

# **Southend High School for Boys**



## **Promoting Positive Behaviour Policy**

October 2023



## Southend High School for Boys Governing Body

# Statement of Behaviour Principles

The Governing Body at Southend High School for Boys is proud to serve a community where determination to succeed, respect for self and others, care for the environment and positive ethos are so clearly demonstrated and embodied in every aspect of school life.

Governors recognise that it is important for all members of the community to work together to ensure the school is the best it can be. The school works hard to achieve an environment in which:

- everyone cares for each other in surroundings that are calm and ordered;
- effective teaching and learning can take place;
- students are supported in the development of personal skills and qualities, alongside the acquisition of knowledge, which will enable them to achieve their full potential;
- students are encouraged to be independent reflective empathetic thinkers and are helped to take responsibility for their actions;
- the community operates on the basis of, and exhibits, the fundamental tenets of mutual respect, courtesy and tolerance.

Governors recognise the critical role played by positive behaviour management in securing such an environment and have identified and adopted the following behaviour principles as the basis for the school's Behaviour Policy:

- Good behaviour is essential to allow all students to achieve their potential.
- All students have the right to access learning free from the disruption of others.
- All students understand that they have the right to feel safe, valued and respected.
- The school fosters a culture of inclusion, equal opportunities and respect for all members of the community.
- There is an emphasis on the importance of self-discipline and self-esteem.
- There is a system of rewards for good or improving behaviour and sanctions where standards fall below an expected level. These rewards and sanctions must be applied consistently and fairly.
- Individual students' behaviour should be monitored and their parents or carers should be kept informed.
- Violence or threatening behaviour will not be tolerated in any circumstances.

Governors understand their legal obligations in respect of safeguarding and promoting the welfare of children as set out in:

- section 175 of the Education Act 2002
- section 88 of the Education and Inspections Act 2006
- section 149 of the Equality Act 2010.

## 1. Aims

This policy sets out the school's aim to provide a disciplined and ordered community in which children, irrespective of ethnic or religious background, appearance, sexuality or ability, can learn and feel safe; and where every member of the school can feel valued and respected.

In particular, this policy aims to:

- provide a consistent and developmental approach to behaviour management that is applied equally to all pupils;
- provide a progressive pathway to independence and self-regulation;
- define what the school considers to be unacceptable behaviour, including bullying and discrimination;
- outline how pupils are expected to behave;
- summarise the roles and responsibilities of different people in the school community with regards to behaviour management;
- outline the school's system of rewards and sanctions; and
- help us consider what extra support might be offered to groups of pupils at higher risk of exclusion, or pupils who are particularly vulnerable to the impacts of exclusion.

## 2. Legislation and statutory requirements

This policy is based on advice from the Department for Education (DfE) on:

- [Behaviour in and discipline in schools](#)
- [Searching, screening and confiscation at school](#)
- [Equality Act 2010](#)
- [Keeping Children Safe in Education](#)
- [School suspensions and permanent exclusions](#)
- [Use of reasonable force in schools](#)
- [Supporting pupils with medical conditions at school](#)

It is also based on:

- the [Special Educational Needs and Disability \(SEND\) Code of Practice](#).
- Schedule 1 of [The Education \(Independent School Standards\) Regulations 2014](#); paragraph 7 outlines a school's duty to safeguard and promote the welfare of children, paragraph 9 requires the school to have a written behaviour policy and paragraph 10 requires the school to have an anti-bullying strategy.

This policy complies with the school's Funding Agreement and Articles of Association.

### 3. Definitions

**Misbehaviour** examples are:

- disruption in lessons, in corridors between lessons, and at break and lunchtimes;
- non-completion of classwork or homework;
- poor attitude;
- incorrect uniform;
- incorrect equipment;
- use of mobile phones in areas where they are not permitted; and
- chewing gum or eating food in class without permission.

