

Heckmondwike Grammar School

Policy: Behaviour

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HECKMONDWIKE
GRAMMAR SCHOOL

Behaviour Policy and Statement of Behaviour Principle

Heckmondwike Grammar School

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](#)
- [The Equality Act 2010](#)
- [Use of reasonable force in schools](#)
- [Supporting pupils with medical conditions at school](#)
- [Keeping Children Safe in Education \(September 2022\)](#)
- [Behaviour in schools: advice for headteachers and school staff 2022](#)
- [Searching, screening and confiscation: advice for schools 2022](#)
- [Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement - 2022](#)

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 pupils
- 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
- [DfE guidance](#) explaining that maintained schools should publish their behaviour policy online
- 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 must 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 or poor behaviour in lessons, in corridors between lessons, and at break and lunchtimes
- Non-completion of classwork or homework
- Poor attitude, including lateness to school or lessons
- Incorrect uniform or lack of essential equipment
- Unauthorised use of mobile phones on the school site.

Serious misbehaviour is defined as:

- Repeated breaches of the school rules Bullying (including cyberbullying, prejudice based and discriminatory bullying)
- Using online platforms and social media irresponsibly, identifying staff or students of the school without their permission, or bringing the reputation of the school into disrepute in the opinion of School Leaders'
- Sexual assault, which is any unwanted sexual behaviour that causes humiliation, pain, fear or intimidation
- Sexual violence such as rape, assault by penetration and sexual assault; (this may include an online element which facilitates, threatens and/or encourages sexual violence)
- Vandalism
- Theft
- Fighting
- Smoking
- Racist, sexist, homophobic or discriminatory behaviour
- Sexual harassment such as sexual comments, remarks, jokes and online sexual harassment, which may be standalone or part of a broader pattern of abuse
- Possession of any prohibited items. These are:
 - Knives or weapons
 - Alcohol
 - Illegal drugs
 - Stolen items
 - Tobacco and cigarette papers
 - E-cigarettes or vaping equipment
 - 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
Prejudice-based and discriminatory, including: <ul style="list-style-type: none">• Racial• Faith-based• Gendered (sexist)• Homophobic/biphobic• Transphobic• Disability-based	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

Details of our school's approach to preventing and addressing bullying are set out in our anti-bullying policy.

5. Roles and responsibilities

5.1 The Governing Body

The governing body 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 this behaviour policy in conjunction with the governing body giving due consideration to the school's statement of behaviour principles (appendix 1). The Headteacher will also approve this 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.

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

The Headteacher is also responsible for:

- ensuring that staff deal effectively with poor behaviour
- monitoring that the policy is implemented by staff consistently with all groups of pupils
- ensuring that all staff understand the behavioural expectations and the importance of maintaining them
- providing new staff with a clear induction into the school's behavioural culture to ensure they understand its rules and routines, and how best to support all pupils to participate fully
- offering appropriate training in behaviour management, and the impact of special educational needs and disabilities (SEND) and mental health needs on behaviour, to any staff who require it, so they can fulfil their duties set out in this policy
- ensuring this policy works alongside the safeguarding policy to offer pupils both sanctions and support when necessary
- ensuring that the data from the behaviour log is reviewed regularly, to make sure that no groups of pupils are being disproportionately impacted by this policy

5.3 Staff

Staff are responsible for:

- creating a calm and safe environment for pupils
- establishing and maintaining clear boundaries of acceptable pupil behaviour
- implementing the behaviour policy consistently
- communicating the school's expectations, routines, values and standards through teaching behaviour and in every interaction with pupils
- modelling expected behaviour and positive relationships
- providing a personalised approach to the specific behavioural needs of particular pupils
- considering their own behaviour on the school culture and how they can uphold school rules and expectations
- recording behaviour incidents promptly (see appendix 3 for a behaviour log)
- challenging pupils to meet the school's expectations

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

Pupils are expected to uphold our core values of respect, responsibility and excellence.

