

Sir Roger Manwood's School



Behaviour Policy

(Including the School Statement of Behaviour Principles)

Date of Approval: February 2023

Next Review: February 2025

This policy aims to provide a consistent approach to behaviour management that:

- Promotes good behaviour, self-discipline and respect
- Prevents bullying
- Ensures that students complete assigned work
- Regulates the conduct of students
- Reinforces and supports behaviour management as a team effort involving the whole staff and collective high standards and expectations
- Recognises that consequences should be appropriate to a particular offence and context and that students should be aware of the cause and reason for any consequence
- Involves parents if there is cause for concern, but not necessarily for isolated incidents, unless these are deemed of a serious nature.

The policy is based upon advice from the Department for Education (DfE)

- Behaviour and discipline in schools
- [Searching, screening and confiscation at school](#)
- [The Equality Act 2010](#)
- Use of reasonable force in schools
- [Supporting students with medical conditions at school](#)
- [Special educational needs and disability \(SEND\) code of practice](#)

and

- Section 175 of the [Education Act 2002](#), which outlines a school's duty to safeguard and promote the welfare of its students
- Sections 88-94 of the [Education and Inspections Act 2006](#), which require schools to regulate students' behaviour and publish a behaviour policy and written statement of behaviour principles, and give schools the authority to confiscate students' property
- [DfE guidance](#) explaining that academies should publish their behaviour policy and antibullying strategy online

It has been amended to include behaviours essential to meet the measures identified and adopted as a result of the School's risk assessment for the

safe re-opening of the school, 01/09/20 to students and staff. NB this was necessary after the period of lockdown for all schools imposed nationally, March 2020 in response to the Covid-19 pandemic.

Sir Roger Manwood's School Statement of Behaviour Principles

Governors and Staff strongly believe that high standards of behaviour are essential for the success of our school, enabling all students to make the best possible progress in all aspects of their school life and work. All students, staff and visitors have the right to feel safe and free from discrimination at all times in school and an atmosphere of mutual respect should be apparent.

Our community aims to provide an environment in which all students feel safe, supported and inspired to strive for their personal best. Our community at all times seeks to maintain an ethos of positive behaviour in all aspects of school life with the purpose of:

- fulfilling our duty of care to students and employees, by providing a safe school where students feel included in every aspect of school life and are comfortable to voice their opinions and seek support
- promoting self-esteem, self-discipline and positive relationships based upon mutual courtesy, pride and respect. Respect for oneself, in terms of pride in the achievements of self and others, producing work to the best of their ability at all times and high standards of individual behaviour and dress. Respect for others, in terms of differing feelings, opinions, cultures, individuality and ability. Respect for the environment in terms of their own property and that of others, the school property and the local and global community
- encouraging respect and acceptance for all, regardless of age, gender, sexual orientation, race, religion, disability and gender reassignment
- expecting all students to aim for 100% attendance with no unauthorised absences
- facilitating outstanding teaching and learning and high standards of attainment and academic excellence
- supporting and celebrating personal fulfilment and achievement;
- encouraging positive relationships with parents and carers with mutual support, collaboration and responsibilities underpinning student success
- developing self-discipline and increased independence as students learn to accept responsibility for their own behaviour and are intrinsically

motivated to choose to behave in an appropriate and responsible manner.

Supporting and encouraging good behaviour

It is the responsibility of all members of staff to follow and implement this Behaviour Policy to ensure a consistency of approach and common understanding of acceptable behaviour and the expected high standards. Further information is available to all staff detailing school expectations of them in promoting and securing outstanding behaviour. Parents and students are expected to work closely with staff to engage and promote our positive ethos and the development of positive personal, spiritual and moral values while embodying the spirit of our caring community in which there is tolerance and esteem for all. Parents are also expected to support their child in adhering to the student code of conduct and appropriate behaviours, informing the school of any changes that may affect their child's behaviour and discussing any behavioural concerns with the form tutor, subject teacher, Head of Department or Head of Year at the earliest opportunity.

All aspects of the policy are expected to permeate the ethos and actions of daily school life. Implementation will be obvious in:

- the classroom during lessons and through displays
- during non-structured times
- whole school and year assemblies
- staff briefings, meetings and training
- attendance monitoring, registration periods, tutor time and PSHCE
- interactions between students, staff, parents and the community
- staff noticeboards, Student noticeboards, Codes of Conduct, AUPs and Homework Diaries
- curriculum considerations
- the Assessment process to recognise a positive attitude to learning and making progress
- students support structures and school uniform

Rewards

Recognising the environment in which students are most likely to thrive, our school fosters a climate where meaningful praise and encouragement are the norm.

