



**BEHAVIOUR<sup>[AM1]</sup> MANAGEMENT POLICY**

**STATUTORY POLICY – REQUIRED ON THE WEBSITE**

<b>Version and Date</b>		<b>Action/Notes</b>
1.0	March 2018	Edits and updates
2.0	March 2019	Revisions and clarifications made for both schools
3.0	March 2020	Revisions and clarifications made for both schools
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Policy Reviewed:	April 2022 by Alison Mottram
Policy Review Frequency:	Annually
Next Review:	April 2023

Signature of Chair / Vice-Chair of Local Governing Body:



## The Principles

In January 2016, The DfE published the 'Behaviour and discipline in schools' guidance document, which is an overview of the powers and duties of school staff, in regards to maintaining good behaviour amongst pupils. The guidance is designed to advise schools that are developing a behaviour policy.

This policy has been designed to cover all the aspects which should be addressed by an effective and comprehensive Behaviour Policy. This policy is compliant with the following legislation, including, but not limited to the:

- Education Act 2011
- School Standards and Framework Act 1998
- Education and Inspections Act 2006
- Equality Act 2010
- Schools (Specification and Disposal of Articles) Regulations 2012
- School Behaviour (Determination and Publicising of Measures in Academies) Regulations 2012

Ashton on Mersey's Sixth Form also adheres to this local behaviour policy and the details outlined within it. There are some variations regarding Sixth Form rewards and sanctions system but all other themes and processes are followed by the Sixth Form staff and students. Further details of the Sixth Form behaviour management can be found in their Code of Conduct booklet.

The Local Governing Body of the WTLP believes that in order to enable effective teaching and learning to take place, outstanding behaviour, respect and self-discipline in all aspects of school life are necessary. It seeks to create a caring, learning environment in the school by:

- upholding the school mission statement
- promoting outstanding behaviour, respect and discipline amongst the whole school community
- promoting self-esteem, self-discipline, proper regard for authority and positive relationships based on mutual respect
- ensuring that pupils are taught and appreciate the benefits of good behaviour
- ensuring fairness of treatment for all
- encouraging consistency of response to both positive and negative behaviour by ensuring that staff are encouraged and supported to develop their skills in behaviour management
- promoting early intervention
- providing a safe environment free from disruption, violence, bullying and any form of harassment
- encouraging a positive relationship with parents and carers so that there is a shared approach and a mutual respect for the implementation of the school's policy and associated procedures
- encouraging staff to seek opportunities to praise all pupils in their care

The aim of this policy is to ensure that the school offers a safe, happy and caring environment in which all pupils have the opportunity to achieve the very highest standards and outcomes. A calm school, in which pupils behave well and show respect and consideration for others, will create the right environment for all pupils to be socially and academically successful.

Staff have the power to discipline and impose reasonable sanctions (for example, confiscation of items and detention) for pupils whose behaviour contravenes school rules.

The power to discipline and impose reasonable sanctions also extends to events that occur outside of the school grounds and calendar. Parental consent is not required for the issuing of detention however the school will endeavour to inform parents where possible.

In addition, staff can search pupils, with their consent for any item that is banned by the school rules. The Headteacher and other authorised staff have the power to search pupils or their possessions, **without consent**, where they suspect the pupil has a prohibited item for example: knives, weapons, alcohol, illegal drugs, non-prescribed drugs, unauthorised substances, stolen items, tobacco, e-cigarettes, 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; any other item which is banned under the school's guidelines. Staff who are authorised by the Headteacher may use such force as is reasonable when searching a pupil without consent for prohibited items (*Searching, screening and confiscation – advice for Headteachers, school staff and governing bodies DfE February 2014*). The Headteacher, or any member of staff who has been given delegated responsibility by the Headteacher, will decide when, or if, an item is returned. The school is protected from liability for damage to, or the loss of, any confiscated item.

In addition to prohibited items, the following items are banned from the school premises (unless authorised in advance by the Headteacher): jewellery, mobile phones, electronic devices<sup>[AM2]</sup>, smart watches eg: I-watches, laser pens or items which may



lead to the disruption of learning or may compromise the safety of others. Items which are confiscated will be held securely however the school is not responsible for any loss or damage to items which are banned from the school premises[FM3].

