



# CENTRAL FOUNDATION BOYS' SCHOOL

## *Behaviour Policy (including the written statement of behaviour principles)*

### **Contents**

1. Introduction and Vision .....	2
2. Legislation and statutory requirements .....	2
3. Definitions .....	2
4. Bullying.....	3
5. Roles and responsibilities .....	4
6. Pupil Code of Conduct.....	5
7. Rewards and Sanctions .....	5
8. Behaviour management.....	6
9. Training .....	8
10. Monitoring arrangements.....	8
11. Links with other policies .....	8
Appendix 1: written statement of behaviour principles .....	9

## 1. Introduction and Vision

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 compliant with the advice and guidance 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](#)
- The [special educational needs and disability \(SEND\) code of practice](#).
- 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
- Sexual violence and sexual harassment between children in schools and colleges 2021

## 3. Definitions

**Misbehaviour** is defined as:

- Breach of the pupil code of conduct
- Disruption in lessons, in corridors between lessons, and at break and lunchtimes
- Non-completion of classwork or homework
- Poor attitude

- Incorrect uniform
- Using or handling a mobile phone on the School site

**Serious misbehaviour** is defined as:

- Repeated breaches of the pupil code of conduct
- Verbal abuse or threatening behaviour towards members of the school community or a member of the public
- Physical violence towards members of the school community or a member of the public
- Any form of bullying
- Harmful sexual behaviour; this can include use of sexually explicit words and phrases, sexual harassment and online sexual abuse.
- Vandalism or damage to school property
- Theft
- Fighting
- Smoking
- Racist, sexist, homophobic or discriminatory behaviour
- Use, possession or selling of any prohibited items. These are:
  - Knives or weapons
  - Alcohol
  - Illegal drugs
  - Stolen items
  - Tobacco 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.

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

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

## 5. Roles and Responsibilities

### 5.1 The governing body

The governing body is responsible for reviewing and approving the written statement of behaviour principles (appendix 1).

The governing body will also review and approve this behaviour policy in conjunction with the headteacher and monitor the policy's effectiveness, 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, together with the governing body, 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.

### **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
- Having a 'zero tolerance' approach to peer on peer abuse, including sexual abuse.

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
- Engage with the School to address any behavioural concerns that the School has in respect of their child

## **6. Pupil code of conduct**

Pupils are expected to:

- Behave in an orderly and self-controlled way
- Avoid misbehaviour or serious misbehaviour on the School site and during school activities
- Show respect to members of staff and each other
- In class, make 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

## **7. Rewards and sanctions**

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

Positive behaviour will be rewarded with:

- Praise
- 'Golden tickets'
- Merits
- Letters, phone calls and messages home to parents
- Recognition in assemblies
- Awards
- Special responsibilities

The School may use one or more of the following sanctions in response to misbehaviour:

- A verbal reprimand
- A demerit
- The removal from lesson
- Detention at after school
- Letters or phone calls home to parents
- Parental meetings
- A behaviour contract
- Putting a pupil 'on report'
- Time in the School's inclusion centre.

### **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 way to or from school. In addition, sanctions may be applied at any other time, where the misbehaviour can be considered to be School related, for example, the physical or online bullying of another pupil.

### **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.

The headteacher will also consider the pastoral needs of staff accused of misconduct in deciding upon the appropriate sanction.

## **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 at the start of lessons
  - Establishing clear routines
  - Communicating expectations of behaviour
  - Highlighting and promoting good behaviour

### **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 as far as the circumstances allow
- Never be used as a form of punishment
- Be recorded and reported to parents

### **8.3 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. Such items include mobile phones that students either use or are seen with on the School site, or during off-site activities. 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.

### **8.4 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, the School's approach to challenging behaviour may be differentiated to cater to the needs of the pupil.

The School will evaluate a pupil who exhibits challenging behaviour over an extended period 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, the School 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. Training**

The School staff are provided with training on managing behaviour within the School as part of their induction process.

Behaviour management will also form part of continuing professional development.

## **10. Monitoring arrangements**

This behaviour policy will be reviewed by the headteacher and the full governing body annually.



At each review the policy will be approved by the full governing body. The Premises and Health&Safety Committee of the governing body reviews behaviour within the School and the operation of the policy once every term.

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

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

This behaviour policy is linked to the following policies:

- Exclusions policy
- Safeguarding 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 where no other sanction is deemed suitable, and outlines the processes involved in permanent and fixed-term exclusions
- Pupils are helped to take responsibility for their actions
- Families are involved in the School's response to behaviour incidents to foster good relationships between the school and pupils' home life.