Praise and reward permeate our school and include:

- the use of encouraging language and gestures
- recognition of appropriate behaviours for learning
- recognition of improved work and effort
- displays of student work
- representing the school at events
- celebration assemblies, productions, concerts, CCF ceremonies
- the use of assessments and target setting
- the award of academic and non-academic achievement trophies, certificates and colours
- the award of house points and celebration of house activities
- positions of responsibility

Definitions of smoking

All of the following are classed as smoking and its associated paraphernalia:

- Pipes
- Water pipes such as shisha and hookah pipes
- Cigars
- Herbal cigarettes
- E-cigarettes
- Personal vaporisers

Electronic nicotine delivery systems currently fall outside the scope of smoke-free legislation, however, the long term health effects of the use of these devices is not known and they may represent a health risk through passive consumption, as with passive smoking.

Unacceptable behaviour and sanctions

Our school recognises that mistakes are a valuable part of the learning experience but when poor behaviour is identified there are consequences and

sanctions. We aim for sanctions to be fair and proportionate and implemented consistently while recognising individual circumstances.

Unacceptable behaviour includes, but is by no means exclusively:

- behaviour which puts self or others at risk of danger, including bringing onto the school site, or using the school premises for any drug, alcohol, tobacco, vaping or illegal substances or legal highs
- behaviour which impacts on the school and the community and brings the school name into disrepute
- bringing any weapons (including all types of knives) onto school property
- verbal or physical aggression
- bullying, including mental and cyberbullying or harassment
- discrimination, the nature of which may include being based upon disability, race, religion, homophobic, transphobic, biphobic, or any other gender identity or protected characteristic
- arguing with or defying members of staff
- intimidating or bullying behaviour
- filming, photographing or recording of staff and students on a mobile device, camera or any other ICT equipment on the school site without express permission by a member of staff
- smoking on or around the school property (see section above for definitions of smoking)
- damaging the school site or the property of others
- theft
- rudeness, discourtesy and defiant behaviour
- truancy and persistent lateness
- disruptive behaviour, especially when it inhibits learning
- continually forgetting the correct books, equipment or PE kit
- continually overdue work
- any infringement of the school rules including relating to uniform and use of mobile phones
- improper use of school computers
- chewing gum in school

At the lowest level poor behaviour will be dealt with informally in or out of the classroom with staff emphasising expectations or re-engaging students in their task. If this is not effective other sanctions and strategies to re-engage and support students to make the correct choice include:

- a verbal reprimand

- extra work or repeating of work until it meets required standard
- written tasks such as lines or an essay
- moving seats within lessons
- withdrawal from lessons to work within the department
- contact with parents
- removal from a lesson by SLT
- break, lunchtime or after-school detentions with a class teacher
- school led lunchtime detention, after-school detention or Headteacher detention, depending upon the severity and regularity of the observed behaviours
- forfeit of early finish, if scheduled on the last day of term
- attendance at specified pastoral support sessions
- student monitoring report for attendance, work, behaviour, attitude. This could be subject based, reporting to the class teacher then Head of Department or through the pastoral team, reporting to the Form Tutor, Head of Year or member of SLT
- student tracking report
- scheduled uniform and behaviour checks or additional reporting to pastoral staff
- attendance at specified pastoral support sessions
- compulsory attendance at after-school homework club or subject support sessions
- withdrawal of privileges such as access to the school computer system, representing the school on a school visit or sports team and additionally, for sixth form, unsupervised private study periods in school and the ability to sign out and leave the school site during 'free' periods
- community service such as litter picking, tidying, clearing the dining-hall, weeding, cleaning graffiti
- apologising to members of the community impacted by the behaviour
- participation in Restorative Justice type meetings
- engaging in support sessions with AEN staff
- engaging in well-being support sessions
- engaging with support sessions with the school counsellor
- withdrawal to a specific departmental area for a set period of time
- isolation from lessons and social times for a fixed period. Students will work in an area away from their peers, with work provided by staff. Mobile phones will be removed and kept safe in the school office, access to food, drinks and comfort breaks will be determined as appropriate

- managed move to another institution for a student who is continually unable to meet our expectations and standards of behaviour
- application and alternative education, likely to be at the PRU, for students at risk of permanent exclusion

Extremes of behaviour may result in:

- fixed term suspension
- permanent exclusion

Section 2 of the Education Act 2011 gives Headteachers the power to suspend a student for a fixed period or to exclude them permanently.

