



# Whitburn Church of England Academy

## Student Behaviour Management Policy

### Governors' Statement of Principles

#### Preface - Vision and values

The Academy Vision and Values can be found here

<https://www.whitburncofeacademy.org/about-us/academy-ethos.html>

This policy and its associated procedures are based on these key principles and values.

#### How this Policy will be developed

The governing body will consult the Principal and parents/carers of students before making or revising the statement, and take account of their views. Consultation will be at a specially convened meeting.

#### Academy values

Whitburn Church of England Academy's behaviour management strategy must be such that all students enjoy the benefits of a safe and purposeful learning environment, maximising the time spent on teaching and learning to achieve their full potential and raise students' self-esteem. It must develop in students a sense of self discipline and an acceptance of responsibility for their own actions. It should encourage students to value the Academy environment and its routines and ensure that students are confident of their right to be treated fairly. Expectations for student behaviour will be clearly communicated and consistently applied by all staff.

The governing body feel unacceptable behaviour is any behaviour which stops students' learning at the expected pace, name calling, verbal abuse, threatening language or behaviour, intimidation, physical abuse, bullying and harassment, including racist, sexist and homophobic abuse.

#### Equality

The governing body expect any policy or actions to be in accordance with their responsibilities under legal legislation. Behaviour will be regulated fairly and in accordance with the Academy's equality statements.

#### Rewards

Students learn more successfully and have their self esteem raised with praise, reward and celebration. Appropriate behaviour will be praised and rewarded. The Academy will promote good behaviour through a system of recognition and reward.

## **Sanctions**

The purpose of sanctions is to demonstrate that any deviation from the Code of Conduct is not acceptable; to express the disapproval of the Academy community; to deter other students from similar behaviour.

It is recognised by the governing body that the application of rewards and sanctions must have regard to the individual situation and the individual student and the Principal is expected to use his/her discretion in their use.

## **Policy Monitoring, Review and Development**

### **Staff**

Procedures are in place for staff to discuss problems relating to student behaviour.

These procedures enable the Principal to appraise the effectiveness of the Academy's behaviour management policy.

### **Students**

The Academy and governing body will monitor the progress, attainment, racist and bullying incidents and exclusions of all students on a termly basis. Additionally, other incidents involving students poor behaviour will also be monitored through the Head of Learning and year group / subject teams. Any issues will be identified, reported, and dealt with as appropriate.

### **Governing Body**

The governing body will review the effectiveness of its policies and the Academy's procedures to ensure full compliance with the **Education and Inspection Act 2006** through its annual cycle of review.



# Whitburn Church of England Academy

## Student Behaviour Management Policy

### Status

This policy was formally adopted by the Governing Body of Whitburn Church of England School on 27<sup>th</sup> January 2009. It accords with the *Education and Inspection Act 2006*, *Education Act 2011*, *Health and Safety at Work Act 1974*, *Disability Discrimination Act 2005*, and *Violent Crime Reduction Act 2006*.

The policy also takes into account the strategies discussed in *Elton Report: Enquiry into Discipline in Schools, Learning Behaviour – Report of the Practitioners Group (Steer Report 2005)*, and *School Discipline and Behaviour Policies – Guidance for Schools, DCSF. Student behaviour in schools in England Research Report DFE-RR218 2012 and Behaviour and discipline in schools, a guide for head teachers and school staff January 2016. The Timpson Review of school exclusions 2019, also has been taken into account.*

### Key Points

- Teachers have power to discipline students for misbehaviour which occurs in school and, in some circumstances, outside of school.
- The power to discipline also applies to all paid staff (unless the headteacher says otherwise) with responsibility for students, such as teaching assistants
- Teachers have a power to impose detention outside school hours.
- Teachers can confiscate students' property.

### Aims

- To create a caring, stimulating and secure environment in which students can work and play safely and in which staff can successfully execute their duties
- To ensure that good behaviour is always recognised
- To acknowledge that the maintaining of good behaviour within the Academy is a shared responsibility
- To ensure that students are confident of their right to be treated fairly
- To develop a sense of politeness and consideration for others
- To promote/develop empathy and respect for self and others
- To value the rights of the individual
- To develop an awareness of and adherence to acceptable and appropriate behaviour

## **Acceptable and unacceptable behaviour**

Students learn best in an ordered environment. This can be achieved when expectations of work and behaviour are high and their consequences are made explicit and applied consistently. Acceptable behaviour is defined as that which promotes courtesy, co-operation and consideration from all students in terms of their relationships with the school community, including visitors, within and outside the Academy premises. Students will be deemed under the Academy's authority when:

- actively engaged in studies during the normal school day
- travelling to and from the Academy
- wearing Academy uniform at any other time e.g. during lunch breaks off site or on supervised visits
- during other non-uniform activities organised by the Academy staff

This may also apply where Academy students' behaviour outside school hours could lead to bringing the Academy into disrepute. If Academy students display challenging or offensive behaviour toward any staff member at any time then the Academy reserves the right to apply sanctions as appropriate. These decisions will be made only after proper and documented investigation.

