

Behaviour policy and statement of behaviour principles

Chantry Academy



Approved by:	Craig D'Cunha	Date: Jan 2024
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1. Aims

This policy aims to:

- › Provide a consistent approach to behaviour management that is applied equally to all pupils
- › Define what we consider to be unacceptable behaviour, including bullying and discrimination
- › Outline how pupils are expected to behave
- › Identify any safeguarding concerns that are the root of any unacceptable behaviour
- › Summarise the roles and responsibilities of different people in the school community with regards to behaviour management
- › Outline our system of rewards and sanctions
- › Consider what extra support can be offered to groups of pupils who are at a higher risk of exclusion, or pupils who are particularly vulnerable to the impacts of exclusion

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](#)
- › [Keeping Children Safe in Education](#)
- › [School suspensions and permanent exclusions](#)
- › [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:

- › 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
- › Using inappropriate language
- › Lateness to school and lessons without good reason
- › Truancy
- › Non-completion of classwork or homework
- › Not following instructions
- › Incorrect uniform
- › Non-compliance with sanctions issued

Serious misbehaviour is defined as:

- › Repeated breaches of the school rules
 - › Directing inappropriate language at a member of staff
 - › Any form of bullying
 - › Sexual violence, such as rape, assault by penetration, or sexual assault (intentional sexual touching without consent)
 - › Sexual harassment, meaning unwanted conduct of a sexual nature, such as:
 - Sexual comments
 - Sexual jokes or taunting
 - Physical behaviour like interfering with clothing
 - Online sexual harassment such as unwanted sexual comments and messages (including on social media), sharing of nude or semi-nude images and/or videos, or sharing of unwanted explicit content
 - › Vandalism
 - › Theft
 - › Fighting or physical violence/aggression
 - › Smoking or vaping
 - › Racist, sexist, homophobic or discriminatory behaviour
 - › Possession of any prohibited items. These are:
 - Knives or weapons
 - Alcohol
 - Illegal drugs and associated paraphernalia
 - Stolen items
 - Tobacco, cigarette papers, lighters, vapes and vape juice or similar
 - Fireworks
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- Pornographic material
- 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 1 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
- At Chantry Academy we often refer to STOP - Several Times on Purpose

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 strategy https://www.chantryacademy.org/docs/Policies/Anti-Bullying_Policy_Sept_2021.pdf

5. Roles and responsibilities

5.1 The governing board

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

5.2 The Principal

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

The Principal 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 to all groups of pupils.

The Principal will ensure that this behaviour policy works alongside the safeguarding policy to offer pupils both sanctions and support where necessary.

The Principal will ensure that the data from the behaviour log is reviewed on a fortnightly basis, to make sure that no groups of pupils are being disproportionately impacted by this policy.

5.3 Staff

All staff are responsible for:

- › Developing positive relationships with students
- › '*Picking up their own tab*' i.e. owning their own behaviour issues by following them up and following them through
- › Implementing the behaviour policy using calm, consistent *adult* responses – '*certainty over severity*'
- › Facilitating *learning* of positive behaviours by recognising and rewarding good behaviour – 'catch them doing right'
- › Applying restorative principles at the heart of responses to behaviour
- › Modelling positive behaviour by demonstrating kindness in their interactions with students and understanding that '*every positive interaction is an intervention*'
- › Providing a personalised approach to the specific behavioural needs of particular students
- › Recording behaviour incidents on Go4Schools (if the behaviour raises concerns of a safeguarding nature then the concern must also be recorded on MyConcern)
- › Effectively communicating concerns about individual behaviour to students, parents and relevant staff

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 student code of conduct
- › Inform the school of any changes in circumstances that may affect their child's behaviour as soon as possible
- › Discuss any behavioural concerns with the class teacher promptly

6. Student code of conduct

Students are expected to be **Ready, Respectful and Safe**

Ready

- › Arrive on time to school and all lessons including registration
- › Always wear correct uniform
- › Have appropriate kit and equipment needed for learning

Respectful

- › Show respect to members of staff by following instructions
- › In class, help everyone learn by respecting each other
- › Be kind to others
- › Treat the school buildings and school property with respect
- › Accept sanctions when given
- › Demonstrate a positive image of the school when outside of school

Safe

- › Behave in an orderly and self-controlled way
- › Move sensibly around the school
- › Ensure that words and actions do not put other people at risk

7. Rewards and sanctions

When considering the behaviour of any pupil with SEND, the school will carefully consider whether the pupil understood the rule or instruction, and whether they were unable to act differently on account of their SEND. We will then assess if it is appropriate to use a sanction and if so, whether any adjustments need to be made to the sanction.

7.1 List of rewards and sanctions

Positive behaviour will be rewarded with:

- › Praise
- › Positive points on Go4Schools
- › Letters, postcards or phone calls home to parents
- › Recognition in class or in assembly
- › Special responsibilities/privileges

The school may use 1 or more of the following sanctions in response to unacceptable behaviour:

- › A verbal (informal) warning
- › Moving where the student sits in class
- › A formal warning (C1)
- › Having the student removed from the class (C2 or C3)
- › Expecting work to be completed at home, or at break or lunchtime
- › Detention at break or lunchtime, or after school
- › 'Community service' e.g. litter picking, cleaning, tidying
- › Referring the pupil to a senior member of staff
- › Letters or phone calls home to parents

- Agreeing a behaviour contract
- Monitoring a student's behaviour 'on report'
- Class change
- Withdrawal of privileges (e.g. participation in extra-curricular activities; year 11 Leavers events) or responsibilities (e.g. prefect, ambassador roles etc)
- Isolation
- Suspension
- Permanent exclusion

We may use the isolation room or require a student to work away from their usual class in response to serious or persistent breaches of this policy. Pupils may be placed in isolation 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 a given detention may also be placed in isolation.

