



## BEHAVIOUR FOR SUCCESS POLICY

Ratified by the Governors Curriculum Sub-Committee on 10<sup>th</sup> January 2018

Agreed at Full Governor Level: 05.03.18

## **1. Introduction**

### 1.1

This Behaviour for Success Policy is designed to promote outstanding behaviour in all our classrooms and across all areas of the school.

Behaviour for Success is defined as: the positive attitudes, conduct and approaches our students bring to their learning, extracurricular activities and socialising around the school. It is the desired outcome of this policy that it develops students into academically successful young people of good character with a thirst for knowledge and a love of learning.

### 1.2

The policy takes account of the advice published in “Behaviour and discipline in schools - Advice for Headteachers and school staff” by the Department of Education in January 2016 and acknowledges the school’s legal duties under the Equality Act 2010.

### 1.3

This policy takes account of key relevant legislation including:

- The Education Act 1996
- The School Standards and Framework Act 1998
- The Education Act 2002
- The Education and Inspections Act 2006
- The School Information Regulations 2008
- The Education Act 2011
- The School Behaviour Regulations 2012

## **2. Aim**

### 2.1

Huntcliff School is an inclusive school with high expectations for all our students. The Headteacher clearly expresses this by setting out boldly that everyone within our learning community is challenged to be ‘The best we can be every day and strive for success in all that we do’.

### 2.2

We expect that:

- every teacher accepts responsibility for high standards of discipline in the classroom and within the school environment;
- all staff are consistent in their approach to discipline and behaviour and work within the framework of the Behaviour for Success Policy;
- every student is made aware by their teachers and their tutors of the school standards and the school’s high expectations;

- every student accepts responsibility for their high standards of behaviour

### 2.3

At Huntcliff School we strive for the behaviour in our school to be outstanding, where pride in achievement and commitment to learning is supported by a positive culture across the school. The Behaviour for Success Policy seeks to build self-confidence and self-awareness through clear guidelines for behaviour and conduct. It is our aim that we support all our students in managing their emotions and feelings so they can relate positively to others and build together an outstanding atmosphere for learning.

### 2.4

The Behaviour for Success policy will ensure:

- that all students have the right to enjoy a top quality education and have the responsibility to let others do the same;
- that students are rewarded for their positive behaviour and judiciously sanctioned so they can be guided to make better decisions about their future behaviour;
- that it is essential that behaviour in school is seen as a choice. We recognise that young people do make mistakes and as such when they have been sanctioned deserve the opportunity and whatever support is necessary to make better decisions in the future, where possible, without future prejudice;
- the school understands that the best interests of a student are best served by being in school and as such the use of Fixed Term Exclusions will be used only in response to the most serious or persistent disruptive or dangerous behaviour;
- that the school understands that if a student is permanently excluded from school their life chances are irreparably damaged. It is a guiding principle that Permanent Exclusion is a sanction of very last resort. This sanction is only to be used when the presence of a student in school represents a significant and sustained threat to the welfare, wellbeing or learning of other students.

## 3. Rationale

### 3.1

Students are expected to work in a friendly but disciplined atmosphere for learning. We recognise that outstanding attitudes and behaviour underpin the best quality learning and as such the behaviour and welfare of our students is one of our highest priorities. We have high expectations for the conduct of our students.

### 3.2

Expectations regarding behaviour stress the importance of respect: respect for yourself; respect for others and respect for your environment.



### 3.3

The expectations and high standards of Huntcliff School reflect our shared values and the core principles of community in which we all wish to learn and work. They underpin the ethos of our school and the relationships within it. They help us ensure our school is a pleasant and safe place for everyone. They are simple and clearly understood. They set out our expectations of each other, build on common sense and promote courtesy and good manners.

### 3.4

Our expectations clearly state that in our learning community, we are all responsible for our actions: Together we:

- Welcome everyone;
- Respect and cooperate with each other;
- Apply our best efforts;
- Strive for success in everything that we do;
- Support and value everyone;
- Embrace and celebrate difference;
- Prevent bullying;
- Take pride in our uniform;
- Look after our school.

### 3.5

Parents and students are invited to sign our home school partnership agreement which sets out the expectations that should exist between home and school.

