



**BURNLEY**  
HIGH SCHOOL

## **GOOD BEHAVIOUR AND DISCIPLINE POLICY**

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## 1. Aims

- To clarify what is meant by good behaviour
- To help learners, staff and families, have a sense of direction and a feeling of common purpose
- To help learners feel good about themselves and others
- To minimise the occurrence of misbehaviour and confrontation and provide strategies and systems for dealing with it
- The rationale for confiscation and search
- The rationale for use of reasonable force

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, 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 should 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. Please see **Appendix 1** for a written statement of our behaviour principles

## 2. Legislation

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:

- Schedule 1 of the Education (Independent School standards) regulations of 2014, paragraph 7 outlines a schools duty to safeguard and promote the welfare of children, paragraph 9 requires the school to have a written behaviour policy and paragraph 10 requires the school to have an anti-bullying strategy
- DfE guidance explaining that academies should publish their behaviour policy and anti-bullying strategy online

## 3. The Role of Families

We need **whole hearted** support from all of the families of our students in order to maintain our high standards of behaviour and academic progress. In choosing to attend BHS, **families** are making the choice to follow our behaviour 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 a detention or internal isolation either because the pupil or the family is deliberately avoiding the punishment, then the punishment will escalate. For example, if an internal isolation for one day is missed, then the punishment will double to two days and so on.

#### 4. Mobile Phones

It is the schools policy that mobile phones should be kept switched off and in bags at all times throughout the school day. If mobile phones are brought into school, they **must not** be kept in blazer pockets or on a student's person. If they are seen or found on a student's person and not in a bag then they become a banned item and it will be confiscated.

Mobile phones pose a huge safeguarding concern for all staff and students at school and therefore breach of this policy will be taken very seriously. If a mobile phone is found on a student, then it will be **confiscated until the end of the day**. It will be locked in a safe place where it can be signed for at the end of the school 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 and **collect the mobile phone 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 carers may be requested to keep their child's mobile phone at home.

#### 5. Definitions

**Misbehaviour** is defined as:

- Disruption in lessons, corridors between lessons, at break and lunchtime and arriving and leaving school
- Non-completion of classwork or homework
- Poor attitude
- Incorrect uniform

**Serious misbehaviour** is defined as:

- Repeated breaches of 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
- Position 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)

## 6. Bullying

**Bullying** is defined as the repetitive, intentional harming of one person or group by another person or group, where the relationship involves and 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

## 7. Role and responsibilities

### 7.1 The Local Academy Board

The LAB is responsible for monitoring this behaviour policy's effectiveness and holding the Executive Headteacher to account for its implementation

### 7.2 The Executive Headteacher

The EHT is responsible for reviewing and approving this behaviour policy

The EHT 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.

### 7.3 Staff

Staff are responsible for:

- Implementing the behaviour policy consistently
- Modelling positive behaviour
- Providing a personalised approach to the specific behavioural needs of particular pupils
- Recording behaviour incidents on Classcharts and communication with home on CPoms

The Senior Leadership Team will support staff in responding to behaviour incidents

### 7.4 Parents

As per the opening statement regarding the 'role of families', parents are expected to:

- Support their child in adhering to the pupil code of conduct and behavioural expectations]
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher or pastoral team promptly in the appropriate method of communication

## 8. 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 can receive:

- Merit awards on classcharts
- Positive comments in books
- 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

### 8.1 The rewards pyramid:



## 9. Classroom Code

During every lesson at BHS there are a set of expectations and some common language that will be used.

Pupils are expected to:

- Behave in an orderly and self-controlled way
- Show respect to members of staff and each other
- In class, make it possible for all pupils to learn
- Move quietly around the school
- Treat the school building and school property with respect
- Wear the correct uniform at all times
- Accept sanctions when given

- Refrain from behaving in a way that brings the school into disrepute, including when outside of school

## 9.1 Classroom Language

Once a student has entered the classroom they will be expected (as per our Teaching and Learning Policy) to:

- Start the lesson with the activity given on entry or displayed on the board
- Have the necessary equipment to be able to engage with the lesson (see equipment list on website)
- The use of verbally, **3,2,1** will be followed by one of the following...
- **One Voice**, whoever is speaking, whether that be a member of staff or student, the expectation is that only that voice is heard
- **All eyes on me** will be used when the member of staff wants the classes full attention
- **Act now** will be used when an instruction is issued and students are expected to begin the piece of work or act upon the instruction
- **Engage** will be 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

## 9.2 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 offenses 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 schools aims and should not, as far as possible, damage relationships and the students' self-esteem.