Carbonated drinks and energy drinks are not allowed on the school site.

All staff have the power to use reasonable force to prevent pupils committing an offence, injuring themselves or others, or damaging property, and to maintain good order and discipline in the classroom.

### **Roles and responsibilities**

The Local Governing Body has established, in consultation with the Headteacher, leadership team and staff, the policy for the promotion of outstanding behaviour. The policy is communicated to pupils, parents/carers and staff via the website and is non-discriminatory in line with the legal responsibilities of the Equality Act 2010. Governors support the school in maintaining high standards of behaviour.

The Headteacher is responsible for the implementation and day-to-day management of the policy and procedures. Support for staff faced with challenging behaviour is also an important responsibility of the Headteacher and SLT.

Staff (including teachers, support staff and volunteers) are responsible for ensuring that the policy and procedures are followed, and consistently and fairly applied. Mutual support amongst all staff in the implementation of the policy is essential. Staff have a key role in advising the Headteacher on the effectiveness of the policy and procedures. They also have responsibility, with the support of the Headteacher, for creating a high-quality learning environment, teaching good behaviour and implementing the agreed policy and procedures consistently. Reasonable adjustments must and will be made dependent upon an individual's specific learning needs in regards to SEND issues and social/emotional issues.

The Local Governing Body, Headteacher and staff ensure that there is no differential application of the policy and procedures on any grounds, particularly ethnic or national origin, culture, religion, gender, disability or sexuality. They will ensure that the concerns of pupils are listened to and appropriately addressed. Consideration will also be made as to whether the misbehaviour is due to the pupil experiencing significant risk or suffering harm. If this has been established then appropriate support will be provided including, where appropriate, support from external agencies.

Parents and carers will be expected to take responsibility for the behaviour of their child both inside and outside school. They are encouraged to work in partnership with the school to assist in maintaining high standards of behaviour and have the opportunity to raise with the school any issues arising from the operation of the policy.

Pupils are expected to take responsibility for their own behaviour and are made fully aware of the school policy, procedure and expectations as published in the pupil planner. Pupils also have a responsibility to ensure that incidents of disruption, violence, bullying and any form of harassment are reported either verbally or through written communication with key members of staff. This responsibility should extend outside of the school premises and into the local and wider communities.

Any pupil who is found to have made malicious accusations against school staff will result in a meeting between the parent/carers, the Headteacher and a governor panel before a decision is made about the pupil's future at the school.

### **Procedures**

The procedures arising from this policy have been developed by the Headteacher in consultation with the staff. The procedures make clear to the pupils how acceptable standards of behaviour can be achieved and have a clear rationale that is made explicit to staff, pupils and parents/carers. The procedures are consistently and fairly applied and promote the idea of personal responsibility and that every member of the school has a responsibility towards the whole community.

A wide variety of communication is utilised in order to promote and monitor behaviour. These include assemblies, form periods, lesson monitoring reports, staff briefings, the Headteacher's weekly newsletter, school prospectus, anti-bullying ambassadors, pupil planners etc.

### **Code of Conduct**

Pupils should:

- be polite and courteous towards adults and pupils. 'Please' and 'Thank you' should be used where appropriate.
- wear full school uniform and wear it appropriately. For example: shirts must be tucked into trousers and skirts must not be rolled to make them shorter.

Pupil appearance should be appropriate for school for example haircuts should be no shorter than a number 2, lines should not be shaved into hair or eyebrows and hair should not be dyed an unnatural colour. Pupils should be free of make-up (including clear and coloured nail varnish) and jewellery (other than a watch).



- respect the school buildings, equipment and facilities.
- respect other people (staff, pupils and visitors) and their belongings.
- move quietly and sensibly around school
- arrive promptly for school and for each lesson
- have the correct equipment for each lesson (eg: PE kit, pen, pencil ruler etc.)

