Discrimination Act not to

discriminate against disabled students by excluding them from school because of behaviour caused by their disability. This applies to both permanent and fixed term exclusions.

Due to the guidance making explicit reference to the law, the procedures will cover the guidance by referring to:-

- Rewards
- Sanctions
- Confiscation
- The use of reasonable force (including the power to search
- Seclusion/isolation rooms

Outside school

According to the Education and Inspections Act 2006, a school may impose a sanction:

if the student is not on site but where conduct falls below a standard that can be reasonably expected. The school will decide if it is 'reasonable' to impose a sanction in order to impact upon the student where misconduct prejudices the good order and welfare of the school, its staff and students and/or brings the school into disrepute.

if the student has failed to comply with a previous sanction imposed eg remain out of the the public eye during school hours when excluded.

If a students harasses another student, member of staff or member of the public.

This policy links with the Exclusion policy.

Section 2

Aims

This policy aims to:

- Create a positive culture that promotes excellent behaviour, ensuring that all students learn in a calm, safe and supportive environment
- Establish a whole-school approach to maintaining high standards of behaviour that reflect the values of the school and reinforce the message that good behaviour is everyone's responsibility
- Outline the expectations and consequences of different behaviours
- Provide a consistent approach to behaviour management that is applied equally to all students
- Define what we consider to be unacceptable behaviour

Legislation, statutory requirements and statutory guidance

This policy is based on legislation and advice from the Department for Education (DfE) on:

- [Behaviour in schools: advice for headteachers and school staff 2022](#)
- [Searching, screening and confiscation at school 2018](#)
- [Searching, screening and confiscation: advice for schools 2022](#)
- [The Equality Act 2010](#)
- [Keeping Children Safe in Education](#)
- [Suspension and permanent exclusion from maintained schools, academies and student referral units in England, including student movement - 2022](#)
- [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](#).

In addition, this policy is based on:

- Section 175 of the [Education Act 2002](#), which outlines a school's duty to safeguard and promote the welfare of its students
- Sections 88 to 94 of the [Education and Inspections Act 2006](#), which requires schools to regulate students' behaviour and publish a behaviour policy and written statement of behaviour principles, and give schools the authority to confiscate students' property
- Schedule 1 of the [Education \(Independent School Standards\) Regulations 2014](#); paragraph 7 outlines a school's duty to safeguard and promote the welfare of children, paragraph 9 requires the school to have a written behaviour policy and paragraph 10 requires the school to have an anti-bullying strategy
- [DfE guidance](#) explaining that academies should publish their behaviour policy and anti-bullying strategy

This policy complies with our funding agreement and articles of association.

Roles and Responsibilities

The governing body has overall responsibility for:

- The implementation of this policy
- Ensuring that the policy does not discriminate on any grounds
- For handling complaints regarding this policy, as outlined in the school's Complaint's Policy

The Headteacher and Senior Leadership Team will be responsible for the day-to-day management of the policy and procedures.

School staff, including teaching and support staff, will be responsible for ensuring that the policy and procedures are followed and are consistently and fairly applied, actively recognising effort and achievement and promoting high standards of behaviour. They will model the behaviours that we want our students to display.

School staff will play a key role in advising the Headteacher and the Senior Leadership Team on the effectiveness of the policy and procedures. They also have responsibility, with the support of the Headteacher and School Leaders, for creating a high quality, inclusive learning environment, teaching a positive behaviour curriculum and implementing the agreed policy and procedures consistently. School staff will ensure parents and carers are kept informed about their child's behaviour.

Parents and carers are expected to support school policies and to work in partnership with the school to assist their child in maintaining high standards of behaviour, both in and out of school. It is important that parents revisit the Behaviour Policy at the start of each academic year.

Students will be expected to take responsibility for their own behaviour and will be made fully aware of the school policy, procedures and expectations. They should be aware that in choosing to display negative behaviours that they impact on the learning of others. Students also have the responsibility to ensure that incidents of disruption, violence, bullying and any form of harassment are reported.