The isolation room is managed by the Behaviour Intervention Lead and Inclusion Workers.

7.2 Zero-tolerance approach to sexual harassment and sexual violence

The school will ensure that all incidents of sexual harassment and/or violence are met with a suitable response, and never ignored.

Pupils are encouraged to report anything that makes them uncomfortable, no matter how 'small' they feel it might be.

The school's response will be:

- Proportionate
- Considered
- Supportive
- Decided on a case-by-case basis

Sanctions for sexual harassment and violence may include:

- Detention, Isolation, Seat/Class change, Suspension, Permanent Exclusion

The school has procedures in place to respond to any allegations or concerns regarding a child's safety or wellbeing. These include clear processes for:

- Responding to a report
- Carrying out risk assessments, where appropriate, to help determine whether to:
 - Manage the incident internally
 - Refer to early help
 - Refer to children's social care
 - Report to the police

Please refer to our child protection and safeguarding policy for more information

https://www.chantryacademy.org/docs/Policies/Safeguarding_Child_Protection_Policy_September_2021.pdf

7.3 Off-site behaviour

Sanctions may be applied where a pupil has misbehaved off-site when representing the school. This means misbehaviour when the pupil is:

- Taking part in any school-organised or school-related activity (e.g. school trips)
- Travelling to or from school

- › Wearing school uniform
- › In any other way identifiable as a pupil of our school

Sanctions may also be applied where a pupil has misbehaved off-site at any time, whether or not the conditions above apply, if the misbehaviour:

- › Could have repercussions for the orderly running of the school
- › Poses a threat to another pupil or member of the public
- › Could adversely affect the reputation of the school

Sanctions will only be given out on school premises or elsewhere when the pupil is under the lawful control of the staff member (e.g. on a school-organised trip).

7.4 Malicious allegations

Where a pupil makes an allegation against a member of staff and that allegation is shown to have been deliberately invented or malicious, the school will discipline the pupil in accordance with this policy.

Where a pupil makes an allegation of sexual violence or sexual harassment against another pupil and that allegation is shown to have been deliberately invented or malicious, the school will discipline the pupil in accordance with this policy.

In all cases where an allegation is determined to be unsubstantiated, unfounded, false or malicious, the school (in collaboration with the local authority designated officer, where relevant) will consider whether the pupil who made the allegation is in need of help, or the allegation may have been a cry for help. If so, a referral to children's social care may be appropriate.

The school will also consider the pastoral needs of staff and pupils accused of misconduct.

Please refer to our child protection and safeguarding policy for more information on responding to allegations of abuse against staff or other pupils.

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 and wider school.

They will:

- › Display consistent, **calm** adult behaviour
- › Give first attention for best conduct
- › Know and understand their students and their influences
- › Teach learning behaviours alongside managing misbehaviour
- › Create and maintain a stimulating environment that encourages students to be engaged
- › Display the student code of conduct
- › Develop positive relationships with students
- › Use restorative follow up procedures
- › Have relentless and consistent routines which should include:
 - Meeting & greeting students at the start of every lesson
 - Communicating expectations of behaviour in ways other than verbally
 - Recognising and promoting good behaviour
 - Concluding the lesson positively and starting the next lesson afresh

- Having a plan for dealing with low-level disruption
- Using positive reinforcement
- Focusing on the primary behaviours and ignoring secondary behaviour as far as possible
- Allowing students appropriate take up time

8.2 Removal from classrooms

Staff will only remove pupils from the classroom once other behavioural strategies have been attempted, **unless the behaviour is so extreme as to warrant immediate removal.**

Removal can be used to:

- Restore order if the pupil is being unreasonably disruptive
- Allow the disruptive pupil to continue their learning in a managed environment

Pupils will be removed from the classroom for the remainder of the lesson and further sanctions may be necessary dependent upon the type of misbehaviour demonstrated.

The school will consider an alternative approach to behaviour management for pupils who are frequently removed from class, such as:

- Tutor or departmental monitoring
- Referral to internal panel meetings
- Referral to the SEND department for assessment of learning needs
- Referral to Specialist education services
- Referral to Alternative Provision

8.3 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 (on MyConcern) and reported to parents

8.4 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](#).

8.5 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.

The school will anticipate likely triggers of misbehaviour and put in place support to try to prevent them.

8.6 Safeguarding

The school recognises that **changes in behaviour** may be an indicator that a pupil is in need of help or protection. We will consider whether a pupil'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. Student transition

To ensure a smooth transition to the next year, staff members hold transition meetings in order to pass on key information to the new teacher. In addition, students may also have transition sessions with their new tutor or teacher(s)

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.

10. Training

Our staff are provided with training on managing behaviour, including proper use of restraint, as part of their induction process.

Behaviour management will also form part of continuing professional development.

11. Monitoring arrangements

This behaviour policy will be reviewed by the Principal and full governing board at least annually, or more frequently, if needed, to address findings from the regular monitoring of the behaviour log (as per section 5). At each review, the policy will be approved by the Chair of Governors.

12. Links with other policies

This behaviour policy is linked to the following policies:

- Exclusions policy
- Child protection and safeguarding policy
- Anti-bullying policy
- Attendance policy