

# Behaviour Policy

## Highworth Warneford School



Delegated by Governing Body to: Headteacher

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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 (also see Anti-Bullying policy)
- Outline **how students 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 students with medical conditions at school](#)
- [Sexual violence and harassment between peers](#)

It is also based on the [special educational needs and disability \(SEND\) code of practice](#).

In addition, this policy is based on:

- 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

It is up to the Headteacher and Pastoral Team to decide what constitutes poor behaviour but, as non-exhaustive guidance:

### Examples of Misbehaviour include:

- Disruption in lessons
- Rowdy or rude behaviour around the school between lessons, and at break and lunchtimes
- Non-completion or poor effort with classwork or homework
- Poor attitude
- Having a mobile phone on show during the school day
- Littering
- Being late to lessons with no reason
- Incorrect uniform/appearance

### Examples of Serious Misbehaviour include:

- Defiance and not following instructions
- Repeated breaches of school rules, even if not serious in isolation – including disruption in lessons
- Assault/fighting
- Any form of bullying
- Sexual comments/harassment/assault/violence whether face-to-face or online
- Vandalism
- Theft
- Smoking (including vaping)
- Racist, sexist, homophobic, transphobic or other discriminatory behaviour
- Possession of any prohibited items including
  - Knives or weapons
  - Alcohol
  - Illegal drugs
  - Stolen items
  - Tobacco and cigarette papers
  - Fireworks
  - Pornographic images
  - Vapes

Some serious misbehaviours have been defined as “red-lines” and attract automatic response – see Rewards and Sanctions.

## 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

Details of our school's approach to preventing and addressing bullying are set out in full in our Anti-Bullying Policy.

Bullying can include:

TYPE OF BULLYING	DEFINITION
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Prejudice-based and discriminatory, including: <ul style="list-style-type: none"><li>• Racial</li><li>• Faith-based</li><li>• Gendered (sexist)</li><li>• Homophobic/biphobic</li><li>• Transphobic</li><li>• Disability-based</li></ul>	Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality)
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

## **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 students
- Recording positive and negative behaviour incidents using Class Charts as directed by the school

SLT, the Pastoral Team and Subject Leaders will always support staff in responding to behaviour incidents but, in most cases, it is appropriate for the member of staff to lead the initial response and deal with any issues that they come across. This is most likely to lead to ongoing positive change in a student's behaviour.

Staff must have high expectations of the behaviour of students and not let anything "slide" that needs to be tackled. This includes students being rude or disrespectful in lessons or around the school.

### **5.4 Parents**

Parents are expected to:

- Support their child in adhering to behavioural expectations
- Regularly look at Class Charts to see what behaviours (positive and negative) have been logged
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher promptly
- Support the school's decisions with sanctions and consider what can be done at home to reinforce them
- Not criticise the school in front of their children

## **6. Student code of conduct**

Students are expected to:

- Behave in an orderly and self-controlled way at all times
- Show respect to members of staff, visitors to the school and each other
- Follow instructions given by staff without argument – including where they are asked to sit in a particular seat or if they are directed to another classroom
- In class, make it possible for all students to learn without distraction
- Move sensibly around the school
- Treat the school buildings and school property with respect
- Wear correct uniform at all times
- Not use mobile phones during the school day, unless given specific permission by a member of staff
- Accept sanctions when given
- Refrain from behaving in a way that brings the school into disrepute, including when outside school
- Use appropriate language and tone with peers and adults

## **7. Rewards and sanctions**

### **7.1 List of rewards and sanctions**

Positive behaviour will be rewarded with:

- Praise
- Merits on Class Charts
- Letters or phone calls home to parents
- Special responsibilities/privileges

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

- A verbal reprimand
- Sending the student out of the class
- Expecting work to be completed at home, or at break or lunchtime
- Detention at break or lunchtime, or after school
- Letters or phone calls home to parents
- Agreeing a behaviour contract or Pastoral Support Programme

Putting a student on report

Restorative work related to the unacceptable behaviour e.g. litter picking

We may use the school's Isolation Room in response to serious or persistent breaches of this policy, including not cooperating with sanctions. Where this happens, students will be supervised at all times and are expected to complete the same work as they would in class. Students still have appropriate breaks and access to the canteen.

