



## GOOD BEHAVIOUR AND DISCIPLINE POLICY

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### Rationale

When children are engaged, challenged, actively involved in lessons, know what they have to achieve and are rewarded they behave at their best. Good behaviour is a necessary condition for effective teaching and learning to take place and an important outcome of education which society rightly expects. At Burnley High School (BHS), students are treated as individuals and the sound relationships between staff and students are based on mutual respect. The achievement of high standards is through an emphasis on praise and rewards combined with stimulating and effective teaching and learning. This policy outlines how BHS will achieve this.

BHS believes that all teachers and staff should be respected and have the right to teach and pupils have the right to learn without disruption in a climate of mutual respect. There will be *zero tolerance* of any pupil who does not allow this to happen. We develop all pupils in the habits of self-discipline and kindness.

## Aims of the Policy and terms of reference

1. To clarify what is meant by good behaviour.
2. To maximise the impact that the school, as an organisation, can have on good behaviour.
3. To create a forum for sharing experiences and for reaching agreement on issues relating to behaviour.
4. To help give students, staff and parents a sense of direction and a feeling of common purpose.
5. To help students feel good about themselves and others.
6. To minimise the occurrence of misbehaviour and confrontation and provide strategies for dealing with it.

### This policy should be read in conjunction with:

- **Burnley High School Anti-Bullying Policy**
- **Burnley High School Teaching and Learning Policy**
- **Burnley High School Safeguarding Policy**
- **Burnley High School Exclusion Policy**

## The Role of Families

We need wholehearted support from all of the families of our students in order to maintain our high standards of behavior and academic progress. In choosing to attend BHS, families are making the choice to follow our behavior systems, a system of zero tolerance and we ask that all families respect our rules and follow them.

If a pupil misses a consequence such as detention or Internal Isolation either because the pupil or the family is deliberately avoiding the punishment, then the punishment will escalate. For example, if Internal Isolation for one day is missed, then the punishment will double to two days and so on.

## Classroom Code

This has been developed in conjunction with our students and involves a series of Language for Learning terms:

- **One Voice:** whoever is speaking whether that be a member of staff or another student answering a question, the expectation is that only that voice is heard
- **Act Now:** once an instruction is delivered, the expectation is that all students act once directed to do so
- **Engage:** this term is used as a reminder if it is felt that a task or activity is not being given the due attention by a student or group of students
- **All eyes on me:** if this direction is given, the expectation is that all students stop what they are doing and look at the person delivering the instruction.

## Mobile Phones

It is the schools policy that mobile phones should be kept switched off and in lockers at all times throughout the school day. If mobile phones are brought into school, they **must not** be kept in bags or on in blazer pockets. Mobile phones pose a huge safeguarding concern for all staff and students at school and therefore a breach of this policy will be taken very seriously. If a mobile phone is found on a student or in a bag, then the mobile phone will be confiscated until the end of the day. If following the **first** confiscation the same mobile phone is then confiscated a **second** time, then it will be confiscated for **two days and so on. Parents must come to school to collect mobile phones after the third confiscation.** Staff may use their discretion where needed and may search bags or lockers in light of a concern around a mobile device. If there is a constant breach of the mobile phone policy then parents and carer's may be requested to keep their child's mobile phone at home.

## Rewards

The recognition of students' efforts and achievements is an essential feature in promoting high standards and quality learning. At Burnley High School we aim to achieve this through an emphasis on praise and rewards, combined with stimulating and effective teaching and learning.

Staff praise, both verbal and written, is seen as an important way of rewarding students. In addition, the school has a rewards system to acknowledge and reinforce student achievement.

Pupils receive:

- **Merit** awards on Classcharts
- **Positive** comments in planners
- **Postcards** home for an exceptional piece of work
- **Senior staff** drop in to lesson to notice and celebrate good work
- **Commendations** or **Shout Outs** in any subject where exceptional work has been achieved
- **Access** to the rewards trips at the end of every full term

## What happens when there is a breach of discipline

All staff are encouraged to use appropriate de-escalation techniques in order to encourage the student to return to lesson and their learning.

It is important that a distinction is made between minor and more serious offences and there has to be some flexibility in the application of sanctions to suit the individual's circumstances.

When used, sanctions are imposed without an infringement of the school's aims and should not, as far as possible, damage relationships and the student's self-esteem.

## Lines of referral



Where behaviour concerns persist then the Head of Pastoral would be informed by the classroom teacher and these may be referred to the SENCo. If there is no improvement, then the Head teacher would be informed and the appropriate next steps will be taken.

Where behaviour incidents occur, it is the responsibility of the classroom teacher or teacher who witnesses the incident to record it on SIMS and classcharts.

## Behaviour Reports

When an incident is recorded on SIMS, each category is assigned a point. If a student reaches 7 or more points, then they are put onto a Form Tutor Report for a period of a week. The student must then achieve a score of 7 on their report daily in order to successfully be removed from the report at the end of the week.

If the student receives more than a score of 7 on their Form Tutor Report they will then be put onto a Head of Year Report. This is then escalated to an SLT report if the student receives a score of more than 7 on the Head of Year Report.

