



Dream Believe Achieve

# Behaviour Policy and Statement of Behaviour Principles

Signed by Chair of Governors

Kerry Scott

Date ratified by Governors

14/06/2022

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14/06/2023

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## 1. Aims

This policy aims to:

- Provide a **consistent approach** to behaviour management
- **Define** what we consider to be unacceptable behaviour, 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](#)
- [Searching, screening and confiscation at school](#)
- [The Equality Act 2010](#)
- [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:

- 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

### 3. Definitions

Our aim is to increase academic attainment and improve the behaviour and social skills of our students.

**Misbehaviour** is defined as:

- Disruption in lessons, in corridors between lessons, and at break and lunchtimes
- Non-completion of classwork or homework
- Poor attitude
- Incorrect uniform

**Serious misbehaviour** is defined as:

- Repeated breaches of the school rules
- Any form of bullying
- Sexual assault, which is any unwanted sexual behaviour that causes humiliation, pain, fear or intimidation
- Vandalism
- Theft
- Fighting
- Smoking
- Racist, sexist, homophobic or discriminatory behaviour
- Possession 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, 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
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 our schools approach to preventing and addressing bullying are set out in our anti-bullying policy.

## 5. Roles and responsibilities

### 5.1 The governing board

The [Curriculum committee](#) is responsible for reviewing and approving the written statement of behaviour principles (appendix 1).

The [Curriculum committee](#) will also review 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 [curriculum committee](#), 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.

### 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 (see appendix 3 for a behaviour log)

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:

- Behave in an orderly and self-controlled way
- 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
- Not bring inappropriate or unlawful items to school including weapons and illegal substances.
- Always arrive on time for school and for every lesson.
- 100% attendance
- Always do your homework and hand it on time.
- Always listen when the teacher or other students are speaking in class.
- Always follow all reasonable instructions given by staff.
- Show respect to everyone at all times.
- Don't disrupt the learning of others – stay focused.
- Respect premises ( no gum or eating/drinking in class (except water)
- Appropriate Uniform should be worn. (no coats, hats, scarves etc) in classrooms.
- Mobile phones are to be handed in on arrival.
- No smoking anywhere in the building or in the vicinity of the building (including Vapes)
- Keep tidy - no littering on school premises.
- No swearing.
- Don't use racist, sexist homophobic or other derogatory or insulting, language towards other students or members of staff or in a context that is likely to give offence to others.
- Don't fight or physically harm others .
- Don't bring offensive weapons to school.

## 7. Rewards and Sanctions

We use a point system to monitor individual student behaviour. Each student can earn a maximum of 15 points for meeting three personalised targets in each lesson. An extra 10 points could be earned in the morning for punctuality. Maximum points of a 100 could be earned each day. Teachers and mentors must discuss and agree points rewarded to students in each lesson. Targets must be clear and achievable and

reviewed on a regular basis to be tailored to individual student's needs. Points cannot be taken away from students once they have been earned.

Points are accumulated and each student may obtain a weekly reward or a reward at the end of term relating the total number of points. Weekly rewards could consist of a good letter or phone call home from a Teacher or Teaching Assistant, a certificate of achievement from the head teacher, a trip to the café or playing pool at lunch time. End of term trips are decided by school council.

### **7.1 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 bus on the way to or from school.

### **7.2 Malicious allegations**

Where a pupils 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.

Please refer our for more information on responding to allegations of abuse.

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

## **8. School Rules**

Belmont Park School has rules relating to all aspects of the daily running of the school which are linked to respecting each other and the health and safety of staff and students.

### **Basics**

- Mobile phones must be handed in to a member of staff upon arrival. Phones are stored securely during the day.
- School uniform consists of a Belmont Park polo shirt, black trouser and black shoes or trainer. If students are not in correct uniform parents/carers will be contacted and students may be sent home.
- Students should not wear heavy make up or jewellery apart from stud earrings. Jewellery will be removed in the first instance and returned at the end of the day. If there are further incidents jewellery will only be returned when parents/carers collect it.
- Belmont Park is a healthy school and sweets, chewing gum or fizzy drinks are not allowed on school premises. They will be confiscated and not returned.