## 7.2 Off-site behaviour

Sanctions may be applied where a student has misbehaved off-site when identifiable as a student of Highworth Warneford School, such as on a trip or on the way to and from school, whether on a bus, cycling or walking.

Behaving in an anti-social manner outside of school is damaging to community relationships and will be taken very seriously.

## 7.3 Malicious allegations

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

Please refer to our Child Protection and Safeguarding Policy for more information on responding to allegations of abuse.

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

## 7.4 Red lines

In general, the school recognises that managing the behaviour of students will usually involve a degree of flexibility. They sometimes need time to reflect on what they have done and can often rectify things before a significant formal sanction is required.

However, there are some unacceptable behaviours that are seen as so serious (and/or time consuming) that they will inevitably attract a standard sanction to send a clear message to the person involved as well as other students. In addition, where a sanction is given and not adhered to, this will be escalated to a more significant sanction.

- Leaving the school site without permission  
*Multiple lunchtime detentions*
- Missing school detentions on two occasions without good reason  
*After-school detention*
- Found to be in possession of smoking materials (including vapes)  
*After-school detention*
- Being part of a group of students where one or more are smoking or vaping  
*After-school detention*
- Student is removed from their lesson for misbehaviour and refuses to go where asked e.g. subject leader's classroom  
*After-school detention*
- Repeatedly swearing in the presence of a member of staff (not at them)  
*Isolation*
- Involvement in a fight  
*Detention/Isolation/Suspension (Dependent on context)*
- Missing after-school detention on two occasions without good reason  
*Isolation*
- Smoking or vaping on or off school site  
*Isolation*
- Verbal abuse/swearing at a member of staff  
*Suspension*
- Unprovoked assault/attack on another student  
*Suspension*

Our school community expects to be safe at all times. Bringing illegal drugs or knives onto the school site would seriously breach this expectation and, as such, a permanent exclusion would be considered.

## 8. Behaviour management

### 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 students to be engaged. It is important to note that good behaviour for learning begins with the planning and delivery of excellent lessons.
- Display and refer to LEARN



- Develop a positive relationship with students, which will include:
  - Greeting students in the morning/at the start of lessons
  - Establishing clear routines
  - Communicating expectations of behaviour in ways other than verbally e.g. being punctual
  - Highlighting and promoting good behaviour
  - Concluding lessons positively and starting the next day afresh
  - Having a plan for dealing with disruption with the minimum of disruption to learning
  - Using positive reinforcement
  - Never using language to humiliate students
  - Accepting you might have mis-read a situation and be willing to discuss later

Teachers are asked to use the “4 Rs”:

<b>Reminder</b>	remind students about expectations
<b>Reinforcement</b>	give a consequence if they don't improve
<b>Response</b>	carry out the consequence
<b>Reflection</b>	student and teacher reflect on what happened to ensure no repetition

## 8.2 Dealing with a disruptive student in class

On occasion, a student might be disruptive in a lesson to the extent that the flow of learning is disturbed. This is never acceptable and must always be challenged.

If this happens and the student has not immediately responded to attempts to moderate their behaviour (using the 4 Rs) then the following steps can be taken, dependent on the nature of the issue and the likely levels of cooperation. These steps *can* be used as a “graduated response” but the key thing is to not use up valuable time dealing with an individual student, so it is best to pitch at a level that will get the required outcome.