As required by law, the Governing Body of Sir Roger Manwood's School has regard to the DfE publication "Exclusions from maintained schools, academies and student referral units in England" when making decisions on exclusions and administering the exclusions procedure. The statutory guidance can be accessed via the following web link:

<http://www.gov.uk/government/publications/school-exclusion>

The Chair of Governors is informed of all suspensions and permanent exclusions as they occur and three times a year Governors are informed of any fixed-term suspensions and permanent exclusions at their Student Progress and Wellbeing meetings.

Where the guidance requires the Governing Body to review certain suspensions and exclusions, an Appeals Committee, consisting of at least 3 Governors, will be established and the task will be delegated to that committee. The Appeals Committee is supported by the Governance Professional. For any appeals that are necessary, if there is no specific policy for that circumstance then the school reserves the right to follow the closest available policy, for example the Complaints Policy.

Implementation of school policies will minimise the number of students at risk of either permanent exclusion or fixed period suspensions.

Examples of serious unacceptable behaviours that may lead to a fixed-term suspension include:

- behaviour which puts self or others at risk of danger, including bringing into school, or using the school premises, any drug, alcohol, smoking substance (see separate section for definitions), illegal substances or legal highs

- behaviour which impacts on the school and the community and brings the school name into disrepute
- verbal and physical abuse
- arguing with or defying members of staff
- bullying, including mental and cyberbullying or harassment
- discrimination, the nature of which may include being based upon disability, race, religion, homophobic, transphobic, biphobic, or any other gender identity or protected characteristic
- persistent disruption or defiant behaviour which disrupts the learning of others
- theft
- vandalism
- filming, photographing or recording of staff and students on a mobile device, camera or any other ICT equipment on the school site without express permission by a member of staff
- sexual misconduct

Examples of extreme behaviours that may lead to permanent exclusion, as well as more severe incidents of the above, include:

- serious actual or threatened violence against another student or member of staff
- sexual abuse or assault
- supplying illegal drugs, legal highs or carrying an offensive weapon
- undermining the ethos of the school through persistent failure to comply with school rules and regulations
- behaviour which impacts on the school and the community and brings the school name into disrepute
- as a final step in a process for dealing with disciplinary offences following a wide range of other strategies that have been tried without success

Student Conduct Outside The School Gates

In accordance with Section 90 of the Education and Inspections Act 2006 we will react to inappropriate behaviour outside the school premises 'to such an extent as is reasonable'. When students are taking part in any school-organised or school-related activity or visit students are expected to follow the same behavioural standards as when on the school premises.

When travelling to and from school students are representatives of the school as well as of their parents and we would expect them to follow the same behavioural standards as on the school premises. We would support travel companies in the event of their need to take action should behaviour on public or private transport be deemed unacceptable.

When situations occur outside school that:

- could have repercussions for the orderly running of the school
- pose a threat to another student or member of the public
- could adversely affect the reputation of the school

we may become involved but will be mindful that the matter may be more appropriately handled by other external agencies or parents. If the school is contacted regarding a student's behaviour outside school and the matter is deemed more appropriate to be handled by the authorities, we will highlight this to the person reporting the issue.

Searching Students and Confiscating Property

As well as the Education and Inspections Act 2006, the Education Act 1996 and Keeping

Children Safe in Education, the school follows legal provision as set out in 'Discipline in Schools – Teachers' Powers' and 'Screening Searching and Confiscation advice for head teachers, staff and governing bodies' along with, 'Power to search without consent'.

If there is reason to believe that a student is in possession of any prohibited items, which include:

- knives and weapons
- alcohol
- illegal drugs or legal highs (or associated paraphernalia),
- smoking paraphernalia
- stolen items
- 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
- any other item that might be considered as a danger to student well-being

then without consent the Headteacher, members of the Senior Leadership Team, DSL's or Heads of School have the power to search students and their belongings.

If the student refuses to comply with a search, then the Police may be contacted. If necessary, the student will be isolated until the situation can be resolved. Section 91 of the Education and Inspection Act 2006 enables school staff to confiscate, retain or dispose of a student's property with protection from liability for damage to or loss of the property.

Any smoking paraphernalia will be destroyed.

In the case of illegal drugs, weapons, knives or child pornography the police will be contacted and the items handed to them or destroyed as per their guidance.