**Serious misbehaviour** examples are:

- repeated breaches of the school rules;
- misbehaviour at any time, including outside of school, that could have serious repercussions for the orderly running of the school and/or poses a threat to themselves, another pupil, member of staff or member of the public and/or could adversely affect the reputation of the school;
- physical violence towards another pupil;
- any form of bullying including any abusive comments towards or about another individual (note also that pupils should report any such abuse which they come across or are aware of);
- sexual violence, such as rape, assault by penetration, or sexual assault (intentional sexual touching without consent);
- sexual harassment, meaning unwanted conduct of a sexual nature, such as:
  - sexual comments;
  - sexual jokes or taunting;
  - physical behaviour such as interfering with clothes;
  - online sexual harassment such as unwanted sexual comments and messages (including on social media), sharing of nude or semi-nude images and/or videos, or sharing of unwanted explicit content;
- vandalism;
- theft;
- selling/trading on the school site, on school trips or travelling to or from school;
- use of mobile phone to take pictures, recordings or videos of other students/staff (includes upskirting);
- fighting;
- smoking of any substance;
- racist, sexist, homophobic or any other discriminatory behaviour;
- serious rudeness to, or aggression or violence towards, a member of staff or online abuse of a member of staff;
- tampering with fire or other safety systems; and
- possession of any prohibited items. Examples of prohibited items include:
  - knives or weapons;
  - alcohol;

- illegal drugs (substances which produce “legal highs” which have a similar effect to illegal drugs will be treated in the same way for disciplinary purposes);
- stolen items;
- tobacco, cigarette papers, e-cigarettes/vapes;
- fireworks or any incendiary devices including matches and lighters;
- pornographic material; and
- any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil).

Every student is expected to report, without delay, any incident which compromises the safety of others or, for example, knowledge of any other individual being in possession of any of the above prohibited items. This can be in person to a trusted adult, by email or through the ‘tellus’ email address.

The provisions of section 7.3 of this policy refers to off-site behaviour and how this will be dealt with.

#### 4. Bullying

The school defines bullying as persistent and intentional behaviour that targets another individual or group, either physically or emotionally. This behaviour can leave the victim feeling defenceless, fearful or isolated. It may be overt and intimidatory, but it can also be subtle and hidden. It may occur directly, or through cyber-technology. This can also include peer-on-peer abuse.

Three common characteristics of bullying behaviour are:

- it is deliberately hurtful behaviour
- it is repeated often over a period of time
- it is difficult for those being bullied to defend themselves.

Bullying can include:

- **Physical:** pushing and shoving, kicking, tripping up, hitting, pinching, any form of violence, threats, taking belongings.
- **Verbal:** name-calling, sarcasm, spreading rumours, persistent teasing.
- **Emotional:** tormenting, name calling, threatening ridicule, spreading nasty stories, humiliation, exclusion from groups or activities.
- **Racial:** racial taunts, graffiti, gestures, exclusion from groups or activities.
- **Sexual:** unwanted physical contact, abusive comments, ‘homophobic’ taunting.
- **Cyber:** involving any of the above via social media, e-mail, chat rooms, text/voice messaging, doctoring of picture or video.

Bullying behaviour can also often be rooted in prejudice and discrimination due to difference or perceived difference. A prejudice-related incident is defined as any incident that is perceived to be prejudice-related by the victims or any other person. Whilst it is recognised that not all incidents will be intentionally harmful or have a direct target, the school is committed to challenging all forms of discrimination.

**Details of the school's approach to preventing and addressing all forms of bullying are set out in the Anti-Bullying Policy.**

## **5. Roles and Responsibilities**

### **5.1 The Governing Body**

The Governing Body is responsible for reviewing and approving the Statement of Behaviour Principles; in conjunction with the Headteacher, Governors will monitor the policy's effectiveness, holding the Headteacher to account for its implementation.

### **5.2 The Headteacher**

The Headteacher is responsible for reviewing the policy and ensuring staff have training in effective strategies to implement it.

The Headteacher will ensure that the school environment is one that encourages positive behaviour and that staff are equipped to deal effectively with pupils where reminders may be needed. The Headteacher will monitor how staff implement this policy to ensure rewards and sanctions are applied consistently to all.

The Headteacher will ensure that the policy works alongside the Safeguarding Policy to offer pupils additional support where necessary. The Headteacher will monitor the impact of this policy on different groups of pupils, ensuring that changes and adaptations are made as necessary.

