

## **Bohunt School Behaviour Policy**

### **Contents:**

1. Ethos and aims
2. Home-School Agreement
3. Classroom behaviour
4. Behaviour around the school site
5. Behaviour outside of school
6. Rewards and consequences
7. Recording and monitoring
8. Classroom management strategies / behaviour strategies
9. Pupil support systems
10. Staff development and support
11. Attendance
12. Bullying
13. Liaison with parents
14. Liaison with external agencies
15. Inclusion, exclusion and alternative provision
16. Roles and responsibilities of staff and governors
17. Malicious allegations

### **1. Ethos and Aims:**

Our behaviour policy at Bohunt aims to promote good behaviour and to provide a clear and consistent framework for ensuring consistently good behaviour across the school, supporting both students and staff in achieving this. Young people will not only learn best but also feel most content and confident when they are in a positive atmosphere based on a sense of community and shared values. Our school ethos of 'Enjoy Respect Achieve' is central to everything we do and this is particularly evident in our behaviour policy, which seeks to promote and secure these three core values at every level.

Evidence has shown that schools can have an enormous influence on the behaviours of young people and we not only have a legal duty to provide a positive and supportive environment in which all students can develop and learn (Equality Act 2010) but also a moral obligation to nurture the social, emotional and moral development of our young people. It is the responsibility of ALL staff to maintain a positive environment and to ensure that students are meeting or exceeding the expectations set out in this policy. Staff should consistently and proactively recognise and praise good behaviour (see rewards section) and challenge unacceptable behaviour (see sanctions section) in order to maintain a balanced, fair and positive environment in which students feel safe, supported and accountable.

Our ERA vision is implemented through both curricular and extra-curricular opportunities and it is important that both of these elements are recognised in our behaviour policy/system. Students are encouraged to take a leading/active role in their learning in order to foster increased enjoyment and, therefore, improved motivation and behaviour. Opportunities to achieve, enjoy and feel part of the school community through activities beyond the classroom are also crucial and pastoral, teaching and support staff all have an obligation to promote these and to support students in accessing appropriate opportunities.

The school's physical appearance is closely linked to the attitudes and behaviour of students and it is therefore a priority to promote respect for the environment, with no tolerance for issues such as litter, graffiti or vandalism. Rewards for demonstrating such respect are available, along with

responsibility opportunities, but there are also clear and strict consequences for unacceptable conduct.

As a school, we recognise that our aims and values, as well as consistently positive behaviour from our students, can be most easily achieved through collaboration. Students have the opportunity to directly inform aspects of school rules/policy through systems such as Student Voice and via the student leadership body, giving them an element of democratic influence and an accompanying sense of responsibility and mutual respect. The most effective schools also tend to be those with strong relationships between school and home and, as set out in our home-school agreement, we will endeavour to keep parents well-informed of both positive and negative behaviour, raising awareness at an early stage of behaviour concerns/issues but also celebrating successes and positive behaviour.

## **2. Home-School Agreement:**

The home-school agreement outlines the key responsibilities and expectations of each party and aims to ensure a collaborative approach between parents/carers, students and school. This document represents a contract between home and school and must be signed each year.

Linked Documents: Home-School Agreement

## **3. Classroom Behaviour:**

At Bohunt, we passionately believe that every student has a right to learn and every teacher has the right to teach. It is therefore a minimum expectation that students will attend lessons punctually, be suitably equipped (including handing homework in on time and to a good standard) and that they maintain a positive attitude to learning. This involves applying themselves to the best of their ability, following instructions promptly and fully, focussing on their work, avoiding distracting behaviour, behaving in a safe and sensible manner, respecting property and equipment, engaging fully in the lesson. A student whose behaviour or attitude is unacceptable will receive appropriate sanctions following our clear consequences procedures (see Consequences) but staff will seek opportunities to praise and reward students who consistently demonstrate positive behaviours for learning (see Rewards). All classrooms must make use of a 'consequences board' to facilitate clear and consistent application, communication and logging of a consequences in lessons.