- Ask the students to move seats
- Send the student to stand outside the classroom for a **short** “time out” while learning is reset – no longer than a few minutes (the teacher can then judge whether the student is ready to re-join the lesson)
- Send the student to the relevant cool-off room – each subject area will have a rota, sometimes in cooperation with colleagues in other areas. Students do not necessarily have to be supervised to go to the room but this is at the discretion of the teacher.

If a student refuses to do any of these things then contact the Front Office (by phone preferably or by email if not possible), who will find a member of the Senior or Pastoral teams to support – usually by removing them.

In order to build up a picture of students who may show persistently disruptive behaviours, it is vital that anyone who has disturbed the flow of learning and reached this level of intervention is flagged in Class Charts using *specifically* the **Disruption to Lesson** button. Further details can be given. This can be in conjunction with other categories if necessary.

If a student has to move seats, or is sent out for a short period of time, it is important that there is a conversation between student and teacher to reflect on what happened – this might be during a teacher detention.

If a student has to be completely removed from a lesson, this will automatically attract a departmental/faculty sanction.

If a student fails to cooperate at this stage and has to be removed by a member of SLT or Pastoral team, this is a “red line” and attracts a minimum of an after-school detention.

If a student repeatedly puts themselves in this situation then this will be a trigger to further intervention and support.

## 8.3 Physical restraint

In some circumstances, staff may use reasonable force to restrain a student to prevent them:

- Causing disorder
- Hurting themselves or others
- Damaging property

The school does not expect any member of staff to do this and it is up to their professional judgement and whether they feel safe to intervene.

Incidents of physical restraint must:

- Always be used as a last resort
- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Be reported to parents



## **8.4 Confiscation**

Any prohibited items (listed in section 3) found in students' possession will be confiscated. These items will not be returned to students.

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

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

In essence, this explains that, if the school has reasonable grounds to believe a student has a prohibited item, they can search them and their belongings, regardless of whether the student gives consent. This will always be done in a manner respectful to the student's privacy and with a witness present. The Headteacher has authorised all senior and pastoral leaders to carry out such searches.

If a student is seen using a mobile phone during the school day (for any purpose), they will be given an opportunity to immediately put it away. If they fail to do this, or there is repetition of the same behaviour, their phone will be confiscated and put in the school's safe. For the first offence, the student can retrieve the phone themselves at the end of the day. For further offences in an academic year, parents will need to collect it.

## **8.5 Student support**

The school recognises its legal duty under the Equality Act 2010 to prevent students 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 student.

The school's special educational needs co-ordinator will evaluate a student 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 specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs. This might lead to the student being placed on our SEN Support register or an application for an Educational Health & Care Plan being made.

When acute needs are identified in a student, we will liaise with external agencies and plan support programmes for that child – this might include setting up an Early Help Record. We will work with parents to create the plan and review it on a regular basis.

The school recognises that changes in behaviour may be an indicator that a student is in need of help or protection. We will consider whether a student's misbehaviour may be linked to them suffering, or being likely to suffer, significant harm. Where this may be the case, we will follow our child protection and safeguarding policy.

## **9. Monitoring Behaviour**

The school collects large amounts of data relating to the positive and negative behaviours of students. It is important that this information is used strategically, and by cohort as well as individual, to ensure that it is used most effectively.

It is expected that there will be conversations at all levels of the school related to behaviour and based largely on empirical data.

This will include analysing and discussing data by year group, cohort (e.g. PP/SEN), class and individuals by:

- SLT (both in SLT meetings and with their relevant subject and pastoral links)
- Pastoral Team (and their tutors)
- Subject leaders (and their teachers)

This will allow for patterns to be established, strategies developed, support given and action taken.

## **10. Training**

Our staff are provided with school-specific advice on managing behaviour – this policy forms part of that advice.

Behaviour management also forms part of continuing professional development.

Where a teacher or other member of staff is having issues with managing the behaviour of students, they will always be supported by colleagues. They may be given extra training and be encouraged to develop and follow an informal action plan to help with their personal practice.