### **Health and Safety**

- Students are searched on arrival to school to safeguard all staff and students and to ensure there are no inappropriate items in school.
- Smoking is not allowed on site. Students caught smoking on site will be spoken to and parents informed. Further incidents could lead to isolation or fixed term exclusions.
- Any student suspected of being under influence of drugs or alcohol will be seen by a first aider and parents/carers will be asked to collect their child from school.
- Possession of drugs could result in a fixed term exclusion and police and other professional services could be involved to ensure the safeguarding and well being of the students.
- Possession of an offensive weapon will result in a fixed term exclusion and police will be informed.

### **Respect**

- Students are expected to treat everyone in the Belmont Park family with respect.
- Bullying will not be tolerated. Bullying is deliberate, hurtful behaviour such as name calling, insulting, taking belongings, threatening or hitting someone. Bullying could result in a fixed term exclusion.
- Cyber bullying can occur via email, social media sites and text and is treated seriously and again could result in a fixed term exclusion.

- Students caught filming (“including ‘up-skirting’”) or sharing inappropriate videos may be excluded and police and other professional services informed.
- Racist, sexist and homophobic comments or language are not tolerated. Any student using this type of language will be spoken to by staff and it will be explained why such language are inappropriate. It can also lead to exclusion and other professionals being asked to work with the students.
- All damage to property will be repaired and parents/carers will be invoiced for the cost.

The positive rewards may be used as positive reinforcement, encouragement and praise

- Praise by individual teacher in teachers in or out of lessons (verbal or written).
- Praise by senior staff.
- Positive phone calls or letters home
- Certificates
- Pupil chosen rewards or incentives agreed with HT
- Daily Target Sheets
- End of term prizes
- End of term report.
- Positive referral form.
- Rewards board
- You can work off consequences by redeeming yourself with exceptional extended behaviour attitude.

The following range of sanctions may be used in response to behaviour that is not acceptable and will be for the individual to promote positive life skills and attitudes,

- Warnings by individual teachers in or out of lessons
- A quiet word or advice.
- Deliberate ignoring and focus on positive.
- Checking if there is anything we need to know.
- Issues discussed with senior staff.
- Apology (verbal or written)
- Negative phone calls or letters home.
- Comments on Daily Target Sheets and loss of points.
- Tracking on the individual’s Individual Education Plan or PSP (Pastoral Support Plan)
- Time out/internal exclusion
- Detention
- Withdrawal or privileges (including trips)
- Restorative Justice
- Restraint
- Parental meetings or parental support in 1:1 lessons.

## 9. Fixed Term Exclusions

Only the headteacher or Deputy headteacher may exclude a student. Any exclusion of more than 15 days a term will result in a Governors Disciplinary meeting.

Students can be excluded for:

- Acts of violence towards others.
- Bullying behaviour
- Damaging school property
- Being under the influence of illegal substances or in possession thereof
- Bringing an offensive weapon into school
- Disrupting the running of the school
- Persistent failure to follow instructions
- Behaviour of students outside school can be considered as grounds for exclusion if the student participated in non-criminal behaviour and bullying while taking part in any school organised or school related activity or travelling to or from school, wearing the school uniform or is in some other way identifiable as a student of Belmont Park School.

- Exclusions could also be used for misbehaviours at any time that could have repercussions for the orderly running of school or poses a threat to another student or a member of the public or in instances where the students behaviour could have an adversely effect on the reputation of the school.

Students are required to return to school after an exclusion with a parent or carer for a post-exclusion interview. If parents/carers are unable to attend during work hours, a convenient time may be arranged with the Headteacher. At the Headteachers discretion a phone interview may take place when it is not possible to meet.

## 10. Permanent Exclusions

The headteacher may decide to permanently exclude a student. The Governing Body will meet to review this decision.

Parents/carers may appeal against a Permanent Exclusion in accordance with the local authority procedures.

## 11. Behaviour management

### 11.1 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
- Display the pupil code of conduct or their own classroom rules
- 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 and promoting good behaviour
  - Concluding the day positively and starting the next day afresh
  - Having a plan for dealing with low-level disruption
  - Using positive reinforcement

### 11.2 Physical restraint

All staff are trained to Team Teach who are DFE recognised providers. All staff must understand the importance of listening to and respecting students and the importance of creating an environment that is calm and supportive. This is especially important when working with students with complex needs.

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 Senior Management and parents CCTV footage of the incident and events prior to it will be viewed by a member of the senior management team.

### 11.3 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. 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](#).

### 11.4 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.

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.

## 12. Training

Our staff are provided with training on managing behaviour, including proper use of restraint, as part of their induction process. Restraint training will be provided every two years.

Behaviour management will also form part of continuing professional development.

