



BEHAVIOUR POLICY

**Deanery Church of England High School
& 6th Form College**

June 2019

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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 the **expectations of impeccable behaviour**
- 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](#)
- 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
- It is also based on the [special educational needs and disability \(SEND\) code of practice](#).

3. Definitions

As a Church of England High School, our Behaviour Policy is based on Christian values; those values which originate in the life, death, teaching and resurrection of Jesus Christ.

This policy supports the school aim that we provide an education in body, mind and spirit which enables all members of our school community to flourish (Psalm 92:13) and experience 'life in its fullness' (John 10:10). In doing so, we recognise that all of humanity is created in the image of God (Genesis 1:27)

- **Hope** – trusting the loving purposes of God as reflected in the life of Christ, and bringing that hope to others
- Reconciling **Compassion** and **Justice**
- Demonstrating **Integrity** and **Grace** when dealing with difficult situations
- Showing **Wisdom** when things go wrong and allowing for fresh starts (**Forgiveness, Peace** and **Reconciliation**)
- **Courage** – conviction and determination to do the right thing for pupils and the school

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
- Inappropriate language to adults
- Smoking or smoking by association – including vaping
- Racist, sexist, homophobic, transphobic or discriminatory behaviour of any nature

- Possession of any prohibited items. These are:
 - Knives or weapons
 - Alcohol
 - Illegal drugs
 - Stolen items
 - Tobacco and cigarette papers, Vaporisers & Electronic Cigarettes
 - Fireworks
 - Pornographic images or video
 - Any article that an adult 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 school's approach to preventing and addressing bullying are set out in our anti-bullying policy including;

- *How pupils, parents and staff can report incidents of bullying*
- *How the school investigates allegations of bullying*
- *Sanction procedures, making reference to section 7 of this policy where applicable*
- *How the school supports pupils who have been bullied, and those vulnerable to bullying*
- *Whole-school proactive strategies to prevent bullying*
- *How the school trains staff and governors in preventing and handling bullying*

5. Roles and responsibilities

5.1 The Governing Body

The Governing Body 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 Governing Body.

The Headteacher will ensure that The Deanery Church of England High School and Sixth Form College encourages positive behaviour and that adults 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
- Implementing the 'culture and routines' at Deanery
- Implement Teaching and Learning strategies aimed to support behaviour for learning such as the 'silent settler'
- Modelling positive behaviour
- Providing a personalised approach to the specific behavioural needs of particular pupils
- Recording behaviour incidents
- The Senior Leadership Team will support staff in responding to behaviour incidents.
- The Senior Leadership Team will be present at key points in the school day to support and model culture

5.4 Parents

Parents are expected to:

- Support their child in adhering to the Pupil Code of Conduct
- Sign and support fully the Home-School Agreement
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the Head of Year promptly
- Attend Parents' Evenings and other meetings to support their child's behaviour and progress

6. Pupil Code of Conduct

Pupils are expected to:

- Arrive on time at 8.40am and enter school via the student entrance
- Dress in full school uniform without makeup or jewellery
- Attend prepared for learning with all equipment
- Arrive on time for lessons and wait calmly and quietly to be asked to enter
- Do not refuse a '**reasonable request**' from any adult within the school community
- Remove outdoor coats in lessons
- Use the one-way system when moving around school sensibly and quietly
- Treat adults and peers with respect and kindness
- No physical contact
- Look after the school building
- Maintain the school's reputation within the local community
- Ask the teacher for permission to remove blazers or jumpers in lessons
- Show good manners and politeness to all members of the school community including 'please' and 'thank you'

7. Rewards and sanctions

7.1 List of rewards and sanctions

Positive behaviour will be rewarded with:

- Praise and recognition
- Achievement points
- Letters or phone calls home to parents
- Special responsibilities/privileges
- Attendance on rewards trips

- Positive postcards

The school may use one or more of the following sanctions in response to unacceptable behaviour:

