Behaviour Policy 2019

This policy statement is not to be read in isolation, but in conjunction with other college policies (with particular reference to SEN, anti-bullying and safeguarding policies) and the latest DfE advice 'Behaviour and Discipline in Schools: Advice for Headteachers and school staff' – January 2016

This behaviour policy acknowledges the college's legal duties under the Equality Act 2010 in respect of safeguarding and in respect of students with special educational needs (SEN).

This policy applies to all aspects of college life: inside the classroom, on college grounds, travelling to and from college, wearing college uniform (or in some other way identifiable as a student at the college), as well as when students are undertaking an educational visit off-site or college related activity.

If these conditions do not apply and if misbehaviour could have repercussions for the orderly running of the College, poses a threat to another student or member of the public or could adversely affect the reputation of the College, then the behaviour policy can still apply.

Behaviour Management Policy

The Governing Board and staff at Denton Community College seek to create an environment, which encourages and reinforces good behaviour. Furthermore, we acknowledge that society expects good behaviour as an important outcome of the educational process.

We believe that a positive working relationship with parents and carers is fundamental to ensuring the best quality education for our young people.

We aim to:

1. Create an environment, which encourages and reinforces good behaviour

2. Promote self-discipline and positive relationships

3. Ensure that the College's expectations and strategies are widely known and understood

4. Encourage the involvement of both home and College in the implementation of this policy

Setting the context of the Behaviour Policy

Denton Community College staff and the Governing Body have an important responsibility to model high standards of behaviour, both in their dealings with the students and with each other as their example has an important influence on students. We believe that as adults we should aim to:

1. Create a positive climate with realistic expectations

2. Emphasise the importance of being valued as an individual within the group

3. Promote through example the college values of respect, responsibility, integrity, inclusion, courtesy and empathy

4. Provide a supportive, inclusive, caring and effective learning environment

5. Encourage relationships based on kindness, respect and understanding of the needs of others

6. Ensure fair treatment for all regardless of age, gender, race, ability and disability

7. Value the rights and property of each individual through the promotion of honesty and respect

8. Reject bullying and dishonesty and encourage the development of co-operation, self-discipline and responsibility

9. Encourage development of self-respect and maturity, enabling growth towards becoming worthy citizens by promoting moral and social values

10. Show appreciation of the efforts and contribution of all

The Curriculum and Learning

Denton Community College believes that an appropriately structured curriculum and effective learning contribute to good behaviour. Thorough planning for the needs of individual students, the active involvement of students in their own learning and structured feedback all help to avoid the alienation and disaffection which can lie at the root of poor behaviour.

It follows that lessons should have clear objectives, understood by the students, and differentiated to meet the needs of students of different abilities. Marking and record keeping can be used both as a supportive activity, providing feedback to the students on their progress and achievements, and as a signal that their efforts are valued and that progress matters.

Classroom Management

Classroom management and teaching methods have an important influence on students' behaviour. The classroom environment gives clear messages to the students about the extent to which they and their efforts are valued. Relationships between teacher and student, strategies for encouraging good behaviour and arrangements of furniture all have a bearing on the way the students behave. Overall, the classroom should provide a welcoming environment.

Teaching methods should encourage enthusiasm and active participation for all. Lessons should aim to develop the skills, knowledge and understanding, which will enable the students to work in co-operation with others. Praise should be used to encourage good behaviour as well as good work.

Rewards & Recognition

Aims/Rationale of the Rewards System

- To create an encouraging environment that reinforces success and rewards positive behaviour.
- To ensure a consistent response to positive behaviour.
- To promote self-esteem, self-discipline and positive relationships.
- To encourage pupils to display a positive attitude towards all aspects of college life.
- To celebrate and promote the importance of good attendance and punctuality.
- To involve parents and carers in the celebration of positive behaviour in and around college.