### 12.1 Monitoring arrangements

This behaviour policy will be reviewed by the headteacher and curriculum committee every year. At each review, the policy will be approved by the headteacher and the curriculum committee.

The written statement of behaviour principles (appendix 1) will be reviewed and approved by the curriculum committee every year.

### 12.3 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 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

### Positive Handling/Restraints

This is always a last resort and only when there is a risk of injury to either the student or others.

All staff receive training in Team Teach Positive Handling techniques which provides training for child and adult services in positive behavioural strategies, designed to reduce anxiety, risk and the use of restraint. Restraint can be used where it is deemed a young person is a risk to themselves, others or property. Its main purpose is to enhance quality teaching, effective learning and personalised caring by increasing staff confidence and competence, whilst promoting and protecting positive relationships.

The physical techniques provide a gradual, graded system of response commensurate with the situation, task and individuals involved, allowing for phasing up or down as dictated to by the circumstances of the time.

The use of force must be reasonable proportionate and necessary. The training emphasises the use of appropriate and targeted verbal and non-verbal communication. It is way you say and how you say it that is important. The aim is for the person to calm down sufficiently so that staff can return the physical control to the individual and help find a better way.

A calm approach with staff (Communication, Awareness, Assessment, Listening/Looking and Making Safe skills) is expected at all when managing such situations.

Staff are encouraged to make a risk assessment both before during and after any serious incident involving positive handling. Running parallel and this risk assessment is the "duty of care" question in they have both to the service user and themselves.

Only members of staff who have received this training are allowed to use these techniques. Staff must make their own individual judgment call at all times about whether this is a choice they have made. The use of Positive Handling does never override staff personal safety. De-escalation is the absolute priority. Safety is the absolute priority.

The governing board 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 curriculum committee every year.

## 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

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

## Appendix 4: letters to parents about pupil behaviour – templates

### First behaviour letter

Dear parent,

Recently, your child, \_\_\_\_\_, has not been behaving as well in school as they could.

It is important that your child understands the need to follow our pupil code of conduct, and I would appreciate it if you could discuss their behaviour with them.

If your child's behaviour does not improve, I will contact you again and suggest that we meet to discuss how we can work together. However, at this stage I am confident that a reminder of how to behave appropriately will be sufficient.

Yours sincerely,

Class teacher name: \_\_\_\_\_

Class teacher signature: \_\_\_\_\_

Date: \_\_\_\_\_

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### Behaviour letter – return slip

Please return this slip to school to confirm you have received this letter. Thank you.

Name of child: \_\_\_\_\_

Parent name: \_\_\_\_\_

Parent signature: \_\_\_\_\_

Date: \_\_\_\_\_

## Second behaviour letter

Dear parent,

Following my previous letter regarding the behaviour of \_\_\_\_\_, I am sorry to say that they are still struggling to adhere to our pupil code of conduct.

I would appreciate it if you could arrange to meet me after school so we can discuss a way forward.

Yours sincerely,

Class teacher name: \_\_\_\_\_

Class teacher signature: \_\_\_\_\_

Date: \_\_\_\_\_

### Third behaviour letter

Dear parent,

I am sorry to report that, despite meeting and creating a behaviour contract, \_\_\_\_\_, has continued to misbehave.

\_\_\_\_\_ would now benefit from a structured approach to help improve their behaviour in school.

I would be grateful if you could attend a meeting with the headteacher, the special educational needs co-ordinator and myself, to discuss how we can best support your child in improving their behaviour.

*Insert details of the meeting time, date and location, as necessary, or how to contact the school to arrange the meeting.*

Yours sincerely,

Class teacher name: \_\_\_\_\_

Class teacher signature: \_\_\_\_\_

Date: \_\_\_\_\_

## Detention letter

Dear parent,

I am writing to inform you that \_\_\_\_\_, has been given a detention on this date  
\_\_\_\_\_ at this time \_\_\_\_\_.

The reason(s) for this detention are set out below.

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If you need to see me about this matter, please call the school to make an appointment.

Yours sincerely,

Class teacher name: \_\_\_\_\_

Class teacher signature: \_\_\_\_\_

Date: \_\_\_\_\_

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## Detention letter – return slip

Please return this slip to school to confirm you have received this letter. Thank you.

Name of child: \_\_\_\_\_

Parent name: \_\_\_\_\_

Parent signature: \_\_\_\_\_

Date: \_\_\_\_\_