



# Behaviour Policy (and statement of behaviour principles)

This policy is updated and approved by the Governing Body every year

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The next review will be Jan 2023

Approved: Ms S. Driscoll – Chair of Governors

Approved: Mr F Murphy – Headteacher

# Behaviour policy and statement of behaviour principles

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## 1. Aims

This policy aims to:

- Provide a **consistent approach** to behaviour management
- **Define** what we consider to be unacceptable behaviour, including bullying
- Outline **how pupils are expected to behave**
- Summarise the **roles and responsibilities** of different people in the school community with regards to behaviour management
- Outline our system of **rewards and sanctions**

## 2. 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 pupils 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:

- Sections 88-94 of the [Education and Inspections Act 2006](#), which require schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and give schools the authority to confiscate pupils' 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 online.

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

### 3. Definitions

**Misbehaviour** is defined as:

- Disruption in lessons, in corridors between lessons, and at break and lunchtimes
- Non-completion of classwork or homework
- Poor attitude
- Incorrect uniform

**Serious misbehaviour** is defined as:

- Repeated breaches of the school rules
- Any form of bullying
- Sexual assault, which is any unwanted sexual behaviour that causes humiliation, pain, fear or intimidation
- Vandalism
- Theft
- Fighting
- Smoking
- Racist, sexist, homophobic or discriminatory behaviour
- Possession of any prohibited items. These are:
  - Knives or weapons
  - Alcohol
  - Illegal drugs
  - Stolen items
  - Tobacco, vapes and cigarette papers
  - Fireworks
  - Pornographic images

- 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 pupil)

## 4. Bullying

**Bullying** is defined as the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power.

Bullying is, therefore:

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against

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
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

Any and all incidents of bullying or suspected bullying should be reported as soon as possible to the school. In the first instance, reports of bullying should go to the student's form tutor and Learning Leader. For any repeat instances, this should be flagged to the same member(s) of staff that dealt with the initial report. In any case where it is felt that an escalation is necessary or that previous intervention has not had the desired effect, the original staff member should be copied into any communication regarding the issue. Escalation should be to the line manager of that member of staff (all staff contact details and department lists are available on our website).

The school investigates allegations of bullying by initially trying to ascertain the 'balance of probability'. Staff will listen to all relevant views/statements in order to try to determine what has happened, to the best of their ability. Based upon the evidence collected, the next steps will be determined. Parents will not be notified about specific sanctions set for other students, though the school will endeavour to feed back to the parents following the outcome of their investigation – parents should alert the school to any further incidents after the initial report has been made.

Incidents will be dealt with on a case by case basis and sanctioned according to this policy. Evidence of bullying behaviour will be treated as 'serious misbehaviour'.

Any victim of bullying, or anyone vulnerable in such a way, will be supported via the school's pastoral system. This begins with the form tutor and extends to peer mentoring, counselling, 1-1 staff mentoring and other measures. The school will take a flexible approach to supporting students vulnerable or victim to bullying and will tailor any support to the individuals and circumstances involved.

STFS has a positive ethos and a culture of success and inclusion. This is promoted in everything we do and is an expectation of everyone in the school community.

School staff have regular training in preventing and handling bullying, and this is also part of staff and governors' annual safeguarding training.

## **5. Roles and responsibilities**

### **5.1 The governing board**

The governing board is responsible for monitoring this behaviour policy's effectiveness and holding the headteacher to account for its implementation.

### **5.2 The headteacher**

The headteacher is responsible for reviewing and approving this behaviour policy.

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.

### 5.3 Staff

Staff are responsible for:

- Implementing the behaviour policy consistently
- Modelling positive behaviour
- Providing a personalised approach to the specific behavioural needs of particular pupils
- Recording behaviour incidents (Using class charts, our behaviour monitoring system)

The senior leadership team will support staff in responding to behaviour incidents.

### 5.4 Parents

Parents are expected to:

- Support their child in adhering to the pupil code of conduct
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher promptly

## 6. Pupil code of conduct



### Sir Thomas Fremantle Code of Conduct

#### Give Respect, Gain Respect

All members of the school community deserve respect. Respect allows the teachers to teach and the learners to learn.

- |          |  |
|----------|--|
| <b>R</b> | Behaving <b>responsibly</b> in and out of school   |
| <b>E</b> | Showing <b>effort</b> and commitment in all we do  |
| <b>S</b> | Meeting <b>standards</b> of uniform, equipment and punctuality                             |
| <b>P</b> | Speak <b>politely</b> to all members of the school community                               |
| <b>E</b> | Everyone has <b>equal</b> opportunity to succeed   |
| <b>C</b> | <b>Co-operate</b> with all to ensure that school is a safe and an enjoyable place to learn |
| <b>T</b> | Show <b>tolerance</b> towards each other   |

## 7. Rewards and sanctions

### 7.1 List of rewards and sanctions

Positive behaviour will be rewarded with:

- Praise
- Class charts points
- Letters, emails, postcards or phone calls home to parents
- Special responsibilities/privileges
- Other rewards

The school may use one or more of the following sanctions in response to unacceptable behaviour:

- A verbal reprimand
- Sending the pupil out of the class
- Expecting work to be completed at home, or at break or lunchtime
- Detention at break or lunchtime, or after school
- Referring the pupil to a senior member of staff
- Letters or phone calls home to parents
- Agreeing a behaviour contract
- Putting a pupil 'on report'

We may use 'isolation' in response to serious or persistent breaches of this policy. Pupils may be sent to the café during lessons if they are disruptive, and they will be expected to complete the same work as they would in class.



Pupils who do not attend/carry out/satisfy an allocated sanction will usually get a second chance to carry out their sanction. If they do not, the sanction will be escalated to the next stage.