Emphasis should be on rewards and recognition to reinforce good behaviour. Rewards and recognition have a motivational role, helping students to see that good behaviour is valued. The commonest reward is praise, informal and formal, public and private, to individuals and groups. Praise can be earned by the maintenance of good standards as well as particularly noteworthy achievements. Students can be rewarded in the following ways:

- Verbal praise in a variety of contexts (e.g. on an individual basis or during class)
- Collective or individual praise in assemblies (e.g. good behaviour during an off-site College visit)
- The earning/obtaining of Go4schools points for effort and academic achievement with points accruing which enable students to earn badges and certificates
- Written, verbal or telephone communication with home, praising high standards of behaviour
- End of term trips
- 'Postcards of Praise' sent home if students have worked particularly hard
- Assembly prizes
- Friday Rewards with the Headteacher
- Recognition in end of term rewards assembly
- Recognition at achievement evening
- Termly attendance rewards

Badges and certificates are awarded when students reach the following numbers of Go4schools points:

- Bronze   250
- Silver   500
- Gold   750
- Platinum   1000
- Diamond   1500

Sanctions

Although rewards are central to the encouragement of good behaviour, realistically there is a strong need for sanctions to register the disapproval of unacceptable behaviour and to protect the security and stability of the College community.

The use of sanctions will be characterised by two features:

- It must be clear why the sanction is being applied
- It must be made clear what changes in behaviour are required to avoid future punishments

Sanctions may include the following:

- Expressions of disapproval
- Withdrawal of privileges
- Detentions at break-time, lunch-time or after-school
- Referral to Form Tutor, Assistant Head of Year, Head of Year, SLT Year Group Link, Deputy Headteacher or Headteacher
- Letter or phone call to parents/carers
- Placing on a Behaviour Report Card as follows:

Level 1: Form Tutor or Class Teacher, **Level 2**: Head of Year or Head of Department, **Level 3:** SLT Year Group or Subject Link, **Level 5:** Deputy Headteacher/ Headteacher

- Internal seclusion with a member of staff for a day
- Internal seclusion in the College's Student Intervention Unit (CSI)
- Exclusion from the College to another school for a day or more
- Exclusion from the College (Headteacher decision only)
- Referral to the School's Governing Body

Where antisocial, disruptive or aggressive behaviour is frequent and recurs and these sanctions have not brought about any improvement, it may be necessary to refer students to other agencies (i.e. Early Help/ Educational Psychologist) to receive specialist support.

All staff will follow the formal Behaviour Management procedures when dealing with misbehaviour around the College and in lessons.

Searching Students

There may be occasions where it is deemed necessary for students to be searched if suspected of being in possession of prohibited items. Permission to search a student must be granted by the Headteacher, or the designated senior member of staff in the event of the Headteacher's absence. At the time of writing, prohibited items include:

- Knives and weapons
- Alcohol
- Illegal drugs
- Drugs paraphernalia
- Stolen items
- Tobacco, cigarette papers and electronic cigarettes
- Fireworks
- Pornographic images
- Any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property

The Headteacher reserves the right to add or amend this list of items at any time. Such changes will then be reflected in updated versions of this document.

Malicious allegations

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

Please refer to our safeguarding policy/statement of procedures for managing allegations of abuse against educational staff member and volunteers for more information on responding to allegations of abuse.

The Headteacher will also consider the pastoral needs of staff accused of misconduct.

Physical restraint

In some circumstances, staff may use reasonable force to restrain a pupil to prevent them:

- Causing disorder
- Hurting themselves or others
- Damaging property

Incidents of physical restraint must:

- Always be used as a last resort
- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Be recorded and reported to parents (see appendix 3 for a behaviour log)

Communication with Parent(s)/Carer(s)

Denton Community College gives high priority to clear communication and to a positive partnership with parents and carers, since these are crucial in promoting and maintaining high standards of behaviour.

Where the behaviour of a student is giving cause for concern, it is important that all those working with that student in the College are aware of those concerns and of the steps that are being taken in response. The key staff in this process are the Form Tutor who has the initial responsibility for the student's welfare along with the Head of Year and SLT Year Group link.

Links with the Community

Denton Community College aims to instil a sense of citizenship, community and belonging within all of its students and, as such, gives a high priority to the way that its students conduct themselves within the local neighbourhood. The aim is that students behave in a way that will make people glad that Denton Community College is part of their community.

Denton Community College Code of Conduct

As staff, students and representatives of our college, in and around Denton Community College and the wider community, we agree to:

- Treat everyone as you would like to be treated

- Respect people of all races and their beliefs

- Be caring, courteous and considerate

- Respect college property at all times

- Respect other people's possessions

- Always do your best to be punctual

- Always be sensible around the college

- Always be polite and helpful

- Be honest

Denton Community College Rules

- Bullying is not tolerated within Denton Community College. Any instances of bullying will be dealt with severely.