- Take responsibility by behaving in an orderly and self-controlled way
- Show respect to each other, members of staff and themselves
- In class, demonstrate respect for learning by making it possible for all pupils to learn
- Move quietly around the school
- Treat the school buildings and school property with respect
- Wear the correct uniform at all times
- Accept sanctions when given
- Refrain from behaving in a way that brings the school into disrepute, including when outside school
- Use online platforms and social media responsibly, ensuring that no post identifies staff or students of the school without their permission, or brings the reputation of the school into disrepute in the opinion of School Leaders'.

7. Rewards and sanctions

7.1 List of rewards and sanctions

Positive behaviour will be rewarded with:

- Positive 'Ethos' lesson points
- Positive 'Ethos' out of lesson points
- Positive Classwork Excellence lesson points
- Positive Homework Excellence lesson points
- Positive Participation Excellence lesson points
- 1898 extra-curricular participation points
- Academic achievement points
- Awards for the accumulation of points throughout the school year.

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

- A verbal warning
- Removal of 'Ethos' positive point
- A negative lesson point
- A negative out of lesson point
- Expecting work to be completed at home, or at break or lunchtime School Detention

- Referring the pupil to a senior member of staff
- Confiscation of mobile phone until the end of the day and for four school days subsequently
- Letters or phone calls home to parents
- Agreeing a behaviour contract
- Putting a pupil 'on report'.

The Headteacher authorises staff with access to Classcharts to issue detentions to pupils.

We may use internal exclusion for a limited time in response to serious or persistent breaches of this policy.

Pupils who do not attend a given detention without good reason are also subject to internal exclusion.

7.2 Mobile phones

Students in Years 7-11 are expected to turn off their mobile phones and store them safely when they arrive on the school site and they should not turn them on again or use them until they leave the site at the end of the day.

Students in Years 12 and 13 may use their devices for the purposes of private study and in the Jo Cox Centre, or if they are given permission from a member of staff to use them in a classroom. They should not be used whilst moving around the main school site.

If students need to make an urgent phone call during the school day they should use a school phone in Student Services.

7.3 Sexual harassment and violence

School have a zero tolerance approach to sexual violence and sexual harassment. It is never acceptable and it will not be tolerated in this school and will be challenged.

School recognise that even if there are no reports in our school it does not mean it is not happening therefore school will promote an ongoing culture of vigilance to create a safe environment for children.

Where pupils have exhibited inappropriate/harmful sexualised behaviour and/ exhibited inappropriate harmful sexualised behaviours towards others, **the KSCP Harmful Sexual Response Checklist and The Hackett Harmful Sexual Behaviour Framework** will be used, and contact made with duty and advice, police, or early support if appropriate.

School may choose to manage the incident or concern internally if appropriate depending on the nature and the child/children involved through the behaviour policy and pastoral support. In all cases the decisions and reasons for decisions will be recorded.

Please refer to our safeguarding policy for more information.

7.4 Off-site behaviour

School may discipline pupils for 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.



Additionally if 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.

7.5 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.

If an allegation is determined to be unsubstantiated, unfounded, false or malicious, the LADO and the case manager should consider whether the child and/or the person who has made the allegation is in need of help or may have been abused by someone else and this is a cry for help. In such circumstances, a referral to children's social care may be appropriate. If a report is determined to be unsubstantiated, unfounded, false or malicious, the designated safeguarding lead should consider whether the child and/or the person who has made the allegation is in need of help or may have been abused by someone else and this is a cry for help. In such circumstances, a referral to children's social care may be appropriate. If a report is shown to be deliberately invented or malicious, the school or college, should consider whether any disciplinary action is appropriate against the individual who made it as per their own behaviour policy

Please refer to our statement of procedures for dealing with allegations of abuse against staff contained in our safeguarding policy 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

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
- 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, promoting and routinely rewarding good behaviour
 - Concluding the day positively and starting the next day afresh
 - Having a plan for dealing with low-level disruption
 - Using positive reinforcement.

8.2 Physical restraint

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

- Causing disorder
- Hurting themselves or others
- Damaging property.



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 recorded and reported to parents (see appendix 3 for an exemplar behaviour log).
- When considering using reasonable force, staff should, in considering the risks, carefully recognise any specific vulnerabilities of the pupil, including SEND, mental health needs or medical conditions.