Rewards

House points and Demerits are used to highlight good or poor behaviour. The amount of House points awarded should vastly outweigh the quantity of Demerits. We have a school ethos of actively trying to 'capture students doing the right thing'.

Acknowledging good behaviour encourages repetition and communicates the school community's expectations and values to all students. Using positive recognition and rewards provides an opportunity for all staff to reinforce the school's culture and ethos. Positive reinforcements and rewards should be applied clearly and fairly to reinforce the routines, expectations, and norms of the our behaviour culture. Examples of rewards may include:

- House points (250: Bronze award; 350: Silver award; 500: Gold award and 750: Platinum award)
- Postcards home

- Accelerated Reader rewards
- Head's Commendations
- Monthly SLT Breakfasts
- Half termly cinema afternoons
- Subject-specific rewards
- Termly pool inflatable afternoons

Definitions

Our approach to managing behaviour focuses upon 'connect before correct', which reinforces the importance of building positive working relationships between students and staff.

Misbehaviour is defined as:

- › Disruption in lessons, in corridors between lessons, in toilets, and at break and lunchtimes
- › Non-completion of classwork
- › Poor attitude to learning and school life
- › Lateness
- › Incorrect uniform and/ or lack of equipment

Serious, unacceptable misbehaviour is defined as:

- › Repeated breaches of the school rules
- › Any form of bullying or cyberbullying
- › Gross defiance
- › Refusal to comply with disciplinary sanctions
- › Harassment
- › Truancy
- › Discrimination
- › Swearing
- › Rudeness
- › Behaviour that poses a threat to health and safety
- › Disruption on public transport
- › Behaviour choices that bring the school into disrepute
- › Sexual violence
- › Sexual harassment, meaning unwanted conduct of a sexual nature, such as sexual comment; sexual jokes or taunting; physical behaviour like interfering with clothes; online sexual harassment, such as unwanted sexual comments and messages (including

on social media), sharing of nude or semi-nude images and/or videos, or sharing of unwanted explicit content

- Vandalism
- Use of mobile phone or related equipment (such as ear pods) without permission
- Theft
- Fighting
- Smoking and/or vaping
- Racist, sexist, homophobic or discriminatory behaviour
- Possession of any prohibited items. These could include knives or weapons, alcohol, illegal drugs, stolen items, tobacco, cigarette papers and/or vapes, fireworks, pornographic images or any article a staff member reasonably suspects has been, or is 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)
- Any other illegal behaviour

Behaviour termed as misbehaviour may be escalated as serious misbehaviour depending on the severity and regularity of the behaviour breach/es.

Banned items

- Matches/ lighters etc
- Drugs, vaping and smoking paraphernalia eg. Cigarettes, vapes, tobacco, cigarette papers, alcohol, solvents, any form of illegal drug, any other drug
- Weapons and other dangerous implements or substances (including replicas) eg Blades, guns (including BB guns), laser pens, pepper sprays, gas canisters, fireworks and chemicals
- Other items eg Liquid correction fluid (Tippex), chewing gum, caffeinated energy drinks, offensive materials eg pornographic images

Controlled substances

William Brookes School has a zero-tolerance policy on illegal drugs and legal highs.

Following the identification and confiscation of a controlled substance, the staff member will seal the sample in a plastic bag and record details of the date and time of confiscation. The staff member will then pass the substance to the Head's PA to be stored in a secure location.

The incident will be reported to the police immediately and will then be dealt with in line with police protocol. The school will act in accordance with the police and a full incident report completed. Any further measures will be undertaken in line with the school's safeguarding policy.

Where controlled substance are found on school trips away from the school premises, the parents/ carers of the student, as well as the police, will be notified.

Searching

Ensuring school staff and students feel safe and secure is vital to establishing a calm and supportive school. Using searching, screening and confiscation powers appropriately is an important way to ensure student and staff welfare and the community feel safe.