Examples of unacceptable behaviour: physical assault against anyone, verbal abuse, bullying, racist abuse, sexual misconduct, drug and alcohol related, damage, theft, persistent disruptive behaviour, misuse of computers.

## **Recognition and Rewards**

Students learn more successfully and have their self esteem raised with praise, reward and celebration. Appropriate behaviour will be praised and rewarded. The Academy will promote good behaviour by students through a system of recognition and reward. Some examples of these are:

- Praise and positive verbal and written feedback
- Class awards
- Awards Assemblies
- Letters and phone calls to parents/carers
- School reports
- Whitburn postcards
- Prefect status
- Positive behaviour points recorded in Go4Schools
- Social Media posts
- Secondary Contact
- House Captaincy

## **Sanctions**

Teachers have statutory authority to discipline students whose behaviour is unacceptable, who break the school rules or who fail to follow a reasonable instruction (Section 91 of the Education and Inspections Act 2006).

## **Detention**

The *Education and Inspection Act 2006* gives schools the legal backing to detain students after the end of a school session on disciplinary grounds. Parents/carers will be given notice of after school detentions of 30 minutes or more, though parental consent is not required for detentions. The student's planner will be used to liaise with parents/carers. Detentions may be given for a variety of misdemeanours e.g. failure to complete homework, misbehaviour in class or on the Academy site. Detentions may take place at the end of the school day or during break or lunchtimes.

## **School based community service**

School based community service or imposition of a task can be used after school or during lunch time – such as picking up litter or weeding school grounds; tidying a classroom; helping clear up the dining hall after meal times; or removing graffiti.

## **Internal Exclusion/Isolation**

This can be for a lesson, half a day, all day or several days. Where appropriate this can be an alternative to an exclusion. The use of the Reflection Room can only be authorised after consulting the Principal. Exclusions may be pre-empted by a period in the Quiet Room, as a part of an investigation, or followed by an isolation to aid the re-integration of a student into timetabled lessons. The Reflection Room can be used when students have a catalogue of misbehaviour or a serious incident has happened, for example, bullying, a series of detentions have been given and/or inappropriate behaviour to another student.

## **Exclusions**

A decision to exclude will only be taken in response to serious or persistent breaches of the Academy's behaviour policy (*see Exclusion Policy*).

## **Loss of Prefect status**

Students achieve Prefect status when they are considered to be exemplary in all aspects of school life. When there is a serious breach of this standard then the tie, badge and position will be removed from the student. e.g. persistently behind with school work, uniform is not to the exemplary standard, behaviour is inappropriate, failure to communicate the inappropriate behaviour of others.

## **Computer Ban**

This ban is put in place when a student contravenes the Acceptable Use Policy e.g. accessing inappropriate websites, using another student's login password. (The Acceptable Use Policy is signed by the student annually)

## **Staged Response**

### **PBM (Positive Behaviour Management)**

Our normal staged response to inappropriate or disruptive behaviour is called **PBM**. These Consequences of Misbehaviour are displayed in the student planner (*see Appendix 1*).

### **Call-out**

Students who:

- are involved in a critical incident e.g. swearing, physical abuse
- continue to disrupt the learning of others refuse to accept the authority of a member of staff
- endanger the health and safety of others

will be sent to Call-out and will receive a detention as well as any sanction imposed by the member of staff.

### **Student Support**

The support available to individual students who may be at risk of disaffection or exclusion will be regularly reviewed, including;

- Working with SENCO
- Daily support from the form tutor and /or Head of Learning / Pastoral Lead
- Learner support e.g. use of LSAs and ISAs to support individual learning
- Behaviour Support Programme (BSP)
- Pastoral Support Plan (PSP)
- Differentiated curriculum and curriculum resources
- Teaching strategies
- Study support
- Involvement of outside agencies such as the Attendance Monitoring Officer
- South Tyneside Early Prevention Panel, Youth Offending Service
- Meeting with behaviour/SEMH counsellor

### **Monitoring Behaviour and evaluating impact of strategies**

#### **Monitoring Report**

This can be implemented by a form tutor, Head of Learning, Pastoral Lead or Head of Subject e.g. following exclusion, or concerns relating to punctuality, behaviour, progress and / or homework.

## **Communication with Parents/Carers**

Parents/carers will be contacted without delay by the Academy, normally within one working day, to notify them of any reported serious incidents of misbehaviour in which their child has been involved.

Parents will also be informed of student progress through the full report, interim report, monitoring report and student planner.

## **Investigating cases**

The Academy will investigate, as appropriate, reported incidents of student misbehaviour.

Student behaviour is tracked regularly by using a variety of strategies to allow early intervention. Behavioural data and the outcome of intervention will be monitored and evaluated by Heads of Learning/Pastoral Lead and SMT. This data will be summarised and presented for scrutiny at the Governors Student Intervention Committee on a termly basis.