8.3 Confiscation, searches and screening

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

Confiscation

Any prohibited items (listed in section 3) found in a pupil's possession as a result of a search will be confiscated. These items will not be returned to the pupil.

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

Searching a pupil

Searches will only be carried out by a member of staff who has been authorised to do so by the Headteacher, or by the Headteacher themselves.

Subject to the exception below, the authorised member of staff carrying out the search will be of the same sex as the pupil, and there will be another member of staff present as a witness to the search.

An authorised member of staff of a different sex to the pupil can carry out a search without another member of staff as a witness if:

- › The authorised 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 the 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

When an authorised member of staff conducts a search without a witness they should immediately report this to another member of staff, and ensure a written record of the search is kept.

If the authorised member of staff considers a search to be necessary, but is not required urgently, they will seek the advice of the Headteacher, designated safeguarding lead (or deputy) or pastoral member of staff who may have more information about the pupil. During this time the pupil will be supervised and kept away from other pupils.



A search can be carried out if the authorised member of staff has reasonable grounds for suspecting that the pupil is in possession of a prohibited item or any item identified in the school rules for which a search can be made, or if the pupil has agreed.

An appropriate location for the search will be found. Where possible, this will be away from other pupils. The search will only take place on the school premises or where the member of staff has lawful control or charge of the pupil, for example on a school trip.

Before carrying out a search the authorised member of staff will:

- Assess whether there is an urgent need for a search
- Assess whether not doing the search would put other pupils or staff at risk
- Consider whether the search would pose a safeguarding risk to the pupil
- Explain to the pupil why they are being searched
- Explain to the pupil what a search entails – e.g. I will ask you to turn out your pockets and remove your scarf
- Explain how and where the search will be carried out
- Give the pupil the opportunity to ask questions
- Seek the pupil's co-operation

If the pupil refuses to agree to a search, the member of staff can give an appropriate behaviour sanction.

If they still refuse to co-operate, the member of staff will contact the Headteacher / designated safeguarding lead (or deputy) / pastoral lead], to try and determine why the pupil is refusing to comply.

The authorised member of staff will then decide whether to use reasonable force to search the pupil. This decision will be made on a case-by-case basis, taking into consideration whether conducting the search will prevent the pupil harming themselves or others, damaging property or from causing disorder.

The authorised member of staff can use reasonable force to search for any prohibited items identified in section 3, but not to search for items that are only identified in the school rules.

The authorised member of staff may use a metal detector to assist with the search.

An authorised member of staff may search a pupil's outer clothing, pockets, possessions, desks or lockers.

Outer clothing includes:

- Any item of clothing that is not worn immediately over a garment that is being worn wholly next to the skin or being worn as underwear (e.g. a jumper or jacket being worn over a t-shirt)
- Hats, scarves, gloves, shoes, boots

Searching pupils' possessions

Possessions means any items that the pupil has or appears to have control of, including:

- › Desks
- › Lockers
- › Bags

A pupil's possessions can be searched for any item if the pupil agrees to the search. If the pupil does not agree to the search, staff can still carry out a search for prohibited items (listed in section 3) and items identified in the school rules.

An authorised member of staff can search a pupil's possessions when the pupil and another member of staff are present.

If there is a serious risk of harm if the search is not conducted immediately, or it is not reasonably practicable to summon another member of staff, the search can be carried out by a single authorised member of staff.

Informing the designated safeguarding lead (DSL)

The staff member who carried out the search should inform the DSL without delay:

- › Of any incidents where the member of staff had reasonable grounds to suspect a pupil was in possession of a prohibited item as listed in section 3
- › If they believe that a search has revealed a safeguarding risk

All searches for prohibited items (listed in section 3), including incidents where no items were found, will be recorded in the school's safeguarding system.

Informing parents

Parents will always be informed of any search for a prohibited item (listed in section 3). A member of staff will tell the parents as soon as is reasonably practicable:

- › What happened
- › What was found, if anything
- › What has been confiscated, if anything
- › What action the school has taken, including any sanctions that have been applied to their child

Support after a search

Irrespective of whether any items are found as the result of any search, the school will consider whether the pupil may be suffering or likely to suffer harm and whether any specific support is needed (due to the reasons for the search, the search itself, or the outcome of the search).