Prohibited items include knives and weapons; alcohol; illegal drugs; stolen items; 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 of; any person (including the student). Other items may also include vapes and vaping materials, tobacco and cigarette papers; fireworks; and pornographic images.

The school adhere to the DfE 'Searching, Screening and Confiscation, Advice for schools' document, published July 2022. Please refer to this document for further guidance or clarity on the process.

Confiscation

Section 91 Education and Inspections Act 2006 gives schools power to discipline students which enables a member of staff to confiscate, keep or dispose of student's property as a disciplinary measure where it is reasonable to do so. These items may include banned or prohibited items. These items may include items of jewellery which are not a part of the uniform policy, or electronic equipment, such as mobile phones, which are on view.

Sanctions

To address misbehaviour, staff should use the phased approach to address and manage any disruptive behaviour that interrupts the flow of the lesson. Staff are issued with lanyards that outline this process.

The school adopts a phased approach to misbehaviour:

- Phase 0: 'Connect before correct'. Before correcting a student's behaviour, staff should take time to positively connect with them
- Phase 1: A verbal warning which points out to the student that their behaviour choices are affecting learning and to think of others
- Phase 2: A second verbal warning, directs students to reflect on their behaviour and reiterates the negative impact their behaviour choices have on learning. Students are told that if the behaviour continues then a breaktime, restorative conversation will ensue and are invited to take a two minute time out
- Phase 3: Reiterates the negative impact of the behaviour on learning and directs the student to leave the classroom and go directly to a 'buddy room'. The student is directed to attend a break or lunchtime restorative conversation and reminded that failure to attend results in a 20 minute lunchtime detention and parental notification
- Phase 4: If the child chooses to misbehave within the buddy classroom then the teacher will request the support of a Student Support Officer or Senior member of staff via an emergency button on Arbor. There will also be a 20 minute detention that day, or the next. Should a student fail to attend the lunch time detention they will attend an SLT detention after school on a Friday

Detentions

A detention is a valuable and commonly used sanction, often used as a deterrent to future misbehaviour. It is typically a period where the student is required to remain under supervision of school staff when their peers have been allowed to go home or to lunch.

When used, it should be done so consistently and fairly by staff. This process should be well known to all students and staff. Teachers have authority to issue detention to students, including same-day detentions. A detention outside normal school hours will be lawful if it meets the conditions outlined in the DfE Behaviour in Schools Guidance document September 2022. Failure to attend a detention will result an escalation in the sanctioning process.

Where possible, we aim to notify parents/ carers of an after-school detention 24 hours in advance.

Community Service

During a detention or during time in Reintegration, a student can be instructed to carry out tasks that focus on encouraging them to give back their time for the greater good of the school.

Examples of Community Service tasks which a student may be asked to do whilst serving a detention can be found below. This list is intended to give an idea of the tasks but is not intended to be exhaustive. Litter picking; collecting recycling and cleaning. Safety will be paramount and risk assessment are in place for some activities.

Uniform

School uniform is worn by all students and we want it to be worn with pride. The wearing of uniform in school ensures that all students are neat and business-like in appearance, which in turn encourages a positive, purposeful attitude to school and to a student's studies. The school considers school uniform to be important for all its students to encourage a sense of belonging to the school community. The uniform also provides a sensible, practical and safe form of dress for school, and helps to establish a positive image of the school in the wider community. All students wear school uniform; all clothing and other personal belongings must be clearly marked with the owner's name. When a student has a relevant protected characteristic as outlined in the 2010 Equality Act consideration will be given to variation in uniform.

Students who arrive at school with incorrect uniform or in attire that is contrary to the policy, should have a note (or equivalent) from home explaining the reason for this and the duration of the breach; the Form Tutor will offer the student replacement uniform where that is possible, or will make a note in the planner explaining the uniform issue to other members of staff who when they challenge that student.