- A verbal warning
- Timeout of lesson to calm down
- Teacher detentions at break or lunchtime, or after school
- Faculty detentions
- School detentions on a Wednesday afternoon
- SLT detentions on a Friday afternoon
- Students to be placed on report
- Letters or phone calls home to parents
- Removal to Room to Improve for a period of time
- Attending Twilight School from 1-5pm
- Fixed Term Exclusion
- Permanent Exclusion

Permanent exclusion

Permanent exclusion is an extremely severe sanction and is issued as a last resort. The Deanery Church of England High School tries to avoid permanent exclusions wherever possible. A permanent exclusion may be issued for:

- Persistent disruption and defiance, including bullying (which would include racist or homophobic/transphobic bullying). This would be following the use of a wide range of other strategies and is an acknowledgment that all available strategies have been exhausted and is used.
- An offence which is not listed but is, in the opinion of the Headteacher, so serious that it will have a detrimental effect on the discipline and well-being of the school community.
- A one off serious offence, which might include
 - Serious actual or threatened physical assault against another student or a member of staff
 - Supplying, possession and/or use of an illegal drug or associated paraphernalia on school premises
 - Sexual abuse or assault
 - Carrying an offensive weapon: offensive weapons include any knife or bladed instrument irrespective of length. In addition to knives, axes, BB guns, air guns, GATT guns, catapults, slings etc., will also be deemed to be offensive weapons. Other types of offensive weapons will include lengths of pipe, bats, other blunt instruments, or items judged by the Headteacher to be carried with the intention to inflict injury on another individual.
 - Making a malicious serious false accusation against a member of staff
 - Potentially placing students, staff and members of the public in significant danger or at risk of significant harm
 - Arson
 - Criminal offences committed on the School site, whilst representing the School or whilst on the way to or from the School.

7.2 Off-site behaviour

Sanctions may be applied where a pupil has misbehaved off-site when representing the school, such as on a school trip or on the bus on the way to or from school or when their behaviour affects the positive reputation of The Deanery Church of England High School and Sixth Form College.

7.3 Malicious allegations

Where a pupil makes an accusation against a member of staff and that accusation is shown to have been malicious, the Headteacher will discipline the pupil in accordance with this policy.

Please refer to our Safeguarding Policy and our Statement of Procedures for Dealing with Allegations of Abuse against Adults for more information on responding to allegations of abuse.

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

8. Behaviour management

8.1 Routines

Morning Routines

- ✓ Positive start to the day
- ✓ Smile
- ✓ SLT and Pastoral staff greet students at the student entrance
- ✓ Greet pupils verbally and insist upon a greeting in return
- ✓ Ensure that students are in full uniform
- ✓ Mobile phones are to be switched off and in school bags by 8.45am
- ✓ Follow the form period schedule of worship and planned activities
- ✓ Take the register within the first five minutes of form period and subsequent lessons
- ✓ Assembly – meet students in the canteen, ensure that they are calm and orderly before escorting them to Hutchinson Hall and sitting with form groups

Movement around School

- ✓ Step out of classroom between lessons and facilitate calm and orderly movement around the one-way system
- ✓ Greet pupils at the door to your class
- ✓ Time lessons to finish slightly before the bell and ensure that students leave your class on the bell and in an orderly fashion
- ✓ Ensure that students remove their coats upon entry to your classroom
- ✓ Check any sixth form students' lanyards
- ✓ Do not walk past any infringements to the school rules – you will be supported by SLT