If this is the case, staff will follow the school's safeguarding policy and speak to the designated safeguarding lead (DSL). The DSL will consider if pastoral support, an early help intervention or a referral to children's social care is appropriate.

8.4 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 specialist teachers, an educational psychologist, medical practitioners and/or others, 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.

8.5 Responding to good behaviour

When a pupil's behaviour meets or goes above and beyond the expected behaviour standard, staff will recognise it with positive recognition and reward. This provides an opportunity for all staff to reinforce the school's culture and ethos.

Positive reinforcements and rewards will be applied clearly and fairly to reinforce the routines, expectations and norms of the school's behaviour culture.

Positive behaviour will be rewarded with:

- Verbal praise
- Award of positive points which make up students' individual tallies and go towards the school's house competition
- Certificates for the accumulation of positive points and displays of those achieved
- Celebration in year group and house assemblies

8.6 Punishing poor behaviour

When a pupil's behaviour falls below the standard that can reasonably be expected of them, staff will respond in order to restore a calm and safe learning environment, and to prevent recurrence of misbehaviour.

Staff will endeavour to create a predictable environment by always challenging behaviour that falls short of the standards, and by responding in a consistent, fair and proportionate manner, so pupils know with certainty that misbehaviour will always be addressed.

De-escalation techniques can be used to help prevent further behaviour issues arising.

All pupils will be treated equitably under the policy, with any factors that contributed to the behavioural incident identified and taken into account.

When giving behaviour sanctions, staff will also consider what support could be offered to a pupil to help them to meet behaviour standards in the future.



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

- A verbal warning and reminder of the expectations of behaviour
- Removal of the student's Ethos point for that lesson
- Expecting work to be completed at home, or at break or lunchtime
- Detention at lunchtime, or other detention if this is not attended
- Loss of privileges – for instance, the loss of a prized responsibility
- School-based community service, such as tidying a classroom
- Referring the pupil to a senior member of staff
- Letter or phone call home to parents
- Agreeing a behaviour contract
- Putting a pupil 'on report'
- Removal of the pupil from the classroom
- Suspension
- Permanent exclusions, in the most serious of circumstances

Personal circumstances of the pupil will be taken into account when choosing sanctions and decisions will be made on a case-by-case basis, but with regard to the impact on perceived fairness.

Schools should consider whether the behaviour under review gives cause to suspect that a child is suffering, or is likely to suffer, significant harm. Where this may be the case, school staff should follow the schools' safeguarding policy. They should also consider whether continuing disruptive behaviour might be the result of unmet educational or other needs. At this point, the school should consider whether a multiagency assessment is necessary.

The school can use suspension and permanent exclusion in response to serious incidents or in response to persistent poor behaviour, which has not improved following in-school sanctions and interventions.

The decision to suspend or exclude will be made by the headteacher and only as a last resort.

Please refer to our exclusions policy for more information

8.7 Suspected criminal behaviour

If a pupil is suspected of criminal behaviour, the school will make an initial assessment of whether to report the incident to the police.

When establishing the facts, the school will endeavour to preserve any relevant evidence to hand over to the police.

If a decision is made to report the matter to the police, the SLT/DSL/Deputy DSLs/Head of Year will make the report.

The school will not interfere with any police action taken. However, the school may continue to follow its own investigation procedure and enforce sanctions, as long as it does not conflict with police action.



If a report to the police is made, the designated safeguarding lead (DSL) will make a tandem report to children's social care, if appropriate.

9. Responding to misbehaviour from pupils with SEND

9.1 Recognising the impact of SEND on behaviour

The school recognises that pupils' behaviour may be impacted by a special educational need or disability (SEND).

When incidents of misbehaviour arise, we will consider them in relation to a pupil's SEND, although we recognise that not every incident of misbehaviour will be connected to their SEND. Decisions on whether a pupil's SEND had an impact on an incident of misbehaviour will be made on a case-by-case basis.

