



# Whitburn Church of England Academy

## Student Behaviour Management Policy

### Preface - Vision and values

The Academy Vision and Values can be found here

<https://www.whitburncofeacademy.org/about-us/academy-vision-and-values/>

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

### 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 learning to achieve their full potential and raise students' self-esteem. Our approach and behaviour curriculum strive to ensure that students are aware of 'all different, all equal', the importance of respectful and mature relationships with each other and with staff, so that school is a calm, safe and supportive environment where all students can flourish. Expectations for student behaviour will be clearly communicated and consistently applied by all staff.

Our behaviour curriculum in which the key phrase '**if we let you off, we let you down,**' is inherent, will develop in students a sense of self discipline and an acceptance of responsibility for their own actions. It aims to encourage students to value the Academy environment and its routines and ensure that students are confident of their right to be treated fairly. We regularly train staff about positive behaviour management strategies and meeting the needs of the changing profile of students, for example, working with the increasing number of students with more complex needs (such as those identified as SEMH - social, emotional and mental health issues). Intervention, support and sanctions are always considered carefully in light of a students' additional needs.

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

We believe the best way to bring about the behaviours we wish to see is by being consistent in our approach and expectations of our students. However, there will be times when students need to be sanctioned in some way for their behaviour or lack of work, but we will aim whenever possible to provide an opportunity for students to reflect upon and learn from their errors. We will also seek to work with parents/carers as closely as possible so that they are involved in solving problems. Problems are to be expected when children are growing and learning; all teenagers will make mistakes.

## **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 student's poor behaviour will also be monitored through the Pastoral Lead 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 *DfE publication, 'Behaviour and discipline in schools' Advice for headteachers and school staff, September 2022, Equality Act 2010 and the SEND Code of Practice 2015, DfE publication 'Searching, screening and confiscation' Advice for headteachers, school staff and governing bodies July 2022, Keeping Children Safe in Education 2025, Suspension and Permanent Exclusion from maintained schools, academies and student referral units in England, including student movement, Guidance for maintained schools, academies, and student referral units in England, September 2022, Working Together to Safeguard Children 2018, Improving behaviour in schools guidance report, EEF, May 2019.*

### Key Points

- Students are taught our behaviour curriculum about behaviour expectations and routines during transition and at the start of each academic year. Students who start school mid-year are also informed of our approach and school expectations.
- 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 Principal 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.
- Rewards - our whole school ethos encourages a learning approach to all aspects of a child's development. All staff try to "catch students being good." We believe that it is important that we praise when a student has achieved our expectations. We believe that this positive approach encourages students to meet our expectations but that we should explicitly use praise at all available, opportune moments in order to model good learning and behaviour and to boost students' self-esteem.
- We will always seek to work constructively with parents to support those students whose behaviour causes concern. In addition, we will communicate with parents/carers when students are doing well.

## **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, consistently applied and their consequences are made explicit. 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. The guidelines for when it is reasonable to do so appear in paragraphs 92-95 of the DfE publication 'Behaviour in schools – advice for Headteachers and School Staff' (2022) and we will always follow these.

If students display challenging or offensive behaviour toward any staff member at any time (in or out of school), then the Academy reserves the right to apply sanctions as appropriate. These decisions will be made after proper and documented investigation.

Examples of unacceptable behaviour on school site against any member of our school community among others include physical assault against anyone, verbal abuse against anyone, child on child abuse, bullying, racist abuse, sexual misconduct, drug and alcohol related incidents, damage, theft, persistent disruptive behaviour, misuse of computers.

### **Students who make malicious or vexatious complaints against school staff**

Where a student is shown to have made false accusations against a member of staff, the school will take disciplinary action against them, up to and including Permanent Exclusion should the circumstances warrant that sanction.

### **Recognition and Rewards**

Students learn more successfully and have their self-esteem raised with praise, reward and celebration. Staff are supported in taking ownership and responsibility for establishing a classroom environment conducive to learning where good behaviour is expected. There is regular training on this. Appropriate behaviour will be praised and rewarded. The Academy will promote good behaviour by students through a system of recognition and rewards.

