

DARRICK WOOD SCHOOL BEHAVIOUR POLICY

Reviewed:	November 2023
Agreed:	November 2023
Next Review Due:	June 2024
Person Responsible:	The Head Teacher

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 in Schools, September 2022 and 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 the highest expectations of conduct and behaviour;
- 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.
- It is essential that all staff are aware of their safeguarding responsibilities, as set out in statutory guidance Part 1 of Keeping children safe in education (KCSIE).

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 concerns they may have in a timely fashion. This would include any incidents of disruption, bullying, violence and 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. Responsibility is one of the School's three core values, the others being Respect and Honesty. All of these values underpin the approach we have to achieving the highest standards for all. The procedures 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, but not limited to:

- Verbal or written praise
- Stickers / stamps
- Positive points recorded in Bromcom
- 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
- Head Teacher's Awards

5 Sanctions

5.1 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 more serious breaches. All sanctions must be applied fairly and consistently. They must be proportionate to the breach and the age of the pupil and take into account whether the pupil has any Special Educational Needs.

- Verbal reprimand, telephoning parents/carers, letters home, note in planner
- Litter Patrol
- School community service
- Teachers' Detention
- Achievement Coordinator Detention
- Department/Faculty Detention
- School Detention
- Pupil is placed on a Behavioural Support Plan
- Pupil is moved to another classroom to work under supervision
- Pupil is placed in the Referral Room
- Internal exclusion
- Fixed term suspension
- Permanent exclusion

5.2 The expectation is that behaviour will improve once a sanction has been completed. If it does not improve or the sanction is not completed, then the sanction imposed will escalate to a higher-level sanction.

5.3 In accordance with statutory guidance, permanent exclusion will be considered in response to a serious breach or persistent breaches of the School's Behaviour Policy; and where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others such as staff or pupils in the School.

5.4 Permanent exclusion will therefore always be applied when there are breaches of School Rule 11 (weapons or imitation weapons) and School Rule 14 (illegal substances), but will also be considered for other serious breaches or persistent breaches where the conditions in 5.4 are met.

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 break, lunchtime, after School hours, at the weekend or on Professional Development Days. Detentions should be recorded in Bromcom. Detentions can be issued without notice if they are during the school day (break time and lunch time) or after school for no more than 30 minutes. Parents/carers must be notified at least the day before any other detention.

8 Referral Room

8.1 All members of our school community have the right to work and learn in a disruption free environment. Occasionally it may be necessary to remove a pupil from an environment to allow this to happen. Reasons for this would include, but are not limited to:

- Disruption to lessons
- Refusal to follow instructions
- Inappropriate behaviour on the playground

A pupil can be sent to the Referral Room by their teacher, pastoral teams or members of the Senior Leadership Team. All referred pupils are logged in Bromcom and parents/carers informed via the Bromcom MyChildAtSchool app.

8.2 Time spent in the Referral Room may be followed up by staff from across the School. It may be appropriate for a meeting to be held between a pupil and a teacher to decide on a course of action. Pupils may also be spoken to by a person with additional responsibility such as an Achievement Coordinator or a Head of Department.

8.2 The Referral Room also serves as a multifunctional space. Pupils may go to the Referral Room for reasons such as:

- To complete work or assessments by prior agreement
- To enable staff to conduct an investigation into a serious behavioural incident
- To receive mentoring
- To undertake restorative justice tasks
- To participate in a restorative meeting

9 Internal Exclusion

9.1 For serious incidents, or where there has been an escalation in poor behaviour, the sanction may be that a pupil is isolated from their peers by serving an internal exclusion. Pupils will remain in the Referral Room all day, including break and lunchtime and their day will finish one hour later than the usual school finish time. Work will be set by subject teachers who would normally teach a pupil on the day they have been internally excluded. Internal exclusion may be used where a pupil's misdemeanour is such that it does not fully justify a fixed-term external suspension, or it can replace a fixed-term external suspension if this is deemed more appropriate. In this case, the Head Teacher may decide to isolate pupils internally for a fixed number of days. Time spent in internal exclusion will also include restorative work if appropriate. Appendix 1 provides an overview of internal exclusion procedures.

10 Confiscation of property

10.1 The School reserves the right to confiscate any items that it considers to be inappropriate. This would include, but is not limited to, the following:

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

10.2 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. If confiscated items are not collected within three months, they will be disposed of.

10.3 Mobile phones and related items (e.g. headphones and earbuds) may be collected by pupils 20 minutes after the end of school. Repeated breaches of the School's rules on these items will necessitate an escalation in sanction and parents/carers will need to collect the items.

11 Searching Pupils

11.1 School staff can search a pupil for any item if the pupil agrees. In addition, the Head Teacher and staff he authorises, have 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.

11.2 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.

11.3 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. An appropriate location for the search should be found. Where possible, this should be away from other pupils. 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.

11.4 If a pupil refuses to co-operate, the member of staff should assess whether it is appropriate to use reasonable force to conduct the search. A member of staff can use such force as is reasonable to search for any prohibited items identified in 11.1, but not to search for items which are identified only in the School Rules.

11.5 The member of staff conducting the search must be of the same sex as the pupil being searched. There must be another member of staff present as a witness to the search. There is a limited exception to this rule. This is that a member of staff can search a pupil of the opposite sex and/or without a witness present only if the member of staff carrying out the search reasonably believes there is risk that serious harm will be caused to a person if the search is not carried out as a matter of urgency; and in the time available, it is not reasonably practicable for the search to be carried out by a member of staff who is same sex as the pupil or it is not reasonably practicable for the search to be carried out in the presence of another member of staff.

11.6 All searches should be recorded in Bromcom.

12 External Agencies

12.1 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 Framework. We regularly refer pupils and families to our Educational Welfare Service, Bromley Children's Project and other specific avenues of support.

13 School Rules

13.1 A copy of the School Rules is issued to each pupil to take home at the beginning of the school year in their Planner and they are discussed with each Form 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 Appendix 2 and on the School's website.

14 Code of Conduct

14.1 The 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 registration that is displayed in all classrooms. A copy of both of these can be found in Appendix 3 and on the School's website.

15 Use of social networking sites

15.1 Where there is evidence that a pupil has posted defamatory or intimidating messages or images on social networking sites, in or out of school, or on the School's network, appropriate sanctions will be applied, including the use of internal exclusion, fixed term suspension or permanent exclusion.

To support the safety and welfare of all its pupils, the School encourages parents/carers to be mindful of social network age ratings and to monitor their children's access to the social networking sites and the internet generally. The School plays a role in educating its pupils in safe internet use, but is not responsible for deciding whether a pupil should have access to a phone or social networks outside of school. This is the responsibility of parents/carers.

16 Abuse or harassment of School staff

16.1 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.

17 Corporal punishment and "reasonable force"

17.1 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.

18 Misbehaviour outside School Premises

18.1 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.

18.2 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.

18.3 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.

19 Interrelationship with other School policies

19.1 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 Accessibility Plan
- Equality, Diversity and Inclusion Policy
- Health and Safety Policy
- Home-School Partnership Agreement
- Safeguarding and Child Protection Policy
- Special Educational Needs Policy
- The Use of Force to Control or Restrain Pupils