## **4. Roles and Responsibilities**

### 4.1 Tutor

The tutor is the first point of contact for all students in school. The tutor is responsible for the emotional and physical preparedness for learning and will ensure all student are ready to learn by checking equipment and enforcing the correct uniform.

### 4.2 Teacher

Teachers take responsibility for the behaviour and for the students in their lessons. They are empowered to maintain a well ordered and productive atmosphere for learning through the judicious use of the Behaviour for Success toolkit.



#### 4.3 Head of Faculty

Heads of Faculty take responsibility for the behaviour and safety for the students in across their faculty. They are empowered to maintain a well ordered and productive atmosphere for learning by ensuring the judicious use of the Behaviour for Success toolkit.

#### 4.4 Year Leader

Year Leaders take responsibility for the pastoral wellbeing of all the students in the school. This includes behaviour that relates to learning in more than one faculty area, social interaction and conduct around the school site.

#### 4.5 Headteacher

The Headteacher delegates the appropriate responsibility to key post holders for aspects of behaviour and safety of every student in the school. The Headteacher is the only person empowered to decide on, or delegate the decision to another senior colleague for Insolation or Fixed Term Exclusions. Only the Headteacher can make the decision to permanently exclude a student from school.

#### 4.6 Governors

Governors take responsibility for reviewing and confirming the Headteacher's decision to permanently exclude a student though the Governor's Exclusion Appeals Panel. Governors Pupil Inclusion Sub Committee will review, challenge and agree the Behaviour for Success Policy on an annual basis.

### **5. Rewards**

#### 5.1

Key to the distinctive ethos of Huntcliff School, and an integral part of our Behaviour for Success policy, is to reward good and outstanding behaviour both inside lessons and across all other activities we deliver as a school.

#### 5.2

All staff will use and take account of their professional skills in managing the behaviour of all young people in the school. (Suggested strategies are set out in The Behaviour for Success Toolkit: Professional practice – A guide for staff document)

#### 5.3

All staff will value the power of strong, positive relationships with all members of the school community and use praise and rewards to develop and sustain positive attitudes to learning. (See appendix 1)

## **6. Consequences**

### 6.1

All staff will recognise and use the sanctions within the behaviour toolkit (See Appendix 2) to ensure all students are treated fairly, understand the reasons for sanctions that have been put in place and are given the chance to respond to the sanction by better behaviour in the future.

## **7. Escalation Protocol**

### 7.1

The escalation protocol is for use only in the case of extreme poor behaviour. This would include;

- violence or threats of violence towards people or property
- possession of, use of, or dealing drugs or banned substances
- smoking
- swearing at, or in the hearing of, members of staff
- persistent anti-social, inappropriate or disruptive behaviour

In the event of one of these transgression of the school standards the student will be referred to the pastoral leader or relevant SLT member.

### 7.2

On occasion it may be necessary in the case of persistent poor behaviour, behaviour that significantly disrupts the smooth running of the school, behaviour that significantly disrupts the learning of others, possession of a weapon or violent behaviour directed at other students, property or staff to use our most serious sanctions of an Isolation, Fixed Term Exclusion or Permanent Exclusion.

## **8. Exclusions Guidance**

### 8.1

Although we consider exclusion from school the sanction of last resort it is important that the school has a robust response to persistent disruptive or dangerous behaviour (see Exclusions Policy). Exclusions Policy. Dependent upon the severity of the behaviour/incident the options for exclusion are:

- Internal Isolation- This is a sanction where a student is required to spend the day in the inclusion unit. Students will be supplied with appropriate work and parents are informed of the student's behaviour and subsequent sanction.
- Alternative to Exclusion -This is a sanction that seeks to put in place support for a student who has made a mistake in their behaviour and breached the school standards without going to a more serious exclusion from school. A meeting will be held by a senior member of staff with parents or carers, the student and any other appropriate agencies that may provide support. The meeting is then followed up with a Behaviour Support Plan and a formal letter home.