- Disciplinary action will be taken against students who engage in serious verbal abuse of any member of the College Community.

- Disciplinary action will be taken against students who engage in fighting, or other aggressive, threatening, or intimidating behaviour within the College.

- Disciplinary action will be taken against students who continually disrupt the learning of others.

- Regulation uniform is obligatory for Years 7 to 11. Please refer to the uniform list for details.

- No make-up, nail varnish, acrylic nails, extreme hair colours or styles may be worn by students in Years 7 to 11.

- No facial/other piercings (other than ears) are permitted. No 'spacer' ear-rings are permitted, only one small stud in each ear lobe.

- Outdoor clothing should be removed in the building. Students should remove hooded tops/non-school style jumpers when in the College building, as these are unnecessary items.

- Basic equipment including pens, pencils, ruler, eraser, calculator, and coloured pencils are needed for every lesson and should be brought in a suitable bag capable of carrying A4 size paper.

- Homework is an essential part of succeeding at Denton Community College and should be handed in on time.

- We recognise that mobile phones are part of everyday life for many children and that they can play an important role in helping students to feel safe and secure. However, we also recognise that they can prove a distraction in College and can provide a means of bullying or intimidating others.

- Mobile phones and headphones must not be visible in classrooms. Students using phones and headphones in classrooms without the permission of staff will have them confiscated.

- Confiscated phones and headphones will only be returned to Parents or Carers after 3.00pm from the Main Reception.

- Your child will also be challenged if they use phones and headphones outside of break and lunch times.

- All property should be respected, and damage and graffiti is not allowed in any circumstances.

- All textbooks, library books, and other Denton Community College resources must be returned immediately upon request.

- Chewing gum must not be brought into Denton Community College, or used in or around the college premises.

- Fizzy drinks, high sugar sports drinks and energy/high caffeine drinks are not permitted and must not be brought into College. Once confiscated, they will not be returned.

- Aerosols (deodorants/hairspray etc.) are not permitted and must not be brought into College. Once confiscated, they will not be returned.

- Leave of absence except in illness or emergency: Students may not be absent without permission from the Headteacher. A student who has been absent must bring a note stating the dates and cause of absence. If leave of absence is required for some special reason, permission must be sought from the Headteacher/Attendance Manager in advance, in writing.

- Parent(s)/carer(s) should contact the College before 08.40am on the first morning of absence in order to reduce unexplained absence and unnecessary concern. Students must bring a note of explanation to their Form Tutor/Attendance Manager, giving dates and reasons for their period of absence upon the day of their return, written, signed and dated by their parent(s)/carer(s).

- No student in Year 7 to Year 11 may leave the premises during normal College hours unless authorised by staff (eg doctor/dentist/hospital).

- All personal property brought into the College (including watches, pens and purses) should be marked with the name of the owner in full.

- Articles of value, or large sums of money should not be brought into the College.

- Avoid bringing in any expensive property (e.g. mobile phones), which are not essential for learning into College. No personal possessions must be left in classrooms at any time; the College is unable to take responsibility for any personal possessions and belongings.

- Students are allowed to eat packed lunches/food outside when the weather is good enough, but must ALWAYS return trays, crockery or cutlery. All rubbish material must be placed in a bin.

- Money may not be raised or collected without the permission of the Headteacher.

- Students should use the toilet at break and lunchtime. A teacher will allow a student to go to the toilet during lessons only if there are special circumstances.

- Certain subjects e.g. IT, Technology, Science, Performing Arts (Drama and Dance) and P.E. have special rules which must be obeyed for the safety of all students.

- Disciplinary action will be taken against students who smoke on the College premises, or are found in possession of cigarettes, electronic cigarettes, or any illegal substances on the College premises, or who smoke or use any illegal substances in any public place while wearing any item of College uniform.

- Disciplinary action will be taken against students who bring alcoholic drinks into the College, who consume alcohol whilst on College premises, or who do so in a public place whilst wearing any item of College uniform.

- The Headteacher may decide to include other reasonable rules which enforce good order within the College learning environment.

The Behaviour Management Process

Behaviour Referral Routes – The C1, C2, C3 and C4 System

Denton Community College uses a **Chance, Choice, and Consequence System** to keep track of behaviour incidents. Behaviour points can be issued inside or outside the classroom and details of all C3 and C4 incidents are stored on student records on the school computer system. The C3 and C4 Behaviour Referrals are a written report of the incident that become part of the student's school record on Go4Schools. Each behaviour referral is awarded a number of Behaviour Points which go towards a student's total in the college positive/ negative behaviour point system and will affect their overall total points score.