In-class routines

- ✓ Ensure that students line up where it is possible
- ✓ Greet students positively at the door – opportunity to build relationships
- ✓ If your class are arriving at different times, then get them into the classroom and started
- ✓ Ensure that you direct a data rich seating plan and that it is used to inform your planning
- ✓ Ensure that pupils remove their coats upon entry
- ✓ Begin ALL lessons with a 5-minute silent settler set by simple instructions on the board. IT is important that the Teacher not to give verbal instructions during the silent settler
- ✓ Ensure that all students get their required equipment out for the lesson at the start
- ✓ Take the register within the first five minutes of the lesson
- ✓ Ensure that pupils ask permission to remove their blazer
- ✓ Pupils may drink water from a clear bottle during a lesson at the discretion of staff (apart from in Science, Technology and ICT)
- ✓ DO NOT allow pupils to go to the toilet during a lesson unless they have a toilet pass from pastoral
- ✓ Pupils must not be allowed to leave a classroom to visit pastoral, fill up their water bottle or see any other member of staff that has not been tagged on SIMS and arranged prior to the lesson
- ✓ Do not allow pupils to shout out – hands up to ask a question
- ✓ Questioning within a lesson should be predominantly teacher directed, therefore, no hands up
- ✓ Use the signal for silence to gain attention (one hand held in the air with all students to copy in silence)
- ✓ Give students a grade for their lesson effort and behaviour (1 – outstanding, 2 - Met Expectations, 3 - Below Expectations)

Lunchtime and break time routines

- ✓ Ensure that you arrive promptly to your duty point and wear your Hi-visibility vest
- ✓ Ensure that students stay within their own allocated zones on the yard
- ✓ Do not allow students to litter
- ✓ Do not walk past any infringements to the school rules – you will be supported by SLT
- ✓ Ensure that students queue in the canteen patiently
- ✓ Ensure that students use their manners when ordering their food and correct poor manners
- ✓ Do not allow students upstairs without a pass from the relevant member of staff holding a club
- ✓ HOY staff to position themselves on the yard attached to their year group
- ✓ Begin to clear the outdoor spaces especially the AstroTurf with five minutes of break to spare so that lessons can start on time

Dismissal and Leaving School

- ✓ Chairs up on desk at the end of Period 5

- ✓ Check uniform and jewelry are still in keeping with the school policy
- ✓ Have students stand behind their chairs before dismissal
- ✓ Teacher to control an orderly dismissal
- ✓ Say Goodbye and expect a response
- ✓ Leave school quietly and calmly
- ✓ Staff on gate duty ensure that students are polite and mindful of the public on pavements

8.2 Physical restraint

In some circumstances, staff may use reasonable force to restrain a pupil to prevent them:

- Causing disorder
- Hurting themselves or others
- Damaging property

Incidents of physical restraint must:

- Always be used as a last resort
- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Be recorded and reported to parents

8.3 Confiscation

Any prohibited items (listed in section 3) found in pupils' possession will be confiscated. These items will not be returned to pupils.

We will also confiscate any item which is harmful or detrimental to school discipline such as mobile phones. These items will be returned to pupils at the end of the week from the main school office or if parents come to collect themselves.

Searching and screening pupils is conducted in line with the DfE's [latest guidance on searching, screening and confiscation](#).

8.4 Pupil support

The school recognises its legal duty under the Equality Act 2010 to prevent pupils with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour may be differentiated to cater to the needs of the pupil.

The school's Special Educational Needs Co-ordinator will evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

Where necessary, support and advice will also be sought from specialist teachers from the Wigan TESS Service, 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.

9. Pupil transition

To ensure a smooth transition to the next year, pupils have transition sessions with their new teacher(s). In addition, staff members hold transition meetings.

To ensure behaviour is continually monitored and the right support is in place, information related to pupil behaviour issues may be transferred to relevant staff at the start of the term or year. Information on behaviour issues may also be shared with new settings for those pupils transferring to other schools.

The Deanery Church of England High School and Sixth Form College pastoral system ensures that transition from year to year is smooth as pastoral staff move through the school with their year groups. This ensures that pupils' individual needs and characteristic are well monitored.

10. Training

Our staff are provided with training on managing behaviour and the iESCAPE de-escalation technique. Some are trained in the Team Teach method of the proper use of restraint, as part of their induction process.

Behaviour management will also form part of continuing professional development.

Staff training for Behaviour Management is a thread within our CPD programme

11. Monitoring arrangements

This behaviour policy will be reviewed every year. At each review, the *policy* will be approved by the Governing Body's Pastoral & Worship Committee.

12. Links with other policies

This behaviour policy is linked to the following policies:

- Safeguarding policy