



BEHAVIOUR POLICY

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INTRODUCTION

This policy puts into effect the Governing Body statement of principles for promoting good behaviour.

AIM

The aim of this policy is to create a climate in which excellent teaching and learning can take place, where there is mutual respect and where achievement is valued, encouraged and rewarded. We believe that high-quality teaching promotes effective learning and encourages good behaviour. We expect to teach students to take responsibility for their actions and accept the consequences of their behaviour choices.

PRINCIPLES

Everyone should:

- Treat all others fairly and with respect and act in a safe and responsible manner
- Listen to the views and opinions of others
- Take care of the school's and each other's property

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ROLES AND RESPONSIBILITIES

Headteacher

The Headteacher's role is to put into effect the Governing Body statement of principles for promoting good behaviour and to determine the detail of the standard of behaviour acceptable to the school where this has not been specifically determined by the Governing Body.

The Headteacher will:

- Promote self-discipline and proper regard for authority among pupils
- Encourage good behaviour and respect for others and strive to prevent all forms of bullying
- Ensure that this policy is implemented by staff and students
- Ensure that the guidance relating to fixed-term and permanent exclusion is adhered to and that parents, the Governing Body and the local authority are informed of exclusions accordingly.

Staff

Staff should:

- Act as role models of good behaviour
- Reward good behaviour and achievement
- Intervene promptly in any situation where behaviour is inappropriate or dangerous
- Apply behaviour management strategies and sanctions consistently and fairly
- Ensure that the work they prepare for students is appropriate, stimulating, interesting and challenging.

The school will set high standards and will encourage good habits of work and behaviour from the moment a child enters the school. All staff are expected to promote self-discipline amongst students and to deal appropriately with any unacceptable behaviour. Training in behaviour management will be provided from time to time.

It is understood that there will be variations to a degree in staff acceptance and tolerance of a student's behaviour in class depending on the nature of the class and content of the lesson, but behaviour which does not allow constructive teaching and learning is totally unacceptable and all staff must ensure that such behaviour is not tolerated.

Students

Students should:

- Behave well at all times and live up to the expectations of the school
- Act in a safe and responsible manner
- Allow teaching and learning to proceed without disruption or interference
- Report dangerous situations immediately to a member of staff
- Co-operate with all members of the school

Parents

Parents:

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Parents will be involved in discipline cases as appropriate. Parents are expected to support good behaviour and positive habits in their children through the Home-School Agreement and at parent meetings.

REWARDS

Whenever possible we celebrate student achievement. Within their classroom staff may use their own reward systems to encourage achievement and good behaviour. Achievement may also be recognised through Awards Assemblies; by means of trophies or certificates; by Inter-Form points; by postcards or letters home; by credits.

We expect to reward:

- good or improved school work
- good or improved behaviour
- positive effort
- excellent attendance
- commitment to extra-curricular activities
- contribution to Inter-Form events, charity activities etc.
- contribution to the positive ethos of the school e.g. care shown for others

SUPPORT SYSTEMS

The school has a number of mechanisms for supporting behaviour management.

These are:

- a well structured pastoral team comprising Form Tutors, Heads of Year, a pastoral administrator, an Assistant Head with a focus on pupils and families
- close links to a range of outside agencies to whom referrals can be made
- clear strategies for behaviour management understood by all staff
- trained peer and staff mentors
- SENCO (Special Educational Needs Co-ordinator) supported by a strong Teaching Assistant team
- well informed and experienced subject leaders and teaching staff
- Connexions adviser

In addition, Beaumont also shares with other local secondary schools the services of a designated Police Community Support Officer and through Nexus, our extended schools consortium a Parent Support Worker.

PUNISHMENTS

When necessary, appropriate disciplinary sanctions that are reasonable and proportionate will be used. The purpose of these will be to show appropriate disapproval, to impress upon the student that what has been done is wrong, to deter him/her from repeating that behaviour and to show other students that such behaviour is unacceptable and to deter them.