## 11. Graduated Response

The school understands that students sometimes make mistakes. For some, testing boundaries is all part of becoming a young adult. The vast majority of students will learn from those mistakes and contribute to the strong positive ethos of the school in the future.

Unfortunately, a minority of youngsters find this more difficult and need additional support along with an increased level of scrutiny.

Wherever possible, students' behaviour should be dealt with "at source" by the colleague who witnessed the original conduct. On occasion, this will need to be escalated to subject leader and/or Head of House, so that they can be given additional support/sanction.

Where this is not successful in reducing persistent poor behaviour then there will be an "escalator" of further actions that may include:

- The student being placed on a Pastoral Support Programme
- A Governor 1-1 meeting that involves the student, their parents/carers, a school trustee (or other member of the local community with similar standing and expertise), the Head of House and the Deputy Head (Pastoral). The likely outcome of this meeting is that a set of actions is agreed and an informal warning issued, stating that further transgressions will result in a formal disciplinary panel meeting.
- A Governor Disciplinary meeting (with the same attendees plus one or two additional trustees). This is usually the final step before considering significant measures such as a permanent exclusion or managed move to another school.

For students who are causing persistent problems, there is a strategic and proactive system of management and response based on the level of intervention required.

## **Appendix 1: Governors' Written Statement of Behaviour Principles**

Every student has the right to feel safe, valued and respected, and learn free from the disruption of others

All students, staff and visitors must be free from any form of bullying, harassment or discrimination

Sexual harassment, abuse and violence are not tolerated

Violence or threatening behaviour are not tolerated

Staff and volunteers must set an excellent example to students at all times

Rewards, sanctions and reasonable force will be used consistently by staff, in line with this behaviour policy and additional guidance

Students will be helped to take responsibility for their actions

Families should be involved in managing the behaviour of their children in school, to foster good relationships and support any necessary improvements

Highworth Warneford School is an inclusive environment and we understand that we are catering for the education of *everyone* in the local community. Permanent Exclusions are used only on occasions where all other avenues have been exhausted and a student has shown that they are completely unable to conform to behavioural norms.

## Appendix 2: The School's Approach to Sexual Harassment, Abuse and Violence

Unfortunately, national surveys looking at the experiences of young people suggest that sexual harassment, abuse and violence are all too common and often under-reported. It happens in all age groups and in every school. We have a clear duty to engage, educate and support in this area, to set clear expectations and ensure that society does not allow this to continue.

Sexual violence and sexual abuse can happen anywhere, and all staff are advised to maintain an attitude of '**it could happen here**'.

The school has a zero-tolerance approach to sexual violence and sexual harassment. It is never acceptable, and will not be tolerated. It should never be passed off as "banter", "just having a laugh", "part of growing up" or "boys being boys". We will always challenge these behaviours, otherwise they quickly become normalised and part of accepted culture.

We use the following non-exhaustive definitions, that might overlap depending on the nature of the incident:

### Sexual Harassment

This means unwanted conduct of a sexual nature – such as sexual comments, sexual jokes or taunting, physical behaviour like interfering with clothes, or online harassment such as asking for nude images.

### Sexual Abuse

This could include:

- Abuse/pressure in intimate personal relationships between peers
- Grabbing bottoms, breasts or genitalia, regardless of sexual intent
- Sexual violence and persistent sexual harassment
- Upskirting, which involves taking a picture under a person's clothing without their permission to obtain sexual gratification or cause the victim humiliation, distress or alarm
- Sexting, which covers both consensual and non-consensual sharing of nude and semi-nude images and/or videos
- Causing someone to engage in sexual activity without consent, such as forcing them to strip, touch themselves sexually or engage in sexual activity with a third party

### Sexual Violence

This means rape, assault by penetration, or sexual assault (intentional sexual touching).