Behaviour during tutor time is subject to the same expectations and rules as any other lesson. Students' use of tutor bases outside of tutor time is subject to the sensible and respectful use of the room and to the faithful observance of school and tutor rules regarding the permitted times and purposes of use.

Homework is set both to extend or consolidate learning and to develop key skills and habits such as time management, self-discipline and independence. Students are expected to hand in homework on time and to an acceptable standard. Where this expectation is not met (without a valid note from home) then a lunchtime faculty detention will be set (one second chance, for first offence only, will be given). If this is missed, an after school will be set. Home should be kept informed of homework concerns so that parents and staff can work together, both to support students with managing their time and to enforce expectations.

Linked documents: ATL categories and information, Rewards and Consequences, Rules about tutor bases (including science labs, wet weather rules, alternative arrangements/options).

## **4. Behaviour around the school site:**

It is important that our school environment is one in which we feel safe, happy and comfortable and in which we can take pride. We therefore do not tolerate littering, graffiti or wilful damage and instead seek to promote a sense of community where everyone shares responsibility for our shared environment. There are both rewards and sanctions linked to such behaviour and these should be consistently and persistently enforced (see Rewards and Community Consequences).

During school hours, students must remain on school site and avoid out of bounds areas. For safety reasons, this is an issue that must be taken extremely seriously. Any student leaving school grounds without first signing out after being granted permission will be truanting and serious sanctions will be incurred. Likewise, students should be challenged if they are wandering the school site during lesson time and any illegitimate absence from or lateness to lessons followed up (see Consequences).

We appreciate that it is helpful for students to have mobile phones with them when they come to school so that they can easily contact parents or carers at the end of the school day if they need to. However, during the school day we feel that any use of mobile phones that is not related to learning (and directed by staff) impedes learning, provides a real distraction and can add to social pressures whilst having a negative impact on students' interaction and involvement with others and with activities. Use of mobile phones and other electronic devices is therefore strictly prohibited around the school site. All such devices, including headphones or earphones, must remain switched off and out of sight at all times. If a student needs to urgently contact someone during the school day, for example a parent or career, they should go to reception to use the school phone. Any student who has their phone out or is seen using their phone at any other time, unless directed to do so by a member of staff, will have the phone (or other device) confiscated (please see Mobile Phone Confiscation). This policy decision has been taken after seeking and considering the views of both parents and staff, as well as considering our wider obligations to promote student welfare and wellbeing.

Taking photographs or videos of others in school, with or without their permission, is completely forbidden and carries heavy consequences, unless the activity is directed by a member of staff. Taking photographs of others without their permission and/or sharing photographs online is illegal as well as against school rules and any such activity may be reported to the police as well as being dealt with in school. The potential dangers of sharing such content are so severe that the response to any such behaviour must also be very serious. The safety of our students is our utmost priority; it is also incumbent on us to instil in them an awareness of the risks and realities of misuse (or misguided use) of the Internet and social media by highlighting and seriously addressing such behaviour.

Our rules regarding smoking, drugs, graffiti and vandalism are firm and non-negotiable. Such serious issues, with their high attendant risk to our young people's health and social well-being, demand an equally serious response in order to safeguard our student body. Students involved in any vandalism or graffiti will receive a fixed term exclusion (see Exclusion). Students involved in smoking (whether actively, by association or in possession of smoking paraphernalia) will receive a C5 consequence in the first instance and a fixed term exclusion for any repeat offence (see Consequences and Exclusion) Students involved in an illegal drugs incident (possession, use independently, use with others (association) or supply) whilst 'in school' will be permanently excluded. It is worth noting that The Psychoactive Substances Act 2016 specifies with regard to some so-called 'legal highs' that it is now a specific 'criminal offence to supply, offer to supply or be in possession with the intent to supply or being concerned in any of this activity...'.