The following behaviour management system will be used both in and out of the classroom (during social times)

### Reminders (pre-emption)

All teachers pre-empt 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 pre-emptive 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 pre-emptive measures are not effective then the following method of addressing and recording behaviour misdemeanours 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 afterschool detention for 20 minutes. This again will be carried out by the **class teacher** so that they have time to reflect with the students. **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. **A phone call home must be made by the classroom teacher at this stage and every stage going forward (B5).**

**If at this stage the student does not improve and continues to escalate their behaviour then the HOD will send for and liaise with On Call regarding where the student should be buddied to... then....**

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

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) **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 Team**

Strategies or sanctions that may be used in response to unacceptable behaviour or if a student reaches a B5 or 6:

- Meeting with parents
- Behaviour plan drawn up and agreed
- Putting student on report
- For continued mis behaviour and refusal to follow instruction, a direction to alternative providers to improve behaviour off site

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.

### 9.3 Lines of Referral



## 10. Malicious allegations

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

Please refer to our safeguarding policy for more information on responding to allegations of abuse. The Senior Leadership Team will also consider the pastoral needs of staff accused of misconduct.

## 11. Physical Restraint /Use of Reasonable force *(written in association with DfE guidance published in July 2013)*

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 behaviour 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.

All members of staff at BHS have a legal power to use reasonable force (section 93, Education and Inspections Act 2006). This power applies to any member of staff at the school.

***When can reasonable force be used?***

- To prevent pupils from hurting themselves or others, from damaging property, or from causing disorder
- In a school, force is used for two main purposes – to control pupils or to restrain them
- The decision on whether or not to physically intervene is down to the professional judgement of the staff member concerned and should always depend on the individual circumstances

***Schools can use reasonable force to:***

- Remove disruptive children from the classroom where they have refused to follow instructions to do so:
- Prevent a pupil behaving in a way that disrupts a school event or a school trip or visit
- Prevent a pupil leaving the classroom where allowing the pupil to leave would risk their safety or lead to behavior that disrupts the behavior of others
- Prevent a pupil from attacking a member of staff or another pupil, or to stop a fight in the playground: and
- Restrain a pupil at risk of harming themselves through physical outbursts

***Schools cannot:***

- Use force as a punishment - it is always unlawful to use force as a punishment

Note- reasonable adjustments will be made to the use of force for pupils with SEN and disabilities in accordance with the judgement of the member of staff deciding if physical intervention is necessary

BHS will not seek parental consent before using force on any student in line with DfE guidance

BHS have members of staff who have received intensive training in appropriate restraint of pupils by Team Teach.

BHS will inform parents when incidents involving the use of force have occurred and will record them on a central record

## **12. Confiscation of Banned/Inappropriate Items *(written in association with DfE guidance published in January 2018)***

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 (Jan 18) 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 (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):***

- Knives or weapons
- Alcohol
- Illegal drugs
- Stolen items
- Tobacco and cigarette papers (including lighters and matches)
- Fireworks
- Pornographic images/materials

*Any article that the member of staff reasonably suspect has been, or is likely to be used:*

- To commit an offence, or
- To cause personal injury to, or damage the property of, any person (including the pupil)
- Headteachers and authorized staff can also search for any item banned by the school rules which have been identified in the rules as an item which may be searched for, for example mobile phones
- any other item that could be deemed to put other pupils or school staff in danger or pose a potential safeguarding concern/threat

### **12.1 Searches**

Searches will usually be conducted by the Senior or Wider Leadership team. 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. Guidelines will be given with the authorization from the Headteacher to the Wider Leadership Team

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.

#### ***Should an item be confiscated then:***

- Any non electrical items will be taken to the pastoral office for collection at the end of the day
- Any electrical items will be locked away in the finance office and collected at the appropriate time according to the above guidance (see mobile phone section)

All confiscated items will be recorded on the central record. All electrical items will be asked to be signed for at the point of collection. All searches will be recorded on the central record. (DfE guidance, Jan 18, states there is no legal requirement for a record of searches to be kept)

**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.**

### **13. 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 for the needs of the pupil

The schools SENDCO 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 practitioner and/or others, to identify or support specific

When acute needs are identified in a pupil, we will liaise with external agencies and plan and support programmes for that child. We will work with parents to create the plan and review it on a regular basis.

### **14. Training**

Our staff are provided with training on managing behaviour, including TeamTeach training for identified members of staff, as part of their induction process.

Behaviour management will also form part of Joint Practice development, all CPD is monitored and tracked

## **Appendix 1: written statement of behaviour principles**

- Every pupil understands they have the right to feel safe, valued and respected, and learn free from the disruption of others
- All pupils, staff and visitors are free from any form of discrimination
- Staff and volunteers set an excellent example to pupils at all times
- Rewards, sanctions and reasonable force are used consistently by staff, in line with the behaviour policy
- The behaviour policy is understood by pupils and staff
- The exclusions policy explains that exclusions will only be used as a last resort, and outlines the processes involved in permanent and fixed-term exclusions
- Pupils are helped to take responsibility for their actions
- Families are involved in behaviour incidents to foster good relationships between the school and pupils' home life

The governing board also emphasises that violence or threatening behaviour will not be tolerated in any circumstances.