## Health and Safety

Pupils must:

- not use, supply or have about their person any illegal drug, legal highs, non-prescribed drugs or unauthorised substances – this is strictly forbidden and will normally mean automatic permanent exclusion
- not use cigarettes, e-cigarettes, alcohol, non-prescribed drugs or unauthorised substances on the way to, from and while on the school premises – failure to observe this instruction may lead to a fixed term exclusion
- not be under the influence of any mind-altering substance
- not interfere with any school equipment (including fire alarms)
- not bring on to the school site any dangerous articles (including knives, fireworks, and any sort of firearm or harmful chemical)
- not climb on to any school buildings or into private premises near the school
- not graffiti the school in any way<sup>[AM4]</sup> or wilfully damage school property
- deposit rubbish in the refuse containers placed round the school site and not litter the school or local community eg: in gardens and public footpaths near the school
- not leave the school site without permission from the Head of Year or a member of the Senior Leadership Team.  
Note: knives, weapons, and extreme or child pornography will be forwarded to the police.

## Rewards

A school ethos of encouragement is central to the promotion of outstanding behaviour; rewards are one means of achieving this. They have a motivational role in helping pupils to realise that good behaviour is valued. Integral to the system of rewards is an emphasis on praise both formal and informal to individuals and groups of pupils. Rewards are accessible to all pupils and are varied in type, ranging from simple verbal praise to rewards day activities. For Ashton on Mersey School there is the *Dollar Reward* system in place and for Broadoak School *Points make Prizes* system (*Appendix 1*).

High profile Presentation Evenings are used to celebrate the achievement of our pupils as are the Headteacher Star of the Week awards.

## Sanctions

The policy is to operate the normal school sanctions including detentions after school and at lunchtime.

Sanctions include, but are not limited to, the following:

- verbal reprimands
- extra work, or being instructed to repeat unsatisfactory work
- written tasks
- loss of privileges
- missing break time or lunchtime (pupils will still be provided with lunch and will have access to toilet facilities) · detentions
- confiscation of items
- school-based community services
- behaviour monitoring
- early morning reporting
- temporary internal exclusions (isolation)
- Suspensions
- managed move to a partner secondary school
- referral to the Pupil Referral Unit
- permanent exclusion

Pupils who blatantly disregard the code of behaviour expected of them, or behave in an anti-social manner, may be temporarily or permanently excluded from the school in accordance with the procedure ratified by the Local Governing Body. In such cases, parents would be kept fully informed and involved. Alternatively, pupils may be transferred to a partner school for a short period of time. If behaviour continues to be a concern a placement at Trafford High (Pupil Referral Unit) school will be considered.



## Bullying

Whilst there is no legal definition of 'bullying', it is usually defined as behaviour that is:

repeated

- intended to hurt someone either physically or emotionally
- often aimed at certain groups, for example because of race, religion, gender or sexual orientation and the school takes any incidents of bullying seriously.

Bullying can take many forms and can include:

- physical assault
- teasing
- making threats
- name calling
- cyberbullying - bullying via mobile phone or online (for example email, social networks and instant messenger)

The school will work with both the victim of bullying and their parents/carers to ensure that they are listened to and supported so that the pupil feels safe both in school and in the community, and so that they can flourish academically and socially. The perpetrator of the bullying will also be listened to but will face a punishment that reflects the seriousness of the incident. The school will also challenge and support the pupil and their parents/carers so that they can reflect upon their behaviour and the impact they have had upon the person they have bullied. They will also be guided and supported in order to make amends for their behaviour and to change their behaviour for the future. A pupil refusing to engage in the support that is being offered by the school and/or a pupil who repeatedly engages in bullying is at risk of permanent exclusion from the school.

A serious view is taken of any anti-social behaviour committed by our pupils on the way to or from school. Pupils are expected to remain on the premises during lunchtime. We believe that the standards of behaviour expected in school are exactly those that are expected by parents in their homes. We firmly believe that a strong partnership forged between parents and teachers can overcome most behavioural problems. **We expect decisions made in school to receive full parental support.**

The basis of our discipline is through providing interesting and constructive activities in school supported by praise. In most cases this prevents poor behaviour. However, where the standards expected are not achieved sanctions are in place which the schools apply and which are characterised by clarity of why the sanction is being applied, in addition to what changes in behaviour are required to avoid future sanctions. There is a clear distinction between the sanctions applied for minor and major offences (*Appendix 2*). A consistent approach to sanctions, in terms of a clear distinction between those applied for minor and major offences, is ensured through members of staff responsible for their implementation working from the same guide and principles.