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

In addition, there are many subject rewards and celebration and recognition rewards events.

### **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).

Within classrooms teaching staff are expected to follow PBM (Positive Behaviour Management)

These Consequences of Misbehaviour are displayed in the student planner (also, see Appendix 1 & 2).

Sometimes, behaviour warrants a 'Call Out' where a member of staff who is 'On Call' will come and speak to the student who has been placed in the corridor by their class teacher. This may involve students who:

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

In these instances, the student will either be returned to the lesson – providing assurance is given that the poor behaviour will not be repeated - or will be taken to another classroom to continue with their work. Students will receive a detention from the class teacher as well as a 1 hour detention after school the same day.

### **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**. On a rare occasion of an evidenced, preplanned medical appointment, we will rearrange the sanction to the next day. However, this will be a rare exception. Our email messaging service and/or the student's planner will be used to inform and liaise with parents/carers – usually by 2.30pm on that day.

Detentions may be given for a variety of misdemeanours e.g. failure to complete homework, student in breach of uniform requirements/failure to bring their mobile phone pouch to school (if they have an electronic device, i.e. mobile phone / air pods / smart watch) misbehaviour in class or on the Academy site. Detentions may take place at the end of the school day or during break or lunchtimes.

### **Lunchtime detentions**

Any student who is default of expected behaviour around the school site, i.e. at breaktime and lunchtime, will be given a lunchtime sanction. These are also used for students who have failed to comply with report procedure (am).

### **30 minute detentions after school**

Any student who has:

- Missed a x10 minute sanction with their teacher
- Failed to comply with report procedure (pm)
- Failed to respond to PBM in class

Students will be given a 30 minute detention after school, the same day.

### **Breach Detention (60 minute)**

Any student who is:

- late to school (after 9.01am) without a reasonable and legitimate excuse
- Sent to ‘Call-out’
- In breach of wearing expected uniform, e.g., wearing make up or jewellery, unacceptable skirt or trousers
- Without their student planner
- Without their mobile phone pouch in school

Students will be given a 1-hour detention after school, the same day.

### **School based community service**

School based community service or imposition of a task can be used during/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 mealtimes; 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 suspension. The use of the Reflection Room can only be authorised after consulting the Principal. Suspensions may be pre-empted by a period in the Reflection Room, or as a part of an investigation, to aid the re-integration of a student into timetabled lessons. The Reflection Room can be used when students have not abided by the expectation of using mobile phone pouches, been persistently poorly behaved or a serious incident has happened, for example, bullying, the student has been given 3 callouts from lessons and/or inappropriate behaviour to another student (this list is not exhaustive).

### **Suspensions**

A decision to suspend a student 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 prefect tie, village privilege 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.

## **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).

## **Behaviour Support Plans**

Following any sanction, so that students can be supported in meeting our behaviour expectations, strategies and targeted intervention will be used to help students understand why things went wrong and to improve their behaviour.

Should a student continue to struggle to conform to our behaviour expectations following a series of suspensions, it may be appropriate that they are placed on 'Behaviour Support Plan' as a precursor to a 'Pastoral Support Plan' where focused targets are set, and additional support is put in place.

If, following a Pastoral Support Plan, a student's behaviour does not improve and further incidents are recorded, we may look to seek further advice for an alternative intervention e.g. A supported off site direction or managed move to another school.

In extreme circumstances it may be that a student is permanently excluded from school. A permanent exclusion is when a student is no longer allowed to attend our Academy.

The decision to exclude a student permanently would only be taken:

- in response to a serious breach or persistent breaches of the school's behaviour policy; and;
- where allowing the student to remain in school would seriously harm the education or welfare of the student or others such as staff or students in the school.