<https://www.gov.uk/government/publications/searching-screening-and-confiscation>

Physical Restraint, Use of Reasonable Force

Following Section 93 of the Education Inspection Act 2006 the Headteacher, members of the Senior Leadership Team, DSL's or Heads of School have the power to use reasonable force to:

- prevent students committing a criminal offence
 - prevent students injuring themselves or others
 - preventing a student from attacking another student or member of staff
 - stop a fight between students
 - causing damage to property (including students' property)
 - engaging in any behaviour prejudicial to maintaining good order and discipline, whether that behaviour occurs in a classroom during a lesson or elsewhere
- The school acknowledges its legal duty to make reasonable adjustments for children and young people with Special Educational Needs and Disabilities (SEND).

Staff may also use such force as is reasonable given the circumstances when conducting a search without consent for knives or weapons, alcohol, illegal drugs, stolen items, smoking paraphernalia, fireworks, pornographic images or articles that have been or could be used to commit an offence or cause harm.

For any additional items named in the school rules which may be searched for without consent it is recognised that force cannot be used to search for these items.

<https://www.gov.uk/government/publications/use-of-reasonable-force-in-schools>

Ensuring Consistency of Practice

We aim for all staff to apply the Behaviour Policy consistently, but we acknowledge that in a school with hundreds of students taking part in lessons, social times, travelling to and from site, interacting through social media, and going off-site on trips and fixtures, staff will frequently have to make quick decisions and apply sanctions in different ways depending on context. The school reserves the right to take into account the circumstances leading up to an incident of poor behaviour, and the individual student's circumstances, when deciding on a suitable sanction.

The Headteacher reserves the right to change sanctions at a later date when the full situation has been explained or new information comes to light.

Staff:

- will treat all students equally, irrespective of gender, sexual orientation, race, religion or disability
- will play an active part in maintaining the ethos of the school
- will act as good role models for the students
- will be responsible for classroom management issues and be proactive in dealing with any poor behaviour or infringements of the school rules and ensure that appropriate staff are informed
- will listen sensitively to students and ensure that any safeguarding issues are dealt with in accordance with child protection guidelines and training
- will support each other in maintaining good classroom management and show sensitivity to each other's needs and difficulties
- whilst recognising the value to students of learning from their mistakes and learning to take responsibility for their own actions, for notable

incidents staff will endeavour to ensure that parents are informed of good or poor behaviour

Students:

- *abide by the Home-School Agreement or Sixth Form Student Learning Agreement, as appropriate, signed on admission
 - *abide by the Acceptable Use Policy for responsible access to and use of the school network and ICT
 - *follow the school dress code, school rules and minimum expectations for all students as detailed in the Student Planner
 - follow the school Mobile Device Code of Conduct and Electronic Information and Communications Systems Policy
 - show commitment to the school community
- (* detailed in the Student Planner and Sixth Form Handbook)

Parents/Carers:

- will support the ethos and values of the school
- will communicate with the school to share any change in home circumstances that may affect their child and require the school to review additional support
- will ensure that they inform the school on the first and consequent days of illness (see Attendance Policy)
- will maintain contact through parent evenings, information evenings and informally, when appropriate
- will support their daughter / son to abide by the school rules and Home School Agreement signed on admission
- will engage with the school by use of the school website, School Gateway and SchoolComms, Student Planner, use of Head of Department and Head of School email addresses
- will cooperate with the school in the engagement of outside agencies to provide additional support for their child where recommended

Roles and Responsibilities

- the Governing Body will establish, in consultation with the Headteacher, staff and parents the policy for the promotion of good behaviour and keep it under review

- the Headteacher and Senior Leadership Team will be responsible for the implementation and day-to-day management of the policy and procedures
- staff, including teachers, support staff and volunteers, will be responsible for ensuring that the policy and procedures are followed, and consistently and fairly applied. Mutual support amongst all staff in the implementation of the policy is essential. Staff have a key role in advising the Headteacher on the effectiveness of the policy and procedures. They also have responsibility, with the support of the Headteacher, for creating a high quality learning environment, teaching good behaviour and implementing the agreed policy and procedures consistently
- parents and carers will take responsibility for the behaviour of their child both inside and outside the school. They will be encouraged to work in partnership with the school to assist the school in maintaining high standards of behaviour and will have the opportunity to raise with the school any issues arising from the operation of the policy
- students will be expected to take responsibility for their own behaviour and will be made fully aware of the school policy, procedure and expectations. Students also have a responsibility to ensure that incidents of disruption, violence, bullying and any form of harassment are reported

Involvement of outside agencies

The school works positively with external agencies such as Education Welfare, Attendance and Behaviour, Social Services, School Nurses, School Counsellor, Early Help, Dover Counselling, Young Carers. It seeks appropriate support from them to ensure that the needs of all students can be met as far as possible.