Behaviour Referral	Action	Referred To	Consequence
C1 Verbal warning to student.	Recorded on the board (initials)		
C2 Final verbal warning issued to student	Tick next to initials on board		
C3 Logged on Go4Schools	15 minute detention issued	With class teacher	15-minute detention issued on the same day at <u>break</u> or <u>lunch</u> only, or after school the following day.
C3 (15 minute detention not attended). Logged on Go4Schools	30 minute detention issued	With class teacher/faculty	30 minute detention the next day after school. (An advisory text will be sent home).
C3 (30 minute detention not attended)	Day secluded with staff, followed by 30 minute detention the same day	With Head of Subject or other member of staff	Day secluded with Head of Subject or other member of staff. Loss of social time that day. Mobile phone to be handed in at start of day. Original 30 minute detention will then be completed at the end of the day. (An advisory text will be sent home).
C4 Possible removal from lesson/ social time	Referral to HoY/SLT Year Group Link, Deputy Headteacher or Heateacher for sanction to be issued	Referral to HoY/SLT Year Group Link, Deputy Headteacher or Headteacher	Possible sanctions include: Day in the college Inclusion Unit, day secluded with a member of staff (including loss of social time), possible exclusion to another school for one or more days, possible fixed term exclusion.

Behaviour Referral Routes – The C1, C2, C3 and C4 System

C1 and C2 incidents which usually occur in the classroom are not recorded. C3/C4 incidents, which are usually more serious, are logged on Go4Schools and are dealt with by the Class Teacher, or by another staff member if appropriate.

Tracking Behaviour Referrals

Where there is further concern about behaviour and a child has accumulated a number of behaviour referrals, further action needs to be put in place to ensure that their behaviour is being monitored and that it does not become worse and will hopefully improve.

If a class teacher has concerns about the behaviour of a student in their lesson and the usual behaviour management strategies have been unsuccessful, students will be placed on Curriculum Report as detailed below:

Class Teacher Subject Report (3 weeks). If unsuccessful, this will escalate to:

Head of Department Subject Report (3 weeks). If unsuccessful, this will escalate to:

SLT Subject Link report (3 weeks).

Numbers of behaviour referrals will also be tracked by the Head of Year weekly and per term for each particular year group to see if there are concerns across several subjects or at unstructured times. If the Head of year deems it necessary, students may be put on a Pastoral Report to their Form Tutor, Head of Year or member of SLT.

Students are placed on report to enable close monitoring of their behaviour during lessons. Student specific targets are set and teaching staff record whether these targets have been met during the lesson.

If a student is placed on report, parents/carers will be informed and may be asked to attend a meeting to discuss their child's behaviour.

Failure to improve on report may result in a higher level of report or further sanctions being issued.

Management by Walkabout (MBWA)

The 'MBWA' system is used for disruption where a student has to be removed from the classroom because he/she is preventing the class from learning, or the teacher from teaching. Examples of this may be: refusal to move seat when asked, constant disruption, confrontation, assault on another student, abusive language to students or staff and other C3/C4 type behaviours (see earlier). Students who have been removed from lessons are usually 'buddied' to work in another classroom for the remainder of that particular lesson. This could be with the Head of Subject, or another member of staff.

A 30 minute detention is issued to the student as a consequence to being 'buddied'. The 'MBWA' is logged as a record of the student causing disruption to the learning of others by being removed from the lesson. Students picked up by MBWA may also be placed in seclusion with a member of staff the following day.

A report is run weekly for the numbers of students who have required 'MBWA'. The system is monitored by the Deputy Head in charge of behaviour and students who are persistently removed from lessons due to disruption will be dealt with additionally.

Addressing Poor Behaviour for Learning

Detentions:

Lunchtime and after school detentions can be issued as and when appropriate and may be led by the class teacher, department-based, pastoral-based or whole school.

Break or Lunchtime Detentions:

These will be issued automatically for:

- C3 incidences, lack of equipment and poor punctuality
- Parents are not necessarily informed when their child has been issued with a break or lunchtime detention
- They are 15 minutes in duration
- Students still have time to get some lunch after the lunchtime detention

C3 30 Minute After School Detentions - from 2:50pm to 3.20pm

Each teacher or member of staff administers their own detentions. This enables a conversation to take place between the student and teacher to address and resolve the problem. Parents will be given notice in the form of a text message.