## **Student Support**

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

- Parental meetings
- Working with SENCO
- Being allocated a Key Worker from the SEND team (if appropriate)
- Daily support from the form tutor, Inclusion Support Assistant and/or Pastoral Lead and SMT
- Behaviour Support Programme (BSP)
- Pastoral Support Plan (PSP)
- Differentiated curriculum and curriculum resources
- Modification of teaching strategies
- De-escalation techniques used by the teacher
- Emotion Coaching used by 'On Call'
- Study support
- Involvement of the Attendance Monitoring Officer

- Referral to outside agencies (student willing) e.g. Matrix (drugs and alcohol misuse), Youth Offending Team
- Meeting with behaviour/SEMH counsellor in school or referral to mental health agencies outside of school

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

#### **Monitoring Report**

This can be implemented by a form tutor, Pastoral Lead, KS3/4 Progress Lead or Head of Subject e.g. following suspension, or regarding 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/Carers will also be informed of student progress through the full report, interim report, monitoring report and/or 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 Pastoral Lead and SMT. This data will be summarised and presented for scrutiny at the Directors Student Intervention Committee on a termly basis.

## **Appendix 1**

### **Student Behaviour Management Policy**

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

The consequences of misbehaviour in class are:

**Formal Warning**

**10 minute Detention**

**30 minute Detention**

**Call Out (10 min detention with the teacher plus 1 hour after school detention)**

**Breach detention after school the same day for 1 hour**

**(Parents/Carer and Pastoral Lead notified)**

## Detention Procedure

### Appendix 2

#### Student Behaviour Management Policy

##### Detention

*The Education and Inspection Act 2006 and Behaviour and Discipline in schools 2022 – 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 students (aged under 18).
- Schools must make clear to students and parents/carers that they use detention (including detention outside of school hours) as a sanction.
- **Parental/carers 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 student at risk.
- Whether the student has known caring responsibilities which mean that the detention is unreasonable.
- Whether suitable travel arrangements can be made by the parent for the student. It does not matter if making these arrangements is inconvenient for the parent/carers.

An email messaging service and/or the student's planner will be used to liaise with parents/carers. Detentions may be given for a variety of misdemeanours.

##### **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 are not to be south of Nicholas Avenue if/when allowed out at lunchtime

**N.B.** The sanction for truanting is designated as: a 1 hour stay back for each 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, Cover Supervisors, SEN Support Assistants, Pastoral Leads and Inclusion Support Assistants the authority to issue detentions to students. Teaching staff will supervise 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 a subject detention or an after-school detention without reasonable excuse (i.e. evidenced, preplanned medical appointment), the procedures shown in *Appendix 2* should be followed. Students who fail to attend lunchtime detention will be referred immediately to the Pastoral Lead. If students fail to attend any detentions set, they will be referred to the Pastoral Team/AHT for a follow up sanction. Students who fail to attend 'breach' detention after school will be given a day in Reflection.

The Principal may choose to isolate or suspend persistent offenders.

### **Records**

Each 30/60 minute detention and the reason given will be logged.

**Students who are issued with a detention before 2.30pm will complete their detention on the day that it is issued, with no exceptions.**

If a student fails to attend their 60 minute detention, they will not be given a further opportunity to complete this. Instead, they will be placed into the Reflection room for the next day. Please look at the summary below which outlines the sanctions set for any detentions missed.

<b>Detention Missed</b>	<b>Sanction</b>
10 minutes with teacher	30 minutes after school
30 minutes after school	60 minutes after school the next day
60 minutes after school	Day in Reflection Room

<b>Student Behaviour Management Policy</b>		
<b>Linked to</b>	<ul style="list-style-type: none"> <li>➤ Equality (Single) Policy</li> <li>➤ Safeguarding and Child Protection Policy</li> <li>➤ Exclusion Policy</li> <li>➤ Anti Bullying Policy</li> <li>➤ Drugs 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>➤ Searching and Confiscation Policy</li> <li>➤ Home/School Agreement</li> <li>➤ Code of Conduct</li> <li>➤ Ethos Statement</li> <li>➤ Whitburn Principles</li> <li>➤ Electronic Devices (i.e. mobile phones / air pods / smart watches)</li> </ul>	
<b>Review Cycle = 3 Yearly</b>		
<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
11 <sup>th</sup> July 2023	9.0	Approved by the Governing Body
16 <sup>th</sup> June 2026	10.0	Approved by the Governing Body