The sanctions allowed by the Governing Body are:

- completion of work at home or extra work (in school or at home)
- carrying out useful tasks to help the school or in the spirit of restorative justice e.g. litter picking as a punishment for dropping litter
- detention (in school hours or outside school hours within the legislative restrictions on detention set out in sections 91 and 92 of the Education and Inspections Act 2006)

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www.opsi.gov.uk/ACTS/acts2006/ukpga_20060040_en_1)

- removal from a group, class or particular lesson or activity
- withdrawal of break or lunchtime privileges
- withholding participation in educational visits, sports events or other activities which are not essential to the curriculum
- internal suspension
- fixed term and permanent exclusion.

The Education and Inspections Act 2006 gives teachers and other staff in charge of students the right to deal with students' misbehaviour and to impose sanctions. This power extends to students outside of school, for example on a school trip at home or abroad, where poor behaviour may result in the student being sent home at the parents' expense. Poor behaviour by students on the way to or from school or in the community in general, if directed at school staff, will be dealt with by the school if deemed appropriate.

SERIOUS MISBEHAVIOUR

Where appropriate the school will seek to employ strategies short of permanent exclusion which it regards as the last resort. However, some kinds of misbehaviour are so serious that they carry a risk of fixed term or permanent exclusion for a first offence. These are usually behaviours that threaten the security and well-being of individuals or all or part of the school community, for example

- serious actual or threatened violence against another student, member of staff, group or against the school as a whole (in the case of the latter this would include behaviour such as a bomb hoax or the unjustified sounding of the fire alarm)
- sexual, racial, homophobic or religious abuse or assault directed against another individual
- involvement with illegal substances such as bringing a substance on to the premises, supplying, offering to supply or arranging to supply a substance for another student
- carrying and/or using a weapon, potential weapon or imitation weapon
- serious deliberate damage to school property or the property of others

Other kinds of misbehaviour which, if confined to an isolated incident, might merit a lesser punishment will be regarded as far more serious if repeated after a warning or prior punishment, for example

- disruption of teaching and learning
- refusal to wear the correct school uniform
- rudeness to or intimidation of staff or other pupils
- bullying
- bringing alcohol, cigarettes, matches, lighters or fireworks onto school premises

The Violent Crime Reduction Act 2006 gives staff the right to search students for offensive weapons. The police must be informed of the seizure of knives, blades or offensive weapons or any other things which there are reasonable grounds for suspecting are evidence in relation to an offence, found in the course of a search of a student. This might include drugs.

Exclusions

The Department of Children, Schools and Families (DCSF) published new guidance on exclusions effective from July 2007:

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The school's responsibilities:

- During the first 5 days of any exclusion the school will set work for the student
- From day 6 an excluded pupil must receive full-time education provided by the school, if the exclusion is fixed term, or by the Local Authority if the exclusion is permanent

Parents/Carers responsibilities:

- During the first 5 days of exclusion parents/carers must ensure their child is not in a public place during school hours without good cause. Parents/carers could be prosecuted or issued with a fixed penalty notice if they do not comply with this requirement
- From day 6 parents/carers must ensure that the student attends full-time education by the designated provider

EQUAL OPPORTUNITIES

All rewards and sanctions must be applied fairly and consistently and in accordance with the school's equal opportunities policy.

MONITORING AND EVALUATION

The Head will seek the widest possible agreement for this policy and will report annually to the Governing Body on its implementation. The Head must publicise the policy once per year to pupils, parents and staff and it is available on the school website. The Governing Body will evaluate the impact of this policy through data received from the Head on fixed-term and permanent exclusions analysed by number, types of behaviour that resulted in exclusion, year group, gender and ethnicity. The policy will be reviewed every 2 years.

OTHER POLICIES

This policy conforms to the requirements of the DCSF Document: *Every Child Matters* and to the Disability Equality Scheme. This policy should be read alongside the following:

- The Home-School Agreement
- Equal Opportunities Policy (Pupils)
- Policy for promotion of Race Equality
- Policy for prevention of Racial Harassment
- Attendance Policy
- The Disability Equality Scheme
- Policy on the use of physical intervention
- The anti-bullying strategy
- The Complaints procedure
- Child Protection policy
- The Plan for School Improvement