When dealing with misbehaviour from pupils with SEND, especially where their SEND affects their behaviour, the school will balance their legal duties when making decisions about enforcing the behaviour policy. The legal duties include:

- Taking reasonable steps to avoid causing any substantial disadvantage to a disabled pupil caused by the school's policies or practices ([Equality Act 2010](#))
- Using our best endeavours to meet the needs of pupils with SEND ([Children and Families Act 2014](#))
- If a pupil has an education, health and care (EHC) plan, the provisions set out in that plan must be secured and the school must co-operate with the local authority and other bodies

As part of meeting these duties, the school will anticipate, as far as possible, all likely triggers of misbehaviour, and put in place support to prevent these from occurring.

Any preventative measures will take into account the specific circumstances and requirements of the pupil concerned.

Anticipating and removing triggers of misbehaviour may include examples such as;

- Providing additional support for students to aid with organisation
- Adjusting seating plans to allow a pupil with visual or hearing impairment to sit in sight of the teacher
- Adjusting uniform requirements for a pupil with sensory issues or who has severe asthma

9.2 Adapting sanctions for pupils with SEND

When considering a behavioural sanction for a pupil with SEND, the school will take into account:

- Whether the pupil was unable to understand the rule or instruction?
- Whether the pupil was unable to act differently at the time as a result of their SEND?
- Whether the pupil is likely to behave aggressively due to their particular SEND?

If the answer to any of these questions is yes, it may be unlawful for the school to sanction the pupil for the behaviour.

The school will then assess if it is appropriate to use a sanction and if so, whether any reasonable adjustments need to be made to the sanction.



9.3 Considering whether a pupil displaying challenging behaviour may have unidentified SEND

The school's special educational needs co-ordinator (SENCO) may 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 specialist teachers, an educational psychologist, medical practitioners and/or others, 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.

9.4 Pupils with an education, health and care (EHC) plan

The provisions set out in the EHC plan must be secured and the school will co-operate with the local authority and other bodies.

If the school has a concern about the behaviour of a pupil with an EHC plan, it will make contact with the local authority to discuss the issue. If appropriate, the school may request an emergency review of the EHC plan.

10. Supporting pupils following a sanction

Following a sanction, the school will consider strategies to help pupils to understand how to improve their behaviour and meet the expectations of the school.

This could include measures like

Reintegration meetings

Daily contact with the Head of Year

A report card with personalised targets

11. Pupil transition

To ensure a smooth transition to the next year, pupils have transition sessions with their new teacher(s). In addition, staff members hold transition meetings.

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.

12. Training

Our staff are provided with behaviour management training as part of their induction process. Behaviour management will also form part of continuing professional development.

Training relating to the proper use of restraint will be provided to nominated members of staff.

An exemplar staff training log can be found in appendix 2.

13. Monitoring this policy

This behaviour policy will be reviewed by the Headteacher annually. At each review, the policy will be approved by the Headteacher.

The written statement of behaviour principles (appendix 1) will be reviewed and approved by the Headteacher annually.

The home-school agreement (appendix 4) will be reviewed annually.

14. Monitoring arrangements

14.1 Monitoring and evaluating school behaviour

The school will collect data on the following:

- › Behavioural incidents, including removal from the classroom
- › Attendance, permanent exclusion and suspension
- › Use of pupil support units, off-site directions and managed moves
- › Incidents of searching, screening and confiscation
- › Anonymous surveys for staff, pupils, governors, trustees and other stakeholders on their perceptions and experiences of the school behaviour culture

The data will be analysed every term by AHT (Behaviour)

The data will be analysed from a variety of perspectives including:

- › At school level
- › By age group
- › At the level of individual members of staff
- › By time of day/week/term
- › By protected characteristic

The school will use the results of this analysis to make sure it is meeting its duties under the Equality Act 2010. If any trends or disparities between groups of pupils are identified by this analysis, the school will review its policies to tackle it.

15. Links with other policies

This behaviour policy is linked to the following policies:

- Exclusions policy
- Safeguarding policy
- Anti-bullying policy
- Home-school agreement.

Appendix 1: written statement of behaviour principles

- Pupils are expected to uphold our core values of respect, responsibility and excellence.
- 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
- All staff, students and parents/carers should be mindful of the content of the home-school agreement.