As with all behaviour incidents, the professional opinion and judgement of the member of staff dealing with the incident is a vital part of this process. If the member of staff has successfully de-escalated the incident and has allowed the student to return to class and their learning, then this behavioural incident has sufficiently been dealt with and the member of staff has issued an appropriate sanction.

### **Expectations of the students on report**

- The report card must be taken to the mentor at identified times of the day. Failure to report to the mentor with a report card at identified times of the day will result in detention until 4.30pm after school the next day.
- A second failure to report to the mentor will result in full isolation for one day and detention until 4.30pm after school.

## Behaviour Management System

### Reminders (preemption)

All teachers preempt any off-task behaviour in lessons, so that 100% of pupils are on task for every task in every lesson. Teachers insist on one voice in the classroom for instructions, explanations and discussions. As soon as any slouching, daydreaming, non-engagement or distracting occurs, teachers swiftly use these preemptive reminders:

**Silent non-verbal:** hand signal, eye contact, facial expression, shake head, sharp pause

**Unnamed:** 'we're waiting for all eyes on me (one voice etc), we need one person....and 100%'

**Named:** 'David, we listen so we can learn. Thank you' and so on.

If these preemptive measures are not effective then the following method of addressing and recording behavior misdemeanors is followed:

### **B1 – warning (recorded on SIMS)**

A student has been given a reminder but they have again been expressing negative behaviours. In this instance the student should receive a warning. They should be then given advice on how to keep their behaviour positive, but it should be explained to them that anymore negative behaviour will result in them receiving a lost break.

### **B2 – Ten minute Detention at the next available time (recorded on SIMS)**

A student has been given a reminder and a warning but continues to express negative behaviours. The student has had ample opportunities to reflect on their behaviour but have chosen to ignore advice. The student should now be given a ten-minute detention. This means the student will have to return to the class teacher at either morning break, lunch break or at the end of school for ten minutes, whichever is sooner. The teacher and student will then use this time to reflect on the behaviours' expressed in the lesson and what positive improvements can be made. **This should be recorded in the student's diary. A phone call home must be made at this stage by the classroom teacher and every stage going forward (B3, B4, B5)**

### **B3 – Detention (recorded on SIMS)**

A student has reached the lost break stage but continues to display negative behaviours. At this stage the student should be informed that they have received an after-school detention for 20 minutes. This again will be carried out by the teacher so that they have time to reflect with the students. **This should be recorded in the student's diary. A phone call home must be made by the classroom teacher at this stage and every stage going forward (B4, B5)**

### **B4 – HOD detention (recorded on SIMS)**

A student has reached the detention stage but continues to express negative behaviours. At this point, the student should be sent to the Head of Department, The HOD will then issue a 30 minute detentions that will be done that evening **with the classroom teacher**. The student will remain with the HOD unless the HOD deems it appropriate for the student to return to class. If the student does not respond to the HOD then the student will be referred to the Head of Pastoral. **This should be recorded in the student's diary. A phone call home must be made by the classroom teacher at this stage and every stage going forward (B5).**

### **B5 – HOY Referral (recorded on SIMS)**

The student has reached B4 stage but continues displaying negative behaviours. At this stage the student should be referred to the HOY to discuss current behaviours they are expressing in class. The HOY or Head of Pastoral will offer advice and if they feel appropriate, implement other strategies to help the student focus on getting their behaviour to return to being positive. The student will still receive a minimum **45-minute** detention with the Head of Year (If the teacher deems necessary a **B4/5** can be made at any point in the lesson) **This should be recorded in the student's diary. A phone call home must be made by the Head of Year.**

**B6 – Referral (recorded on SIMS)**

The student has reached B6 stage but continues displaying unacceptable behaviours. At the stage the student should be referred to the Head of Pastoral or SLT to discuss current behaviours they are expressing in class. The Head of Pastoral or SLT will offer advice and if they feel appropriate, implement other strategies to help the student focus on getting their behaviour to return to being positive. The student will still receive a minimum **B3** detention with the classroom teacher to resolve and will attend the weekly SLT detention for 1hr. **This should be recorded in the student's diary. A phone call home must be made by the Pastoral Officer.**

If a student at BHS continuously shows negative behaviour or poor attitude towards their classmates and staff then the student could be put into Internal Isolation, Internal Exclusion, be give a fixed term exclusion or is at risk of permanent exclusion from BHS. For further details please refer to our Exclusion Policy.

For a (non-exhaustive) list of negative behaviour please see Appendix 1

**N.B.** Good behaviour is expected both in and out of lessons **at all times** and any of the above sanctions can be issued should behaviour at any time not be acceptable. At no point is it acceptable to keep a whole class behind for a detention.