Students are expected to take responsibility and attend their detention themselves. If they fail to attend without a valid reason, they will be placed in seclusion with a member of staff the following day.

Seclusion (Internal Exclusion):

This is a facility introduced to minimise exclusions where students will work in isolation for the period determined. This may be in the Inclusion Unit or with a member of staff. Students will complete work set during the course of the day and will also lose their social times that day. (For those in the inclusion unit, grab bags may be ordered for lunch for those who would normally purchase food from the canteen).

A period in seclusion may be issued for smoking, truanting, bullying, bringing the school into disrepute, persistent defiance etc.

Key Areas

Denton Community College is aware that there are several key areas that must underpin the College Behaviour Management Policy and will always seek to create an environment which encourages and reinforces good behaviour both during and as an outcome of the educational process.

1) A Whole School Policy on Anti-Bullying

Denton Community College has an Anti-bullying Policy, which is regularly reviewed. This provides guidance and advice for students, parent(s)/carer(s), staff and governors. The strategies adopted attempt to create an ethos in the College which does not tolerate the oppression of one person by another, in other words bullying. The review process centres on the views and opinions of the student body.

2) The Pastoral System of Heads of Year and Form Tutors

This system plays an extremely important role in dealing with issues such as bullying and liaising with subject departments when students face behavioural problems, which have a negative impact on their work and motivation. Especially important, however, are the positive links made with parent(s)/carer(s) who are contacted and consulted as soon as possible.

3) Support Staff

Admin Staff, Teaching Assistants, Technicians, Kitchen Staff and Site Staff all regularly meet students and need to deal with a wide variety of student behaviour. It is vital that all adults working at Denton Community College support each other and share the same values about student behaviour. Liaison and consultation between teaching and support staff can only help create an orderly, supportive atmosphere for all students.

4) Social Inclusion

The primary aim of social inclusion is to support students whose circumstances make them vulnerable to underachievement. Monitoring of identifiable groups of students who may need extra support in terms of behaviour and achievement is also important in avoiding disaffection, low motivation and the poor behaviour that may result. Denton Community College has a number of strategies and projects in place to support such students.

5) Special Educational Needs

The SENCO (Special Educational Needs Co-ordinator) and her team play a pivotal role in co-ordinating and targeting support for students whose learning needs if left unmet could lead to frustration, embarrassment and poor behaviour. Denton community College respects the need for the curriculum to be accessible to every student. (Please see the College's Inclusion/SEN policy for full details).

6) Primary Liaison

The successful transfer of students from primary to secondary education provides Year 7 students with a secure and rewarding start at Denton Community College. The Head of Year 7 manages effective transition processes within the College. All staffing areas of the College take part in the induction programme available to our new students (the current Year 6) and their parent(s)/carer(s) each year.

7) Equal Opportunities

Effective policy in this area has a significant impact on behaviour and attitudes within the College. Poor behaviour can result from a sense of real or perceived injustice. (See the equality and diversity policy for full details).

8) Other Aspects of School Organisation Influencing Behaviour

- Effective Duty Teams

- Availability of Senior and Middle Management during the College day

- Student Councils form an essential forum for students to share opinions on how the College can be improved

- Provision at break and lunchtimes for bad weather

- The promotion and development of extra-curricular and extensive enrichment activities

9) The School's Relationship with External Agencies

It is our College policy to foster, maintain and improve links with external support agencies.

Plans for children with behavioural difficulties means that external agencies are often involved in the setting up and monitoring of such plans. Looked after Children within the College have regular Statutory Social Services Reviews, which involve the pastoral staff with responsibility for Looked After Children. In addition to these meetings, these external support services are called in at short notice by the Heads of Year and SLT as and when serious problems arise.

The Primary Trust Nurse visits the College regularly. The College is also working hard to develop and maintain stronger links with local community organisations, which aim to support students who find secondary education difficult.

10) Review

This policy and procedure will be reviewed when there are changes in the law, or in accordance with the schedule drawn up by the Headteacher and agreed by the Governing Body and Local Authority.

Review Date: December 2020

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.

This written statement of behaviour principles is reviewed and approved annually by the full governing board.