## **Appendix 1**

### **Student Behaviour Management Policy**

#### **PBM (Positive Behaviour Management)**

The consequences of misbehaviour are:

**Formal Warning**

**10 minute Detention**

**30 minute Detention**

**Call Out**

**Referral to Head of Subject**

## **Detention Procedure**

### **Appendix 2**

#### **Student Behaviour Management Policy**

##### **Detention**

The *Education and Inspection Act 2006* and *Behaviour and Discipline in schools 2016* – a guide for head teachers and school staff gives schools the legal backing to detain students after the end of a school session on disciplinary grounds.

- Teachers have a power to issue detention to pupils (aged under 18).
- Schools must make clear to pupils and parents that they use detention (including detention outside of school hours) as a sanction.
- Parental consent is not required for detentions.
- School staff should not issue a detention where they know that doing so would compromise a child's safety. When ensuring that a detention outside school hours is reasonable, staff issuing the detention should consider the following points:
  - Whether the detention is likely to put the pupil at risk.
  - Whether the pupil has known caring responsibilities which mean that the detention is unreasonable.
  - Whether the parents ought to be informed of the detention. In many cases it will be necessary to do so, but this will depend on the circumstances. For instance, notice may not be necessary for a short after school detention where the pupil can get home safely; and
  - Whether suitable travel arrangements can be made by the parent for the pupil. It does not matter if making these arrangements is inconvenient for the parent.

The student's planner will be used to liaise with parents/carers. Detentions may be given for a variety of misdemeanours e.g. failure to complete homework, misbehaviour in class or on the Academy site.

##### **Detention will also be given as a result of;**

- persistent low level misbehaviour
- an incident of serious misbehaviour
- truanting lessons or off site without permission

### **Additionally**

- Any student off site during break time
- Any student off site without permission at lunchtime
- Year 11 students to be south of Nicholas Avenue if/when allowed out at lunchtime

will be sanctioned by the Head of Learning / Pastoral Lead.

**N.B.** The sanction for truanting is designated as: a 1 hour detention with the teacher(s) of the lesson(s) missed and/or a **day in the Reflection Room** until the work they have missed as a result of the truancy has been caught up.

### **Who can detain students?**

The Principal has given Teaching staff, Learning Support Assistants and Inclusion Support Assistants the authority to issue detentions to students. Teaching staff will supervise detentions.

### **Informing Parents/Carers**

The parent/carer will be given notice of any after-school detention via a written note in the Student Planner or a phone call home. The notice of detention to a parent/carer should say:

- that their child has been given a detention;
- why detention was given; and
- when, where and how long the child will have to remain at school.

It is the responsibility of the student to ensure the parent/carer receives the written notification in a timely manner.

The responsibility for making travel arrangements lies with the parent/carer. The school does not have to pay.

Staff are not required to give notice for lunchtime detentions.

### **Use of time**

The time a student spends in detention, will be used constructively and to best effect. Teachers will provide appropriate work for students to undertake during the detention.

### **Failure to attend a detention**

If a student fails to attend an after-school detention without reasonable excuse, the procedures shown in *the monitoring and referral process* should be followed. The Head of Subject will deal with students who repeatedly fail to attend detentions, normally with a more severe sanction. Students who fail to attend lunchtime detention will be referred immediately to the Head of Subject and then onto the Head of Learning / Pastoral Lead. The Principal may choose to isolate or exclude persistent offenders.

## Records

Each 30 minute detention and the reason given will be logged.

**Appendix 2a diagram is available on the next page.**

<b>Student Behaviour Management Policy</b>		
<b>Linked to</b>	<ul style="list-style-type: none"> <li>➤ Single Equality Policy</li> <li>➤ Child Protection Policy</li> <li>➤ Exclusion Policy</li> <li>➤ Anti-bullying Policy</li> <li>➤ Drugs Policy</li> <li>➤ Equal Opportunities Policy</li> <li>➤ Special Educational Needs &amp; Disability Policy</li> <li>➤ No Smoking Policy</li> <li>➤ Relationship &amp; Sex Education Policy</li> <li>➤ Student Acceptable Use Policy</li> <li>➤ Confiscation Policy</li> <li>➤ Home/School Agreement</li> <li>➤ Code of Conduct</li> <li>➤ Ethos Statement</li> <li>➤ Whitburn Principles</li> </ul>	
<b>Creation Date</b>	<b>Version</b>	<b>Status</b>
27 <sup>th</sup> January 2009	1.0	Approved by the Governing Body
<b>Revision Date</b>		
1 <sup>st</sup> February 2011	2.0	Approved by the Governing Body
21 <sup>st</sup> May 2013	3.0	Approved by the Governing Body
26 <sup>th</sup> April 2016	4.0	Approved by the Governing Body
4 <sup>th</sup> July 2017	5.0	Approved by the Governing Body
2 <sup>nd</sup> July 2019	6.0	Approved by the Governing Body
2 <sup>nd</sup> February 2021	7.0	Approved by the Governing Body
29 <sup>th</sup> September 2021	8.0	Approved by the Governing Body

## Appendix 2a Monitoring and Referral Process

**Form Tutors will dedicate 1 non-contact period per 2 week cycle to review pastoral matters**