## **INTENSIVE BEHAVIOUR SUPPORT PLAN**

### **Strategy for dealing with students presenting the most serious attitudinal and behavioural problems**

1. Once the pupil has been identified, the Head of Pastoral will prepare profiles on the pupil and ask each subject teacher to complete a report on the student. A Pastoral Support Plan will be prepared in a meeting with the pupil and parents/carers. This will be shared with all appropriate staff.
2. A mentor from the Senior Leadership Team is assigned to the student.
3. Expectations re future behaviour are set for the student and sanctions for non co-operation are made clear to the student and his/her parents.
4. Targets (maximum of three) are agreed with the student.
5. A mid-term review date is set for six school weeks after the initial meeting.
6. The student goes on a 5-day Intensive Behaviour Support (IBS) report and reports to the mentor at 4pm each day so that the report booklet can be signed.
7. The daily report has to be signed by a parent each evening.
8. If there has been little progress made at the end of the first six weeks, further targets are agreed at the mid-term review meeting and a final review held after another six weeks. If there has been no improvement at this stage, the student may be permanently excluded. If there has been a significant improvement the student should be taken off IBS monitoring.

### **Discretion**

No behaviour policy can cover all eventualities. The Headteacher reserves the right to use discretion to help BHS pupils make better choices and learn the right lessons.

## Confiscation of Banned/Inappropriate Items

The school adheres to the two sets of legal guidelines describing the conditions under which members of staff will confiscate items from pupils. DfE Statutory Guidance on the Confiscation of Inappropriate Items indicates that staff can confiscate, dispose of or retain a pupil's property as a punishment.

Under Section 2 of the Education Act 2011, schools have the duty to search for and confiscate any items which they believe pose a danger or threat to students or any other persons, on school premises. This does not require consent but wherever possible it will be sought.

All members of staff are protected against liability for damage to, or loss of, any confiscated item provided they have acted lawfully and reasonably and taken measures to safeguard the property.

Members of staff can search pupils for prohibited items (Section 550ZB Education Act 1996) without consent although any force involved must be reasonable as defined in the DfE Guidelines on Use of Reasonable Force July 2013. See section 13 below.

List of items (not exhaustive):

- illegal Drugs;
- new psychoactive substances (NPS)
- alcohol;
- knives and weapons;
- fireworks;
- pornographic materials;
- tobacco and cigarette paper (e-cigarettes - not allowed to use reasonable force under current guidelines although an update is due)
- any other item that could be deemed to put other pupils or school staff in danger or pose a potential safeguarding concern/threat

Searches will usually be conducted by the Head of Pastoral or a member of SLT. It will usually be conducted by a member of staff of the same gender and pupils will only be required to remove outer clothing such as blazers or jumpers. Searches will be conducted in a non-invasive way to reduce embarrassment or distress.

Searching a pupil's possessions includes searching a pupil's goods over which s/he has or appears to have control. The searching of lockers without consent and not in the pupil's presence is also permitted. The Headteacher, may, in certain circumstances, deem it necessary to involve the Police in a search. Where a pupil refuses a search this will be considered a disciplinary matter in itself.

**It is not necessary to inform parents/carers before or after a search takes place or to seek their consent to search their child. However, every effort will be made to contact parents and items confiscated, except those considered to be offensive or illegal, will be available for collection by parents. Offensive or illegal items will be handed over to the Police.**

## Use of reasonable force

At Burnley High School, force will generally be used for two main purposes; namely to:

- control pupils or
- restrain pupils.

It should be noted that a member of staff must not be required to use physical restraint because it can place that member of staff in a vulnerable situation. Reasonable force can only be justified in the circumstances outlined below. Staff will need to familiarise themselves with these circumstances and staff have a responsibility to follow these guidelines. Within the school, force will only be used after all other behavior management strategies have failed or when pupils, staff or property are at risk.

The following advice is based upon the DfE Use of Reasonable Force Guidelines – July 2013.

Reasonable force covers a range of actions that members of staff may use that involves a degree of physical contact with pupils. These guidelines refer to, ‘any member of staff at the school and any other person, whom the Headteacher has authorized to have control or charge of pupils’ (p.4 *DfE Use of Reasonable Force – July 2013*). In reference to BHS, it does not include volunteers or parents, except in exceptional circumstances as defined by the Headteacher or when acting *in loco parentis*. The term **reasonable** means no more force than is necessary given the circumstances. **Control** refers to either passive, physical contact, such as standing between pupils or blocking a pupil’s path, or active physical contact, such as leading a pupil by the arm out of a classroom. **Restraint** means to hold back physically or to bring a pupil under control. It is typically used in more extreme circumstances, for example, when two pupils are fighting and refuse to separate without physical intervention. Staff should always try to avoid acting in a way that might cause injury, but in extreme cases it may not always be possible to avoid injuring a pupil.

### **Positive Expected Behaviour**

1. Using manners (saying please, thank you, holding doors open, waiting your turn etc.)
2. Demonstrating Love, Grace and Fellowship at all times
3. Ignoring distractions
4. Showing respect to all people in the school community (staff, students and visitors to school etc.)
5. Demonstrating honesty
6. Always trying your best
7. Helping others

### **Negative Behaviour**

1. Talking when someone else is, staff or student
2. Interrupting
3. Answering back
4. Shouting out
5. Being silly
6. Not following our classroom code
7. Being physical with another student, hitting, pushing etc
8. Threatening
9. Refusing to follow instructions
10. Stealing property
11. Lying