In the case of a pupil deliberately inventing or making a malicious allegation, the headteacher will consider acting in accordance with the Behavioural Policy or whether the police should be asked to consider if action may be appropriate against the child, parent or member of the community responsible. The school will not tolerate the victimisation, bullying or harassment of staff from pupils, parents or the wider school community.

## Training

The Local Governing Body ensures that appropriate high-quality training on all aspects of behaviour management is provided to support the implementation of the policy.

## Physical restraint

The school is committed to using positive behaviour management strategies to help our pupils to learn how to behave appropriately. These strategies for the overwhelming majority of situations are sufficient, but there may be occasions when further interventions are required.

For the purpose of this policy, physical restraint is defined as an incident when a staff member prevents or restricts a pupil's movement against their will. A staff member can include any member of school staff, a volunteer, or any other person who is temporarily in charge with the authorisation of the headteacher.

On the rare occasion that physical intervention or restraint of any form is required, the school follows the following principles:

- restraint is only ever used as a last resort when every other approach has been tried
- restraint will only be used when a pupil poses a danger to themselves or to others, or they are damaging property on or off site
- minimal force required will be used
- best practice would include staff that are trained in the correct use of physical restraint.



When considering the use of physical restraint, staff members must take adequate measures to protect all pupils in their care from risk of harm or injury where there is a foreseeable risk. Staff members have a duty to provide the same standard of care as is expected of a parent. A staff member should decide at the time of the incident whether they should physically intervene.

Physical restraint may include, but is not limited to, the following:

- guiding a pupil by the arm to remove them from the room
- blocking a pupil's path
- standing between pupils to prevent movement
- holding a pupil to prevent a physical confrontation
- holding a pupil on the floor – a pupil must only be held on the floor in extreme circumstances

Physical restraint may be used:

- when there is good reason to believe a pupil is putting themselves or others in a position of danger.
- to prevent a pupil from leaving the classroom if there is a risk of danger if they do so.
- to prevent an attack on a member of staff or another pupil.
- to stop a fight between pupils.
- there may be cause to use physical restraint on any pupil, of any gender or age.

Teachers are permitted to use force when searching for the following items:

- Knives and weapons
- Alcohol
- Illegal or non-prescribed drugs
- Stolen items
- Tobacco and cigarette papers
- Fireworks
- Pornographic images
- Unauthorised substances
- Any item which has been used to commit an offence

The school will inform parents if restraint or force of any kind has been used on their child and the circumstances leading up to the physical restraint or use of force. A meeting will be arranged with parents to discuss the incident and any further support and action that will be taken.

Records will be kept in an appropriate file if restraint has been used. The records will give details of the de-escalation methods attempted and the subsequent amount of physical restraint used.

If a pupil has been identified as having behaviour that may require physical intervention, this will be planned for in consultation with the parents where possible.

Physical restraint will not be used:

- to enforce the school's own rules.
- to search for prohibited items, such as weapons and knives, unless there is good reason to assume the pupil is carrying such items.
- to prevent a pupil from leaving the classroom if they are not at risk by doing so.
- as a punishment.

The DfE's explanation of what is considered 'reasonable' force, is that which is proportionate to the circumstances, i.e. no more force is used than is needed to achieve the particular result relating to the circumstances. This means that what is considered reasonable will depend upon the circumstances of the case.

At times, it may be necessary to have physical contact with pupils – this might include:

- support for a pupil in distress.
- demonstrating a PE position.
- administering first aid.



- demonstrating actions during drama lessons.
- demonstrating the playing of a musical instrument.

### **Interrelationship with other school policies**

In order for the behaviour policy to be effective, a clear relationship with other school policies, particularly: Equality Policy, Special Educational Needs Policy, Anti-bullying Policy and the Acceptable Use Policy has been established.