## **7.2 Off-site behaviour**

Sanctions may be applied where a pupil has misbehaved off-site when representing the school, such as on a school trip or on the bus on the way to or from school.

## **7.3 Malicious allegations**

Where a pupil makes an accusation against a member of staff and that accusation is shown to have been malicious, the headteacher will discipline the pupil in accordance with this policy.

Please refer to our safeguarding policy/staff discipline, conduct and grievance policy - including statement of procedures for dealing with allegations of abuse against staff - for more information on responding to allegations of abuse.

The headteacher will also consider the pastoral needs of staff accused of misconduct.

# **8. Behaviour management and Behaviour for Learning**

## **8.1 Classroom management**

Teaching and support staff are responsible for setting the tone and context for positive behaviour within the classroom.


They will:

- Create and maintain a stimulating environment that encourages pupils to be engaged
- Display the pupil code of conduct or their own classroom rules
- Develop a positive relationship with pupils, which may include:
  - Greeting pupils in the morning/at the start of lessons
  - Establishing clear routines
  - Communicating expectations of behaviour in ways other than verbally
  - Highlighting and promoting good behaviour
  - Concluding the day positively and starting the next day afresh
  - Having a plan for dealing with low-level disruption

- Using positive reinforcement

Teaching and support staff will encourage positive ‘Behaviour for Learning’, and students are responsible for displaying positive behaviour for learning characteristics, which will be rewarded separately from behaviour and reported home on a half-termly basis.

The Behaviour for learning checklist/criteria are as follows, and are displayed in every classroom and in communal spaces throughout the school, as well as in the student planners:

<b>Behaviour for Learning</b> 			
A RELUCTANT LEARNER	A PASSIVE LEARNER	A COMMITTED LEARNER	AN INDEPENDENT LEARNER
<p>Demonstrates a negative attitude to learning, poor personal organisation and is reluctant to participate in lessons.</p> <p>Produces work that is below their level of ability and regularly needs bringing back on task</p> <p>Work rate is slow and homework often lacking</p> <p>Lacks self-discipline and finds working independently challenging. They regularly affect the learning of others with low-level disruption and show a lack of respect for others' ideas and viewpoints.</p> <p>Is reluctant to engage with written and verbal feedback from staff.</p> <p>Has a limited response to support from staff.</p>	<p>Demonstrates a satisfactory attitude to learning, adequate personal organisation and participates in lessons occasionally.</p> <p>Works to a standard appropriate to their ability and follows instructions.</p> <p>Completes classwork and homework activities to a satisfactory standard relative to ability.</p> <p>Is able to work without disrupting the learning of others and listen to others' ideas and views.</p> <p>Shows some engagement with written and verbal feedback from staff.</p> <p>Accepts support from teaching staff but does not seek it.</p>	<p>Demonstrates a very positive attitude to all aspects of learning, has good personal organisation and is actively involved in lessons.</p> <p>Works consistently hard and takes pride in everything they do. Responds quickly to instructions and requests.</p> <p>Completes classwork and homework to a good standard related to their ability.</p> <p>Is self motivating and able to work confidently with other pupils, showing respect for their ideas and views.</p> <p>Is productive in responding to targets and engages with written and verbal feedback from staff.</p> <p>Responds well to support and challenge from staff.</p>	<p>Demonstrates an excellent attitude to all aspects of learning, has excellent personal organisation and participates constructively in all lessons.</p> <p>Always works consistently hard and to the best of their ability. Their conduct is impeccable.</p> <p>Displays evidence of wider reading in all their work, displaying curiosity and a love of learning.</p> <p>Drives their own learning and high levels of self discipline, showing independence of thought. Works collaboratively with other people, showing respect for their ideas and views.</p> <p>Demonstrates a determination to improve, respond to targets and engages with written and verbal feedback from staff.</p> <p>Demonstrates resilience and thrives on challenge.</p>

## 8.2 Confiscation

**Any prohibited items (listed in section 3) found in pupils' possession will be confiscated.**

These items will not be returned to pupils.

We will also confiscate any item which is harmful or detrimental to school discipline. These items will be returned to pupils after discussion with senior leaders and parents, if appropriate.

Searching and screening pupils is conducted in line with the DfE's [latest guidance on searching, screening and confiscation](#).

## 8.3 Pupil support

The school recognises its legal duty under the Equality Act 2010 to prevent pupils 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 pupil.

The school's special educational needs co-ordinator will evaluate a pupil 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 external professionals, to identify or support specific needs.

When acute needs are identified in a pupil, 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.

## **9. Pupil transition**

To ensure behaviour is continually monitored and the right support is in place, information related to pupil behaviour issues may be transferred to relevant staff at the start of the term or year. Information on behaviour issues may also be shared with new settings for those pupils transferring to other schools.

## **10. Monitoring arrangements**

This behaviour policy will be reviewed by the headteacher and the full governing board every year. At each review, the policy will be approved by the headteacher.

## **11. Links with other policies**

This behaviour policy is linked to the following policies:

- Exclusions policy
- Safeguarding policy
- SEND policy

## **Appendix 1: written statement of behaviour principles**

- Every pupil understands they have the right to feel safe, valued and respected, and learn free from the disruption of others
- All pupils, staff and visitors are free from any form of discrimination
- Staff and volunteers set an excellent example to pupils 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 pupils and staff
- The exclusions policy explains that exclusions will only be used as a last resort, and outlines the processes involved in permanent and fixed-term exclusions
- Pupils are helped to take responsibility for their actions
- Families are involved in behaviour incidents to foster good relationships between the school and pupils' home life

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