- Fixed Term Exclusion- This is a formal sanction with a fixed term of usually 1 to 5 days. The student is excluded from school and the local authority is informed. A formal letter is written, a meeting held with parents and, where appropriate, a Behaviour Support Plan agreed, before the student is readmitted to school.
- Permanent Exclusion- This is a formal sanction that removes the student permanently from Huntcliff School. The local authority assumes responsibility for the education of the student on the 6th day of exclusion.

## 8.2

On occasion it is necessary to search students for “prohibited items” (including occasions where there is reasonable suspicion that a student is in possession of/concealing a prohibited item) and the school reserves the right to do so under the provision in Section 550ZA (3) of the Education Act 1996. This includes searching mobile electronic devices, including telephones, tablets and computers, for pornographic or inappropriate images.

## 9. Guidance for confiscating “illicit items”

### 9.1

There are two sets of legal provisions which enable school staff to confiscate items from students:

1. The general power to discipline (as described in the bullets under the heading “Discipline in Schools – Teachers’ Powers” on pages 3 and 4) enables a member of staff to confiscate, retain or dispose of a student’s property as a punishment, so long as it is reasonable in the circumstances. The law protects them from liability for damage to, or loss of, any confiscated items provided they have acted lawfully.
2. Power to search without consent for “prohibited items” including:
  - knives and weapons;
  - alcohol;
  - illegal drugs;
  - stolen items;
  - tobacco and cigarette papers;
  - fireworks;
  - pornographic images;
  - any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property; and
  - any item banned by the school rules which has been identified in the rules as an item which may be searched for.

### 9.2

The legislation sets out what must be done with prohibited items found as a result of a search. It is the policy of the school to search students only when two staff are present.

### 9.3

Weapons and knives and extreme or child pornography must always be handed over to the police, otherwise it is for the teacher to decide if and when to return a confiscated item. More detailed advice on confiscation and what must be done with prohibited items found as a result of a search is provided in 'Screening, Searching and Confiscation – advice for schools' DfE 2016.

### 9.4

On very rare occasions it may be necessary to use "reasonable force" to prevent students from committing an offence, injuring themselves or others, damaging property and to maintain good order in the classroom. The school reserves the rights to use "reasonable force" under the provision of the Education and Inspections Act 2006.

## **10. Guidance for use of reasonable force**

### 10.1

"Reasonable force" should only be used in extremis and only proportional to the threat presented by a student. Members of staff have the power to use reasonable force to prevent students committing an offence, injuring themselves or others, or damaging property, and to maintain good order and discipline in the classroom. Head teachers and authorised school staff may also use such force as is reasonable given the circumstances when conducting a search without consent for:

- knives or weapons;
- alcohol;
- illegal drugs;
- stolen items;
- tobacco and smoking paraphernalia;
- fireworks;
- pornographic images;
- articles that have been or could be used to commit an offence or cause harm.

### 10.2

As a school we reserve the right to identify additional items which may be searched for without consent.

### 10.3

Separate advice is available on reasonable force in 'Use of Reasonable Force – advice for school leaders, staff and governing bodies' published by the Department of Education 2013.

## **11. Protocol for the discovery of illegal substances**

### 11.1

Possession of any illegal or banned substances in school is strictly prohibited. Any student found to be in possession of illegal substances will face an exclusion from school and the police will be consulted about any further appropriate action. The student will be supported for substance misuse through counselling and any other necessary action as part of their reintegration into school. Any student found to be in possession of illegal substances with intent to supply will be Permanently Excluded.

### 11.2 Legal drugs

The police will not normally need to be involved in incidents involving legal drugs, but the school will share intelligence with the police about the inappropriate sale or supply of tobacco, alcohol or volatile substances to students in the local area.

### 11.3 Illegal Drugs

The school will always contact the relevant outside agencies when an illegal drug is discovered within the school boundaries. Where appropriate the Police and School staff will discuss the incident and agree on action to be taken. This may include:

- Internal management of the incident by the school;
- Active involvement of Police processes;
- Disciplinary action taken by the school in accordance with the schools' behaviour policy;

### 11.4

#### Temporary Possession of and Destruction of Suspected Illegal Substances

The law permits school staff to take temporary possession of suspected illegal substances for the purpose of preventing an offence being committed. Huntcliff School staff who suspect that a student is in possession of an illegal substance will inform the appropriate member of the SLT.