Looking smart is intrinsically linked to our attitude and sense of pride, wellbeing and belonging. Uniform expectations are clear and students not meeting expectations at any time will receive sanctions/consequences accordingly (see Community Consequences) . Students who consistently meet or exceed expectations can be awarded praise or rewards (see Rewards).

Linked Documents: Rewards and Consequences, Attendance policy, Uniform policy, Exclusions (see item 16 below), Mobile Phones.

## 5. **Behaviour outside of school:**

Whilst our interest in our students' wellbeing and our desire to support them extends beyond the school premises and hours, incidents of poor behaviour that occur outside of school will not usually be a matter for the school to address. However, whilst in uniform and on their way to or from school, students are deemed to be representatives of the school and are therefore subject to similar expectations as they would be in school. Where students are found to be bringing the school into disrepute then the school reserves the right to take action.

Our wellbeing team remain committed to providing support for students and their families who have been identified for intervention, including liaising with external agencies where appropriate (see Pupil Support Systems). Where possible, the school is also happy to offer advice and information to parents and carers that may be of help in resolving out-of-school issues.

Any out-of-school behaviour that results in police or other external agency involvement is likely to/will be reported to the school and may therefore have consequences within school if it is deemed that there is a significant risk of the behaviour having an impact on the school experience of the individual(s) concerned or on other students.

Social media use outside of school can often have an impact on relationships and conduct within school. Parents and carers are encouraged to monitor and openly discuss their child/children's social media use and the school has and will continue to provide advice and resources to support this as well as educating and advising students in school about responsible use of the internet. In certain situations, it may be appropriate for pastoral staff in school to provide additional support for students affected by inappropriate use of the internet/social media outside of school, but this is purely discretionary. Where individuals have serious concerns or complaints about online activity or interaction, they are advised to contact the local police.

## 6. **Rewards and Consequences:**

### **Rewards:**

Our school ethos of 'Enjoy, Respect, Achieve' encompasses the belief that we thrive on encouragement and the recognition of effort, achievement and a positive attitude. The motivation to succeed and thus to develop positive behaviours for learning can be greatly increased through positive feedback, praise and rewards. Formal rewards, including ERAs, must be recorded on the school system (see CC Guidance). At Bohunt, students may receive a range of rewards, praise and privileges, both individually and via tutor or house groups.

### **Consequences:**

We want to be positive and to seek every opportunity to reward students. However, sanctions must be applied - and applied consistently - if a student's behaviour does not meet expectations at any point. Each faculty may have additional guidance on the implementation of sanctions (e. g. the logistics of lunchtime and after school detentions) but these **must not replace or contradict** whole-school policy (see Consequences). All consequences beyond C2 must be recorded on the school system (see CC Guidance). Staff must also follow guidance regarding home contact to ensure that our students are fully supported in finding solutions to help them adapt any negative behaviours. Key principles linked to consequences include our student support systems and also the concepts of restorative justice and a 'repair and rebuild' approach.

**Restorative Justice:** In addition to their time spent in Consequences Room or LG Detention, a student must also complete the original consequence for the original member of staff (e.g. Faculty DT). Until they complete this, they risk repeat consequences time or repeat LG DTs.

**Repair and Rebuild:** It is important that negative incidents and negative behaviours are discussed and dealt with before the next lesson to allow for a more positive atmosphere and attitude moving forwards. Where a student has received a serious sanction, such as a faculty after school detention or time in inclusion, targets for future behaviour and choices must be set and monitored

through a subject report card, monitoring report card or PSP. This allows both staff and students to have positive expectations about the next lesson and sets students up to succeed in making better choices in the future.