### **Involvement of outside agencies**

The school works effectively with external agencies. It seeks appropriate support from them to ensure that the needs of pupils are met by utilising the range of external support available.

### **Review**

The Headteacher, in consultation with the staff, undertakes systematic monitoring and conducts regular reviews of behaviour management in order to evaluate that it is effective, fair and consistent. The Headteacher keeps the Local Governing Body informed of any amendments to the policy.

The Local Governing Body regularly reviews this policy and associated procedures, to ensure its continuing appropriateness and effectiveness. The review takes place in consultation with the Headteacher, staff and parents/carers.



## Appendix 1

### Rewards

Good work and attitude are rewarded through both the *Dollar* system (Ashton on Mersey), the *Points make Prizes* system and Employability Skills systems (Broadoak) and through the awarding of certificates and prizes. A conscious effort is made by all our staff to recognise individual achievement and to suitably reward good behaviour and attendance.

Rewards are issued for a range of different reasons, for example:

- Having a positive attitude to learning
- Completing work to a high standard
- Demonstrating learning resilience
- Having an improvement in manners, uniform, punctuality
- Producing an outstanding project/coursework/essay/piece of work
- Doing something positive and proactive in the community
- An outstanding achievement
- Excellent attendance and punctuality

Other rewards might include:

- Stars of the Week
- Praise Postcards
- Letters of commendation
- Badges at subject level
- Rewards trips and visits
- Pupil of the month



## Appendix 2

### Sanctions

In accordance with our Home School Agreement parents will always be kept informed of serious and other regular patterns of misbehaviour.

A. Sanctions taken against those pupils who commit minor acts of misbehaviour

- Verbal warning
- Placing the pupil on report (often used as an incentive rather than 'punishment')
- Detentions which could be at break, lunchtimes or after school
- Temporary suspension/withdrawal from certain classes

B. Sanctions taken against those pupils who commit serious acts of anti-social behaviour Examples of conduct which may lead to a fixed[AM5] term suspension, internal exclusion (isolation) or transfer to partner school:

- Fighting
- Bullying – physical or verbal abuse, cyber bullying, including teasing at the expense of another pupil
- Wilful vandalism – to school property or property of a pupil or member of staff including deliberately setting off the fire alarm
- Theft – of any property of pupils, staff or school
- Persistent defiance – ongoing failure to follow instruction
- Repeated Disruptive Behaviour – which leads to the teacher having to spend a disproportionate amount of time with one pupil at the expense of others
- Racist or homophobic comments directed at pupils or staff

C. Examples of misbehaviour that may lead to immediate permanent exclusion:

- One or more of the previous incidents which is deemed premeditated or deliberate or ignoring direct instructions to stop repeating the behaviour
- One or more of the previous incidents after a fixed term exclusion
- When a pupil is in breach of a 'contract' which has been approved by the pupil's parents
- Deliberate and unprovoked physical attacks or assault on a member of staff or another pupils
- Use or distribution of alcohol, illegal drugs or illegal substances on school premises
- On an occasion when any one act of misbehaviour is deemed to be too serious to be dealt with by any other sanction



## **Appendix - 3**

### **Home School Agreement**

The School Standards and Framework Act 1998 requires all schools to adopt a Home School Agreement.

The agreement is not a contract – it is intended to be a statement of the mutual responsibilities of parents, pupils and teachers. Parents play a crucial role in the partnership of learning.

We wish to establish an effective, constructive and supportive partnership with all our pupils and their families. This Home School Agreement is a summary of the partnership which we wish to create and to support the expectations we have of each other.

The Home School Agreement incorporates

- the school's aims and values
- the school's responsibilities towards its pupils
- the responsibilities of each pupil's parents / carers
- what the school expects of its pupils
- mutual respect and politeness in communication

You will find two copies of this agreement on the following pages. Parents/carers and pupils are requested to read and sign both copies of the agreement, one copy will remain in the planner for your future reference, the other will be retained in school.

We would like to think that all our parents/carers will feel happy to sign the agreement but should you have any questions please contact the school.