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

This written statement of behaviour principles is reviewed and approved by the governing body annually

Appendix 2: Staff training log

Training received	Date completed	Trainer/training organisation	Trainer's signature	Staff member's signature	Suggested review date



Appendix 3: Behaviour log

Pupil's name:	
Name of staff member reporting the incident:	
Date:	
Where did the incident take place?	
When did the incident take place? (Before school, after school, lunchtime, break time)	
What happened?	
Who was involved?	
What actions were taken, including any sanctions?	
Is any follow-up action needed? If so, give details	
People informed of the incident (staff, governors, parents, police):	

Appendix 4: Home-School Agreement

Introduction

The school believes that a strong partnership between student, parent/carer and school is essential if our young people are to achieve their full potential. Partnership implies mutual responsibility and this agreement seeks to set out the responsibilities we believe are fundamental to the partnership and the values of the school. The document is issued to all new students joining the school and is subsequently signed annually by all students and their parents/carers in the student planner.

The School's responsibilities

The School will do its best to:

- Care for your child's safety and happiness whilst at school;
- Ensure that your child achieves their full potential;
- Provide a broad and balanced curriculum;
- Provide a well-resourced learning environment and high standards of teaching;
- Ensure high standards of work and behaviour;
- Set and mark homework on a regular basis and check the student planner every week;
- Keep you informed about your child's progress and general school matters;
- Welcome you and encourage your involvement in the life of the school;
- Arrange parents' evenings at which your child's progress will be discussed;
- Send home regular progress reports;
- Keep parents/carers informed about school activities through regular letters home, the school website and social media, electronic newsletters and notices about special events;
- Provide supervised and filtered Internet and e-mail access;
- Protect all students' data; and
- Contact parents/carers if there are concerns regarding attendance, punctuality or equipment.

The Student's responsibilities

Students will do their best to uphold the school's values of 'Respect, Responsibility and Excellence' in all aspects of their behaviour, conduct and communication in order to:

- Maintain excellent attendance (98% or better) and punctuality to school and lessons;
- Actively participate in all subjects on the school curriculum;
- Bring the necessary equipment to school every day;
- Achieve well by paying attention in lessons and working hard, making the best possible use of their abilities and talents;
- Seek help from staff when necessary and respond positively to the advice, support and guidance provided;
- Complete all classwork and homework to the highest possible standard and hand it in on time;
- Participate in the range of opportunities on offer within and beyond the classroom, including House events, educational visits, clubs, teams, student leadership programmes, work placements and other extra-curricular activities;
- Wear the correct uniform both in school and when travelling to and from school, being proud of the uniform and the school (uniform expectations are accessible on the school website and in the student planner);



- Wear school PE kit whilst taking part in sporting activities (uniform expectations are accessible on the school website and in the student planner);
- Be a good ambassador for the school in the local community;
- Show care, consideration and respect for others at all times, both in person and online;
- Take care of school property, the property of others and their own property;
- Observe the school’s policy on safe use of the Internet and electronic resources;
- Use online platforms and social media responsibly, ensuring that no post identifies staff or students of the school without their permission, or brings the reputation of the school into disrepute in the opinion of School Leaders’

The Parents’/Carers’ responsibilities

Parents/carers will do their best to:

- Ensure that their child attends school regularly, punctually, is alert and dressed in full school uniform and has access to correct PE kit;
- Alert the school immediately if their child cannot attend school due to illness or special circumstance (bereavement, accident, etc);
- Contribute to excellent levels of attendance (98% or more) by arranging medical or other appointments outside of school time. Please note that holidays or other visits are not permitted during term time.
- Support and encourage their child’s participation in extra-curricular activities and opportunities for out of hours learning and enrichment;
- Attend parents’ evenings and meetings and maintain communication with teaching staff and tutors about progress, making the school aware of any issues that might affect their child’s work or behaviour;
- Attend extra-curricular events where parents and family members are invited;
- Support their child’s learning at home by the provision of a suitable and appropriate working environment and by encouraging them and checking that independent work is completed;
- Sign the student planner on a weekly basis and access ClassCharts regularly to monitor their child’s behaviour; and
- Support the school’s disciplinary procedures and behaviour policy.

This policy will be kept under review and updated as required.

Signed:

(P Roberts, Headteacher)

..... (Parent/Carer)

..... (Student)