All classrooms must make use of a 'consequences board' to facilitate clear and consistent application, communication and logging of a consequences in lessons. A copy of the consequences chart should also be displayed in each classroom as a reminder of the basic behaviour policy. Staff will apply this policy consistently, following the steps given for every student, whether in the classroom/tutor base or beyond. In order to foster a sense of community and create a consistent, reliable atmosphere and environment, every member of staff must take full responsibility for applying the behaviour policy and for recording both positive and negative incidents in a timely manner. (It must however be recognised that some individuals may require a more sensitive and differentiated approach based on direct guidance from pastoral leaders or other staff involved in the wellbeing support of the student.)

Linked Documents: Consequences guidance sheet for staff, Consequences display sheet for staff and students, Consequences: Logistics, CC guidance, report cards (subject and pastoral), faculty/departmental guidance, attendance and punctuality policy.

## **7. Recording and monitoring:**

All staff are responsible for recording/monitoring. Records at both individual and whole-school level should facilitate the tracking and monitoring of student behaviour as well as progress in order to support effective intervention and evaluation of student support. It is vital that all staff consistently record information in the appropriate areas and methods, including the use of SIMS, Class Charts, faculty intervention sheets, AC pastoral records and ISPs, PSPs and meeting record sheets.

In order for our students' behaviour to be consistently monitored and rewarded or addressed, it is essential that all staff take responsibility for the accurate and timely recording of both positive and negative incidents. This is a red line for all staff. At Bohunt, we are all part of a team and it is crucial that we work together to deliver consistent and quality performance regarding behaviour and support, including follow-up actions and updates.

Guidance on how to record both positive and negative behaviour incidents is available on the summary documents (see Class Charts Guidance) and whole staff training is also given. If any staff are unsure about how to accurately and effectively record and follow up everything they need to, it is their responsibility to seek clarification from the relevant sources (written guidance, line manager or senior staff).

In addition, staff should ensure that they are monitoring students' behaviour records to the level and extent their role demands. This should include the regular review and evaluation of intervention and impact.

Linked Documents: Class Charts Guidance, Red Lines, PSP, AC House doc

## **8. Classroom management strategies / behaviour strategies:**

In order to ensure the highest-quality learning experience and outcomes for our students across the school, we need to deliver consistently high expectations for behaviour, rewarding and sanctioning in line with whole-school policies at all times. Every classroom must make use of the 'consequences board' for clear and consistent delivery and recording of behaviour expectations (see Consequences). Copies of reward and consequence information should also be clearly displayed in each teaching room.

Staff are responsible for fostering a positive learning environment within their classroom or teaching area and should employ a range of positive behaviour management strategies alongside

the consequences and rewards systems in place across the school. These might include: use of language, use of voice, positioning, 'repair and rebuild' approaches, astute lesson-planning, student-led learning, modelling and praise, closed requests (but not closed questions!), routines, roles and responsibilities, environment (layout and displays) among many others. Our focus should be on promoting good behaviour rather than focussing only on negative behaviour: 'Enjoy, Respect, Achieve'.

Linked Documents: Rewards, Consequences, Display Materials.

## **9. Student support systems:**

Our primary aim as educators is to support our students and to enable them to achieve the best outcomes that they can, both academically and in a wider social and emotional sense. Whilst we are clear and firm on the behaviours we expect from our students and will not tolerate disregard for school rules and expectations, we also recognise that an individual's behaviour is intrinsically linked to their wellbeing and circumstances. Our excellent house system and wider pastoral network ensures that each student is known as an individual and that their progress, behaviour and wellbeing will be monitored to allow for intervention and support wherever it is possible for us to identify a need.

Mental and Emotional Health and Wellbeing: The emotional health and wellbeing of our students is paramount and our pastoral and support systems are designed to both promote awareness and provide individually tailored support for those in need. In addition to our tutors, Achievement Co-ordinators and Senior Achievement Co-ordinators, we also have two welfare officers, two Assistant Headteachers responsible for Wellbeing and a number of internal support staff dedicated to this crucial area of our students' lives and development. We also have access to a number of external support services. The identification and subsequent individualised intervention for such issues is the responsibility of all staff but will, in most cases, be co-ordinated and recorded by ACs. The document 'EHWB Network: Lines of Communication' is available to all staff to ensure consistent and effective practice and referral of concerns.