If a student arrives at school with incorrect uniform or wearing items that are not in line with the uniform policy, that is not explained by a note, the Form Tutor or Head of House will try to contact the parent/ carer to try to arrange for the correct uniform items to be brought into school. Alternatively temporary replacement uniform items may be provided by the school. Where the student refuses replacement uniform and/or has been uncooperative or dismissive of the uniform policy, this will be deemed as defiant behaviour and may result in suspension.

Lates and Truancy

If a student accrues more than 15 minutes late to lesson across a week, then they will be put into a one hour after school Late detention.

Truancy poses a serious safeguarding risk and means that students are not accessing a well-rounded education, taught by subject specialists. If a child chooses to truant a lesson then their teacher will alert Reception and the Student Support Officer Team; they will be asked by a member of staff to attend that lesson. If no reasonable adjustments are needed in order to encourage the child back to the lesson, and the student continues to refuse to attend, then students will be suspended. If there are regular occurrences of truancy then students will be placed on a Report to monitor their attendance and engagement.

Supporting students and Interventions

- William Brookes is an outward facing school that understands the vital role that external support can offer our students and school community. This support may range from counselling (eg BeeU); linking to the SEND team to identify learning barriers; in-house workshops to support emotional and behaviour development, such as (but not limited to) anger management, ELSA, bereavement counselling and mentoring programmes.
- William Brookes also works closely with Inclusion Teams at Shropshire Council and Telford and Wrekin to put in place interventions for students who are struggling to meet the expectations of our behaviour policy.
- Whilst we hold high expectations for all our students, there may be occasion when special consideration is given when sanctioning those students with Special Educational Needs. There are also occasions where reasonable adjustments are made to ensure that we provide an inclusive, non-discriminatory environment where the needs of the individual are acknowledged.

Report cards

The school operates a number of reports. These reports are designed to monitor behaviour and are managed by: Subject Leader, Form Tutor, House Leader, Senior Leadership Team.

Misbehavior that brings the school into disrepute

Williams Brookes is keen to maintain a good reputation within its local community. DfE guidance on behaviour states that school can reserve the right to challenge behaviour outside of school settings. Misbehaviour that has the potential to bring the school into disrepute may include behaviour within local shops, the bus or within the feeder towns. Complaints made by members of the public will be fully investigated and taken seriously.

When on the school bus, students should follow the instructions of the driver. Students should stay in their seats and wear a seat belt. Students should conduct themselves maturely and not be unnecessarily loud. Students should not use speakers or any other device that may distract the driver's concentration. Students should be polite and respectful of the bus drivers. Students should not behave in such a way that could be distracting to other road users. Banned items as outlined above, remain the same whilst on the bus. Any

reports of misbehavior on the bus will result in a full enquiry and sanctions will apply, including transport bans and warning letters.

Reintegration

Our Reintegration room allows students to be isolated from mainstream school whilst allowing them to be supervised and learn via lesson materials. Students can be in Reintegration for part or whole days. Where a student has been placed in Reintegration for a full day, this will end at 15:10 and will include break and lunch times.

Should students misbehave whilst in Reintegration or conduct themselves in a way that does not suggest that they have taken the sanctions seriously, the school sanction will accelerate. This could be further time in Reintegration until students comply with behavioural expectations or a suspension.

Whilst in Reintegration, students are expected to work silently; complete the work set and invited to engage in any reflection or intervention programme. Students will be asked to hand their mobile phone in to Reintegration staff without challenge.

Suspension and Permanent Exclusion

William Brookes School follows the DfE's most recent guidance on this subject, [Suspension and permanent exclusion from maintained schools, academies and student referral units in England, including student movement - 2022](#)

Good behaviour in schools is essential to ensure that all students benefit from the opportunities provided by education. The government supports headteachers in using suspension and permanent exclusion as a sanction when warranted as part of creating a calm, safe, and supportive environment in which students can learn and thrive. To achieve this, suspension and permanent exclusion are sometimes a necessary part of a functioning system, where it is accepted that not all student behaviour can be amended or remedied by pastoral processes, or consequences within the school.