## Reporting Sexual Harassment, Abuse or Violence

All students should feel able to report any incidents and are already encouraged to do so for any other concerns. They might choose to do this by:

- Reporting it to a nearby teacher if the incident has just occurred
- Disclosing to a member of staff of their choice e.g. tutor; Head of House; DSL; via The Hub
- Disclosing to their family who can then report it to the school
- Reporting online via the Bullying and Harassment Log

## Responding to Concerns

Even though there is a zero-tolerance approach, this is not an attempt to “demonise” students who have made an isolated error.

Any episodes of sexual harassment need to be challenged as soon as possible (immediately if in the presence of a teacher) and used as an opportunity for the alleged perpetrator to learn from their error, while protecting any victim.

There are several factors in deciding a suitable response:

- The nature of the concern and any contributing factors e.g. discrimination
- The reaction of the student being challenged e.g. are they accepting responsibility or not?
- The wishes of the student who is being harassed (if applicable)
- Whether this is repetition of previous behaviours

If something happens in a lesson, the alleged perpetrator should be removed rather than any victim.

If in doubt, then the concern should always be logged and passed to the Pastoral Team, who can decide on any sanction and support.

All parents of those involved will be informed.

## Responding to Serious Concerns

Any report of sexual violence or abuse or ongoing harassment will be treated identically to a safeguarding concern and, indeed will usually end up becoming a safeguarding issue. Therefore, the same requirements about taking notes and not promising confidentiality apply.

However, it is important to note that children may not find it easy to tell someone about their abuse. Children can show signs or act in ways that they hope adults will notice and react to. In some cases, the victim may not make a direct report. For example, a friend may make a report or a member of school or college staff may overhear a conversation that suggests a child has been harmed, or a child’s own behaviour might indicate that something is wrong. If in doubt, staff should always report a concern themselves.

It is essential that **all** victims are reassured that they are being taken seriously, regardless of how long it has taken them to come forward and that they will be supported and kept safe. Abuse that occurs online or outside of the school should not be downplayed and should be treated equally seriously. A victim should never be given the impression that they are creating a problem by reporting sexual violence or sexual harassment. Nor should a victim ever be made to feel ashamed for making a report or their experience minimised.

There may be reports where the alleged sexual violence or sexual harassment involves students from the same school or college but is alleged to have taken place away from the school or college premises, or online. There may also be reports where the children concerned attend two or more different schools or colleges. The safeguarding principles, and duties to safeguard and promote the welfare of students, remain the same.

Where the report includes a visual online element, **the key consideration is for staff not to view or forward illegal images of a child.** In these cases, it may be more appropriate to confiscate any devices to preserve evidence.

## **Risk Assessments and Case Management**

When there has been a report of sexual violence/abuse, the Designated Safeguarding Lead (or a supported member of the Pastoral Team) will carry out and document a risk assessment. Where there has been a report of sexual harassment, the need for a risk assessment should be considered on a case-by-case basis.

The risk assessment should consider:

- the victim, especially their protection and support – both immediate and ongoing;
- whether there may have been other victims,
- the support needs of the alleged perpetrator(s); and
- all the other children (and, if appropriate, adult students and staff) at the school or college, especially any actions that are appropriate to protect them from the alleged perpetrator(s), or from future harms.

There will typically be four different possible approaches to manage each case:

1. Manage things internally
2. Early Help processes to identify external support
3. Referral to Children's Social Care
4. Reporting to the Police (always carried out in conjunction with 3)

There are no hard and fast rules about which route will be taken but the school will always seek external advice if needed and internal safeguarding processes will continue.

## **Preventative Education**

The school regularly consults with students and parents to review what is needed as part of our PSHE curriculum and broader programme. We would typically cover topics such as:

- healthy and respectful relationships;
- what respectful behaviour looks like;
- consent;
- stereotyping and equality;
- body confidence and self-esteem;
- prejudiced behaviour;
- addressing cultures of sexual harassment.

The programme is flexible enough to respond to any patterns of behaviour or new information about need.