



CALDEW SCHOOL

STUDENT BEHAVIOUR POLICY

Policy legally required
Reviewed under SW&G Committee
On school website
Reviewed annually
Adopted: January 2018
Next review: January 2019

NOTE: Caldew School is an Academy and where reference is made to school(s) this should be taken to refer to 'academy' in so far as the reference specifically applies to Caldew School.

Mission Statement

A school achieving outstanding progress and attainment for its students and community.

Purpose of this policy

This policy is designed to support the achievement of the school's mission by setting out the governors' expectations regarding the creation of a positive school and classroom climate which will enable all our students to learn successfully and without interference from others; enable our teachers and associate staff to teach and carry out their related duties unhampered; and create an orderly community which will ensure the safety and welfare of all those who belong to it.

In order to fulfil our mission statement it is vital that all students feel safe and secure at school. Where bullying exists it represents a significant barrier to learning and the enjoyment of school. We recognise that bullying can happen anywhere and through this policy seek to combat its presence in Caldew School, and in the associated procedures set out steps for all adults involved in the school to follow when bullying occurs or is suspected.

This policy briefly outlines the school's approach to behaviour and discipline within the DfE guidance as defined in *The Behaviour and discipline in schools guidance Jan 2016* and the school's approach to exclusions within the statutory framework as defined in the *Exclusion from maintained schools, academies and pupil referral units in England regulations September 2017*. It outlines only where the school applies its own additional guidance and policies, which complement and reinforce the statutory guidance, for purposes of clarity in the day-to-day operation of the school.

Equality Impact Statement

We do all we can to ensure that this policy does not discriminate, directly or indirectly. We do this through regular monitoring and evaluation of our policies. On review we assess and consult relevant stakeholders on the likely impact of our policies on the promotion of race equality, equality for disabled persons, gender equality and community cohesion using an appropriate Equality Impact Assessment. The policy may be amended by agreement with the Governors as a result of this assessment.

With particular reference to children classified as having special educational needs, or a disability, the Academy will endeavour to ensure that all reasonable adjustments are made and due consideration is given to any disability when making decisions regarding the application of the Behaviour Policy.

The application of this policy also forms a significant aspect of the school's response to the Public Sector Equality Duty introduced by the Equality Act 2010. In particular it adheres to the PSED requirement that all public bodies have due regard to the need to: eliminate discrimination; advance equality of opportunity; and foster good relations. It does so by setting out to ensure that no student or group of students exhibiting the protected characteristics defined in the Duty, suffer as the result of bullying and intimidation by an individual or group as set out below. The publication of the policy also forms part of the specific duty on schools to demonstrate in what ways they are complying with the PSED.

Principles

The Governing Body believes that in order to enable effective learning and teaching to take place, good behaviour in all aspects of school life is necessary. It seeks to create a safe and caring learning environment in the school. To achieve this all staff and students of the school are expected to adhere to the following principles for action.

At all times we will act in a way in which:

- *all* students, feel safe valued and welcome;
- promotes good behaviour and discipline;
- promotes self-esteem, self-discipline, proper regard for authority and positive relationships based on mutual respect, courtesy and consideration;
- ensures fairness of treatment for all, in line with the school's Equality and Diversity policy;
- encourages consistency of response to both positive and negative behaviour;
- exclusion is a sanction used by the school only in cases deemed as serious breaches of the School Behaviour Code;
- provides a safe environment free from disruption, violence, bullying, and any form of harassment, including racist, sexist and homophobic abuse;
- encourages a partnership with parents and carers to involve them in the implementation of this policy and its associated procedures;
- everybody is treated with respect;
- bullying of any kind will not be tolerated;
- the emotional well-being of students is a high priority and is an essential precondition to effective learning and progress;
- any reported or observed case of bullying will be investigated.

We believe that adhering to these principles will enable us to pursue the aims which are fundamental to our school. We strongly emphasise the value of:

- *providing every opportunity for individual students to reach their full potential;*
- *high achievement in relation to each student's ability;*
- *behaving with courtesy, consideration and mutual respect;*
- *a broad view of education that encompasses academic, spiritual, moral, physical, cultural, social and personal development;*
- *attitudes that are outward-looking and show an awareness and tolerance of different life stances and life styles;*
- *supporting parents' aspirations for their children's progress.*

