



# Starbank School

## Policy for Secondary Behaviour for Learning

Approved by: [Name]

Date: [Date]

Last reviewed on: [Date]

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## 1. Aims

This policy aims to:

- Provide a **consistent approach** to behaviour management.
- **Define** what we consider to be unacceptable or unsuccessful behaviour, including bullying.
- Outline **how students 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** (referred to as the **Recognition system**).

## 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 Behaviour for Learning strategy pivots on four core values: Respect, Readiness, Resilience and Responsibility and is called the '**Recognition**' system. We recognise positive behaviours framed through these four values, and similarly define negative behaviours (referred to herein as 'misbehaviours') in these same terms.

Our four core values (the 'Four R's') shape our shared language for learning and form a contextual framework through which all conversations regarding behaviour, successful or otherwise, can be expressed.

A full explanation of the principles and systems that define the Recognition system can be found in '**Values-Driven Education; the Four Rs**', in the Secondary staff handbook.

**Misbehaviour (recognition of unsuccessful behaviour)** are incidents that may require action from all Secondary staff. For the purpose of this policy, **Misbehaviour** is defined as:

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

**Serious misbehaviour** are incidents that will require action from designated Secondary staff, including Pastoral staff, SLT and DSLs where appropriate, according the severity and type of the incident. For the purpose of this policy **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 school's approach to preventing and addressing bullying are set out in our **anti-bullying policy**.

## 5. Roles and responsibilities

### 5.1 The governing board

The school governors are responsible for reviewing and approving the written statement of behaviour principles (appendix 1).

The school governors 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 school governors, 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 (Recognition) consistently
- Modelling positive behaviour through the Four R Values (as 'arête' role-models)
- Providing a personalised approach to the specific behavioural needs of particular pupils
- Recording behaviour incidents through appropriate designated systems.

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 exhibit our Four R values explicitly through the following behaviours, in addition to others appropriate to circumstance.

### All pupils are expected to:

- Arrive on time, every time,
- Ensure that mobile phones are turned off and are out of sight,
- Enter the classroom immediately upon arrival,
- Take their allocated seat according to the Seating Plan,
- Wear correct uniform (including ties, shoes and blazers; no make-up or jewellery),
- Remove outdoor clothing when inside the building,
- Bring their own equipment for learning,
- **Maintain a positive mental attitude – a GROWTH MINDSET**

## 7. Rewards and sanctions

### 7.1 List of rewards and sanctions

Positive, successful behaviour will be Recognised explicitly in the context of the Four Rs, in order to both identify the behaviour that has resulted in success and publicly and explicitly communicate such to peers. This explicit Recognition of positive, successful behaviour may be rewarded with:

- Praise (in Public),
- Recognition points recorded through Classcharts system (linked to associated Four R type)
- Letters or phone calls home to parents
- Special responsibilities/privileges

**For further information refer to the Recognition system in 'Values-Driven Education; the Four Rs', in the Secondary staff handbook.**

Where behaviour causes an unsuccessful outcome, it is appropriate to recognise such through the language of the Four Rs. With both praise and reprimand, it is imperative that staff recognise the behaviour and not the individual. An explicit Recognition of behaviour leading to unsuccessful outcomes may take the following forms:

- A verbal reprimand
- Issuing an **R1** – recognising a lack of designated virtue that has led to a lack of success on this occasion
- Expecting work to be completed at home, or at break or lunchtime
- **R2** – Pupil Parking – where a student is moved to an alternative classroom.
- **R2** Detention after school as consequence for Pupil Parking
- Referring the pupil to a senior member of staff

- Letters or phone calls home to parents
- Agreeing a behaviour contract
- Putting a pupil 'on report'

We may use the **Resolution Room (R3)** in response to serious or persistent breaches of this policy. Only SLT may withdraw students for a period in **Resolution (R3)**.

The **Resolution Room (R3)** is managed by AHT Pastoral (K.Eccles).

**Full details of the systems and processes associated with the Resolution Room (R3) can be found in 'Values-Driven Education; the Four Rs', in the Secondary staff handbook.**

## 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. Such sanctions would be applied following the principles of the Recognition system.

## 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 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

## 'Recognition', not 'Rewards'

Starbank Secondary creates opportunities for the inculcation of a Growth Mindset ideology by unifying all student/teacher interactions through a shared 'Language for Learning', based upon our four key values the '4Rs':

- Responsible,
- Respectful,
- Ready,
- Resilient.

All student/teacher interactions, those both **recognising** positive examples of the values in action and those **recognising** areas for reflection and development of these values, will be phrased through the 4Rs.

In addition, positive Behaviour for Learning is most effective when kept simple and consistent throughout the school; when all staff follow a single approach. The approach we will take as a school has five pivotal 'pillars' to support us, as staff, in our combined efforts. These are:

1. Consistent, calm adult behaviour
2. First attention for best conduct
3. Relentless routines
4. Scripting difficult interventions (PiP and RiP – Praise in Public, Reprimand in Private),
5. Restorative follow-up.

**An extensive exploration of how these five pillars should be applied in the context of Secondary practice can be found in *'Values-Driven Education; the Four Rs'*, in the Secondary staff handbook.**

## **8.1 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 Four Rs clearly and make reference to explicitly during each lesson
- Develop a positive relationship with pupils, which may include:
  - Greeting pupils in the morning/at the start of lessons (Meet and Greet)
  - Establishing clear routines
  - Communicating expectations of behaviour in ways other than verbally
  - Highlighting and promoting good behaviour (Recognition system)
  - Concluding the day positively and starting the next day afresh
  - Having a plan for dealing with low-level disruption
  - Using positive reinforcement

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

## **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. 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.

## **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, 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.

## **10. Training**

Our staff are provided with training on managing behaviour through the following means:

- Whole staff inset training on positive Behaviour for Learning techniques
- Extensive research-based handbooks offering clear guidance and strategies
- Termly (x6 annually) dedicated CPD opportunities
- Ongoing opportunities for peer-development through Developmental lesson observation opportunities
- A behavioural working party coordinated outside of SLT
- Bespoke support plans written according to need to foster and embed good practice
- Access to Action Research to develop personal needs/ areas of interest

## **11. Monitoring arrangements**

This behaviour policy will be reviewed by the headteacher and school governors annually. At each review, the policy will be approved by the headteacher.

## **12. Links with other policies**

This behaviour policy is linked to the following policies:

- Exclusions policy
- Safeguarding policy
- Resolution (Isolation) policy
- Anti-Bullying policy