The school will ensure that at least two members of staff are present when any illegal substance is taken into the school's possession.

The Police should be informed immediately so that collection can be arranged. A record of the police incident number and the time and date of notification should be recorded and retained for future reference. A full written account of the circumstances will be made and retained within this file together with any witness evidence taken. The substance will be placed in a sealed envelope or other suitably labelled secure container.

A record of the time of the seizure/find and the details of any witnesses present will be made on the exterior of the envelope or container. The police incident number should be added to this record as soon as it has been obtained. Parents/Carers will be informed immediately of the incident and any action taken by the school.

## **12. Monitoring and evaluation**

### 12.1

The impact of the policy will be monitored by the Senior and Middle Leadership Teams as part of the quality assurance process and through the review of regular Key Performance Indicators such as Merit/Demerit logs, isolation and fixed term exclusion figures.

### 12.2

The policy will be reviewed annually by the governing body.

## **13. Other related policies and documents**

### 13.1

This policy should be read in relation to all other school policies and with specific reference to:

- The Anti-Bullying Policy
- The Exclusions Policy
- The Equality Policy
- The Safeguarding Policy
- The Home/School Agreement
- The IT Acceptable Use Policy

## **14. School Trips**

This policy and the protocol set out here is applicable on all school trips whether in this country or overseas. Students and parents should be informed by the party leader of the consequences of breaking the rules on use or possession of both legal and illegal substances. Party leaders should also inform parents that if a student is sent home from a trip because of a breach of rules then the cost will be borne by the parents. This may also include additional costs such as the cost of any accompanying member of staff, replacement staff having to be sent out etc.

## Appendix 1

### The Behaviour for Success Toolkit- Rewards

Part of the distinctive ethos of Huntcliff School, and an integral part of our Behaviour for Success toolkit, is to reward good and outstanding behaviour both inside lessons and across all other activities we deliver as a school.

All staff value the power of strong, positive relationships with all members of the school community and use praise and rewards to develop and sustain positive attitudes to learning.

Common formal and informal praise and reward strategies that staff use are:

Public verbal praise;	Private verbal praise;
Awarding of Merits	Phone call home
Phone call Friday	Letter/post card home
Prizes/rewards in Assembly	Certificates
Meeting with senior staff	Meeting with the Headteacher

## Appendix 2

### Behaviour for Success Toolkit – Consequences

<b>Behaviour Type</b>	<b>Sanction</b>	<b>Action/Support/Next steps</b>
Low level disruption	Verbal reminder/warning – give students the opportunity to self-correct Reinforcement of expectations	No further action required
Continued low level disruption/poor behaviour	C1	Note name on board No further action required
Continued low level behaviour/poor behaviour	C2	Note C2 against name on board De-merit Record on PARS
Continued low level behaviour/poor behaviour	C3	Note C3 against name on board Issue break/lunchtime detention (same day if possible) Record on PARS
Failure to attend class teacher detention	Class teacher re-schedules detention and speaks to student	Seek PSO support to get SEN/Wave 3 students to detention
Failure to attend follow up class teacher detention	Parental contact by Class teacher Refer to faculty detention	Faculty Leader to organise rota and timings for detentions to take place within faculty Record on PARS
Persistent disruption to learning/confrontational, argumentative behaviour towards staff	C4 Removal to Faculty Safe Haven	Parental contact by classroom teacher Classroom teacher speaks to student - Faculty detention issued (recorded) Faculty report Record on PARS

Failure to attend Faculty detention	Faculty Leader speaks to student and issues SLT detention and inform parents via phone call Referral to SLT after school detention	PSO to collect and escort students to detention at the end of the day Record on PARS
Fighting (investigate – perpetrator not victim sanctioned) Swearing at staff Vandalism/damage to property Smoking Physical aggression/intimidating behaviour Refusal to attend SLT detention	C5	Isolation Unit Pastoral report Record on PARS
At the discretion of the Headteacher dependent upon incident	C6	Fixed Term Exclusion SLT report upon return Record on PARS Inform LA
At the discretion of the Headteacher dependent upon incident	C7	Permanent Exclusion Inform LA Convene Governors' Student Discipline Panel