Implementation - Promoting Good Behaviour

- 1) The Governing Body will support the school staff in their endeavours to maintain high standards of behaviour. They will articulate their expectations through this behaviour policy and its associated procedures which will be reviewed annually. It will ensure that its principal expectations are communicated to students and parents and that significant changes are consulted upon involving representatives of all key stakeholders in the school community.
- 2) The Headteacher will be responsible for the day-to-day implementation and management of the policy.
- 3) In order to realise the objectives of this policy, the Headteacher will develop a set of procedures in consultation with the school staff and students. The procedures will set out to teachers, associate staff and students the part each should play in achieving acceptable standards of behaviour.
- 4) The procedures will be based on a clear rationale espousing the positive values the school aims to promote. They will be consistently and fairly applied. At their heart will be the understanding for his or her actions and that every member of the school has a responsibility towards the whole community.
- 5) The procedures will be clearly communicated to staff, students and parents through such vehicles as the school Guide to Parents, posters around school, the student log book and the school website.
- 6) All staff will be responsible for ensuring that the policy and procedures are followed, and consistently and fairly applied. They have responsibility for creating a high quality learning environment, teaching effective lessons with appropriate behaviour management strategies and supervising students at social times to ensure good behaviour is maintained.
- 7) Each member of staff is a role model and should treat students and each other with the mutual courtesy and respect which are the hallmarks of civilised behaviour in a workplace.
- 8) The Governing Body, Headteacher and senior staff accept their responsibility towards the welfare of all members of staff employed in the school and will seek to support any member of staff who is faced by challenging and unacceptable student behaviour.

Rewards and Sanctions

- 1) A school ethos of encouragement is central to the promotion of good behaviour. A balance of praise for good behaviour must predominate over corrective and punitive responses for bad behaviour if a civilised school ethos conducive to learning is to be successfully fostered.
- 2) A system of rewards has a motivational role in helping students to realise that good behaviour is valued. Our system of formal rewards will be set out in our procedures, but we recognise that informal and formal praise to groups and individuals contribute critically to the success of our rewards. All staff will be expected to play their part in ensuring that the ratio of praise to criticism is weighted heavily in favour of the former.

We also recognise, however, that sanctions are needed to respond to inappropriate and unacceptable behaviour.

- 3) A system of such sanctions will be clearly defined in the procedures. A range of responses will be clearly set out and communicated to parents and students so that it is transparent why a sanction is being applied, what offending behaviour it is being directed towards and what changes of behaviour are required to avoid future sanctions.

4) The procedures will make a distinction between the sanctions applied for minor and major offences. They will take account of the statutory framework and any relevant DfE guidance and will be amended accordingly.

5) Caldew School will follow the behaviour policy and implement appropriate sanctions in relation to students' conduct outside of the school's gates as indicated below;

- misbehaviour when the pupil is:
 - taking part in any school-organised or school-related activity or
 - travelling to or from school or
 - wearing school uniform or
 - in some other way identifiable as a pupil at the school.

- or 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 pupil or member of the public or
 - could adversely affect the reputation of the school.

Exclusions

Exclusion is a sanction used by the school only in cases deemed as serious breaches of the School Behaviour Code. The offences listed below may lead to fixed-term exclusion. In exceptional circumstances they may lead to permanent exclusion.

- Verbal or physical assault of a student or adult;
- Persistent disruptive behaviour;
- Racial/sexual/homophobic harassment;
- Bullying including cyber bullying;
- Theft;
- Smoking on site, including e-cigarettes;
- Graffiti or property damage;
- Bringing the school into disrepute;
- Possession and distribution of obscene images or pornography;
- Possession or consumption of alcohol on site;
- Possession of drugs;
- Possession of dangerous object;
- Failure to accept sanctions;
- Persistent and repetitive disruption of lessons and other students' learning;
- Extreme misbehaviour which is deemed outside the remit of the normal range of sanctions;

Permanent Exclusion

The decision to permanently exclude a student will only be taken:

- In response to a serious breach or persistent breaches of the school's behaviour policy; and
- Where allowing the student to remain in school would seriously harm the education or welfare of the student or others in the school.

There are two main types of situation in which permanent exclusion may be considered.

1. The first is a final, formal step in a concerted process for dealing with disciplinary offences following the use of a wide range of other strategies. It is an acknowledgement that all available strategies have been exhausted and is used as a last resort.

2. The second is where there are exceptional circumstances and it is not appropriate to implement other strategies and where it could be appropriate to permanently exclude a student for a 'one off' offence. This might include:

- Serious actual or threatened violence against another student or a member of staff;
- Sexual abuse or assault;
- Supplying or possession of drugs (legal or illegal);
- Carrying a weapon;
- Arson.
- Other extreme misbehaviour which is deemed outside the remit of the normal range of sanctions;

Implementation - Exclusion

1) A Fixed Term Exclusion from the school can only be authorised by the Headteacher or an appropriate member of the Senior Leadership Team acting on her behalf.

2) In the case of a Permanent Exclusion this can only be authorised by the Headteacher and must only be done after consulting the Chair of Governors of the intention to impose this sanction, although the final decision rests with the Headteacher of the school.