SEND students: any student identified as having a special educational need or disability will be given personalised support. The SENCO provides overall co-ordination of such provision, including the evaluation of the impact of support and intervention given. All staff are responsible for ensuring they are fully informed about a student's needs and that they actively seek out and follow all relevant guidance and instructions given, including reference to information on Class Charts and Individual Support Plans. Please refer to Support for Learning documentation and/or staff for further details.

Individual Support Plans (ISPs): these documents are prepared for all SEND students. They should be checked by all staff who teach or support a SEND student on a termly basis. They will be monitored and updated by SfL as required but at least annually.

Pastoral Support Plans (PSPs): these documents are intended to assist pastoral staff at all levels with the recording, monitoring and (most importantly) evaluating of supportive intervention beyond a certain level. In this way, they aim to promote engagement and positive behaviour for learning, as well as supporting EHWB needs. A PSP may be used as evidence for requesting further intervention or consequences, including to support referral to additional external agencies or to demonstrate a need for alternative provision or exclusion. For most pastoral intervention, ACs will keep records in their AC Googledoc log (ACs House record). This may be supported by individual logs/records from internal support services such as ELSA. A PSP should be triggered by any of the following: serious M&EHWB concern, student receives a fixed-term exclusion, student receives two inclusions within a term, two parent/carer meetings required, behaviour contract extended, adapted or reintroduced beyond the review date.

Linked Documents: House Staffing, EHWB Network: Lines of Communication (NMT), EHWB: Roles and Responsibilities, Intervention List (internal and external), Intervention Records (Welfare Officers, ELSA, Exam Stress Tracker) ISP pro forma (STR), PSP pro forma (NMT), behaviour contract example, ACs House Record document, Strategies for Support Googledocs (by house), SfL policy/info (STR), Class Charts linked information.

## 10. **Staff Development and Support**

As a school, we are committed to providing ongoing support for our staff, in the form of both CPD opportunities and staff welfare provision. We undertake to provide training and support for staff in the delivery of our behaviour policy and supporting processes. Consistency is vital in creating and sustaining the positive learning environment and expectations that we aim to deliver and it is therefore important that information is clearly shared, easily accessible and that further guidance can be sought.

CPD provision is tailored to meet individual or group needs and areas of interest wherever possible and performance management systems actively encourage staff to identify and share ambitions and requests for additional support or further training.

Staff welfare is an important part of our vision for a positive and effective school community and environment. Appointing two AHTs with responsibility for wellbeing has built our capacity to support staff from an EHWB perspective and to consult staff through the forum of Staff Voice to further explore areas of need.

Linked Documents: Staff Wellbeing Summary (working doc.), CPD programme.

## 11. **Attendance and Punctuality**

The Governors and staff recognise that the maximising of good attendance is essential if students are to take full advantage of opportunities at Bohunt School. The co-operation of all concerned, including parents/carers as well as school staff, is vital to ensure full attendance and good punctual timekeeping. By sustaining a culture in which full attendance and punctuality is the norm, the school will demonstrate to students, parents/carers and staff the value placed by the school on full attendance and punctuality and encourage children to gain the full benefit from their secondary education. Emphasis on attendance and punctuality also demonstrates the school's concern for individual children by contacting parents/carers to enquire about any unexplained absence. Full details, including legal obligations, can be found in the Attendance Policy.

Linked Documents: Attendance policy, Attendance 'Key Steps' materials. NB: Proposal for 'attendance strategy' to be brought to LG on 05.12.16)

## 12. **Bullying**

The Department for Education (DfE) defines bullying as: "Behaviour by an individual or group, usually repeated over a period of time, that intentionally hurts another individual or group either physically or emotionally". Bullying will not be tolerated at Bohunt School and is seen as the misuse of power. The school community has a duty to protect all its members and provide a safe, healthy environment.

As a school we take bullying seriously. Pupils and parents should be assured that they will be supported when bullying is reported. (See Anti-Bullying Policy). We recognise that bullying can take many forms, including physical, emotional and cyber. We are committed to investigating and challenging all types of bullying, as well as providing education to help prevent bullying.

All staff, students and parents have a responsibility to report incidents of bullying to enable the school to take action in accordance with our policy.

Linked Documents: Anti-bullying policy (NPY), Consequences.

### **13. Liaison with Parents**

In order to best support and encourage our students to develop positive behaviours, we will endeavour to communicate with parents/carers clearly and in a timely manner. This not only means involving parents where any serious behavioural concerns or patterns are identified (see Consequences) but also involves seeking opportunities to feedback positive news (see Rewards).

Key reminders and information regarding expectations of an ongoing nature will be communicated via the Bohunt Bulletin and the school website, where information and guidance for supporting students at home will also be given. We recognise that where home and school work together and take advantage of opportunities to collaborate, students have a much greater chance of success on all levels.

Linked Documents: Rewards, Consequences, Home-School Agreement.

### **14. Liaison with External Agencies**

Bohunt is committed to liaising with the appropriate external services to support access to and provision of relevant advice, support and guidance. Examples include: Children's Services, The Police, Relateen, EP, SDAS, The Linden Centre. Our welfare team has access to a comprehensive list.

Linked Documents: Interventions List (External)

### **15. Inclusion, Exclusion and Alternative Provision**

Only the Headteacher or Head of School can exclude a pupil and this must be on disciplinary grounds. A student may be excluded for one or more fixed periods (up to a maximum of 45 school days in a single year), or permanently. A fixed period exclusion does not have to be for a continuous period. In exceptional circumstances, usually where further evidence has come to light, a fixed-term exclusion may be extended or converted to a permanent exclusion. Students must not be excluded for non-disciplinary reasons such as the actions of his/her parents or his/her academic ability.

Decisions regarding exclusion will not be taken lightly. A student will only be excluded when he/she has breached the school's behaviour policy seriously or persistently, and/or where allowing him/her to remain in school would harm the education or welfare of the student or that of others in the school.

When deciding whether to exclude a pupil, headteachers must consider the school's responsibilities under the Equality Act 2010. Pupils with education, health and care plans or statements of special educational needs (SEN) are especially vulnerable to the impact of exclusion, and headteachers should aim to avoid permanently excluding them.

Behaviour which is likely to lead to a fixed-term exclusion could include:

- Not following senior staff instructions
- Persistent disruption of learning
- Failure to respond to or engage with previous interventions
- Smoking

- Alcohol
- Fighting
- Vandalism
- Verbal abuse of staff

**Students involved in a drugs incident (possession, use independently, use with others, or supply), whilst 'in school' or school uniform will be permanently excluded.**

Following any fixed-term exclusion a students and their parent/carer will be required to attend a reintegration meeting with senior pastoral staff and/or leadership staff. The purpose of this is twofold: firstly, to address the incident fully and ensure that the student has had time to reflect on the poor choices that led to the exclusion being given; secondly, to complete a Pastoral Support Plan that will help the student to reintegrate into the school community with a positive focus and clear targets, supported by both school and home.

### **16. Roles and Responsibilities of Governors**

Bohunt School Governors have an important role to play in monitoring the school's application of its policies. Any exclusion is discussed at governors' meetings with a statutory report from the disciplinary committee. The governors have a responsibility to question the Head Teacher on the steps taken to address behaviour in each case. A yearly report on inclusion and exclusion data is also produced and reviewed.

### **17. Malicious Allegations:**

All complaints to the school regarding staff are taken seriously and will be investigated as per the complaints policy.

Linked Documents: Complaints Policy