3) The school seeks to reduce the number of incidents leading to exclusions by promoting a positive atmosphere of mutual respect and discipline within the school.

4) The school regularly monitors the number of Fixed Term Exclusions to ensure that no group of students is unfairly disadvantaged through their use and that any underlying needs of individuals are being fully met.

Exclusion Protocol

Exclusions will be conducted in accordance with the Department for Education's exclusion guidelines:

Exclusion from maintained schools, academies and pupil referral units in England (2017)

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/641418/20170831_Exclusion_Stat_guidance_Web_version.pdf

Students Returning from a Fixed Term Exclusion

1) All students returning from a Fixed Term Exclusion are required to attend a reintegration meeting, accompanied by a parent. This meeting will seek to establish practical ways in which further exclusion can be avoided and behaviour modified to acceptable standards in partnership between student, parent and school.

2) In some incidents, on the return from a Fixed Term Exclusion students will be required to attend the Learn to Learn Centre within the school so that a phased reintegration of the student can take place.

Appeals

All correspondence regarding an exclusion from the school will inform parents of their right to appeal to the Governing Body against the decision to exclude. This procedure is clearly set

out in the statutory guidance. The person who should be contacted to initiate an appeal is the Clerk to the Governors.

Governors' Behaviour Panels

In some circumstances it may be determined by the Headteacher that Governors need to have involvement with a particular incident or a particular student. In these circumstances, Governors will listen to submission by the Headteacher (or appropriate member of staff) as well as the student and/or parents. Governors will then express a view on the matter. Governors involved in a Behaviour Panel will not then participate in an exclusion panel related to that particular incident or student.

Anti - Bullying

Our aims are:

- To create an ethos in which attending Caldew School is a positive experience for all members of our community;
- To make it clear that all forms of bullying are unacceptable at Caldew School;
- To enable everyone to feel safe while at Caldew School and encourage students to report incidents of bullying;
- To deal with each incident of bullying effectively, taking into consideration the needs of all parties and of our community;
- To reduce the incidents of bullying;
- To support and protect victims of bullying and ensure they are listened to;
- To help and support children displaying bullying behaviour by changing their attitudes;
- To liaise with parents and other appropriate members of the school community;
- To ensure all members of our community feel responsible for reducing bullying.

We recognise that a whole school approach is necessary to combat bullying. All students, parents and staff should know what the school policy on bullying is and what they should do when an incidence of bullying arises. We will work with both the bully and the bullied, and will continue until the matter is satisfactorily resolved.

Overall responsibility for implementing this policy rests with the Head. In practice, Deputy Heads, Assistant Heads and Pastoral Team Leaders will lead anti-bullying practice and procedures, reporting to the Head.

We take bullying to be the intentional and aggressive hurting of one person by another, and may take place in or out of school. Both are treated in a similar manner and any act that is based upon school acquaintance will be dealt with according to this policy. It can be:

- Face to face
- Through third parties
- Through spreading rumours
- Through sending messages or images by e-mail, text, photographing, social networking sites or via other electronic means.

It may be:

- Emotional – tormenting, excluding, mocking.
- Physical – hitting, spitting or any use of violence.
- Verbal – name calling, taunting, spreading rumours.
- Racist – racial taunts, graffiti, gestures and grunts.

- Sexual – unwanted physical contact or sexual violence and sexually offensive comments or sexual harassment;
- Homophobic – focussing on real or imagined sexual difference
- Exclusive – social isolation and exclusion from discussions and activities with those who are believed to be friends
- Cyber – any of the above which can be transmitted through phones, text messaging, e-mail or the internet

Caldew school's approach to preventing and tackling bullying will follow the Department for Education guidance *Preventing and tackling bullying – Jan 2017 and Sexual violence and sexual harassment between children in schools and colleges – Dec 2017*

Relationship to other school policies

The policy to promote good behaviour must be read in the context of other relevant school policies.

Miscellaneous

- 1) Appropriate resources will be made available within the limits of the school budget to support the encouragement of good behaviour through this policy.
- 2) This will include opportunities for high quality training in all aspects of behaviour management for all staff employed by the school, for whom it is relevant.
- 3) We will work closely with all relevant and appropriate external agencies to ensure that their expertise is harnessed to promoting good and countering poor behaviour.

Monitoring and Review

- 1) The impact of this policy will be reviewed by the governors' Student Welfare and Guidance Committee.
- 2) The Headteacher will provide the Committee with regular monitoring reports which will help it to evaluate the effectiveness of the policy and procedures.
- 3) The policy will be reviewed annually and amended in the light of such evaluation and in consultation with representatives of all key stakeholders