### **5.3 Staff**

Staff are responsible for:

- implementing the policy consistently;
- interacting with pupils in a manner that fosters self-worth, belonging and self-regulation;
- modelling positive behaviour;
- providing a personalised approach to the specific behavioural needs of particular pupils; and
- reporting and recording behaviour incidents.

The Senior Leadership Team (SLT) will support staff in responding to behaviour incidents.

### **5.4 Parents/carers**

Parents/carers are expected to:

- support their child in adhering to the pupil code of conduct;
- inform the school of any changes in circumstances that may affect their child's behaviour; and
- discuss any behavioural concerns with the relevant form tutor or year leader promptly.

## 6. Pupil Code of Conduct

The School Rules and Code of Conduct are published annually in the school diary. Pupils are expected to:

- behave in an orderly and self-regulated manner;
- show respect to members of school staff, visitors to the school and each other;
- in class, make it possible for all pupils to learn;
- move in an orderly and safe manner around the school site;
- treat the school buildings and school property with respect;
- wear the correct uniform at all times;
- accept sanctions when given; and
- refrain from behaving in a way that brings the school into disrepute, including when outside school.

## 7. Rewards

### 7.1 Use of Rewards

The school seeks to acknowledge, reward and value achievement, success, progress, effort, positive behaviour and positive attitude. The school also recognises that appropriate praise and rewards actively promote positive behaviour.

***Additional guidance for teaching staff on the use of rewards is provided to them in a separate document.***

Staff are encouraged to:

- use the policy consistently and fairly;
- provide opportunities for promoting and developing self-regulation;
- seek opportunity to reward and praise positive behaviour;
- encourage students who are demonstrating improved attitude and behaviour;
- aim to award around 3 merit marks in each lesson; and
- aim to award approximately one House Credit in every lesson.

### 7.2 List of Rewards

Positive behaviour will be rewarded with:

- verbal praise;
- merit Marks and House Credits;
- letter, emails, postcards or phone calls home to parents;
- end of term certificates and awards;
- awards given at Prizegiving; and
- year, half or full colours.

## 8. Sanctions

### 8.1 Use of Sanctions

The vast majority of students behave exceptionally well at the school, receiving very few sanctions throughout their school career. When sanctions are necessary, staff are encouraged to:

- use the policy consistently and fairly;
- interact with pupils in a manner that fosters self-worth, belonging and self-regulation;
- admonish the behaviour and not the person;
- avoid early escalation to severe sanctions, reserving them for serious or persistent misbehaviour;
- avoid whole group sanctions that punish the innocent as well as the guilty;
- take account of personal circumstance, for example a student who has not completed a homework due to a family crisis; and
- encourage students to reflect on the effects of their misbehaviour on others.

***Additional guidance for teaching staff on the use of sanctions is provided to them in a separate document.***

### 8.2 List of Sanctions

The school may use one or more of the following sanctions in response to unacceptable behaviour:

- a verbal reprimand;
- sending the pupil to stand outside of the classroom for a period of time;
- expecting work to be completed at home, break or lunchtime;
- detention at lunchtime with a Year Leader (Daily Detention);
- detention after school with a Year Leader;
- detention on Friday for an hour after school with the Deputy Headteacher (School Detention);
- punctuality check card;
- attendance for part or all of a non-pupil day;
- community service;
- referring a student to a senior member of staff for reprimand or to apply the appropriate sanction;
- contact with parents;
- use of close monitoring;
- withdrawal from lessons;
- gating (in the Sixth Form);
- removal from school trips, team events and competitions;
- internal seclusion;
- PSP (Pastoral Support Plan);
- suspension;
- managed move; and
- permanent exclusion.



Any student placed in seclusion is expected to complete the same work as they would otherwise be doing in class. Pupils who do not complete a detention will be issued with a further, more serious punishment (eg teacher sanction < Daily Detention < School Detention.)

In accordance with the DfE regulations, the school will inform parents of any after school detention issued, giving a minimum of 24 hours' notice. It should be noted that the school does not seek the permission of parents: the notice is merely to inform them of the action.

### **8.3 Misbehaviour off-site**

Sanctions may be applied when a pupil has misbehaved off-site. This refers to misbehaviour when the pupil is:

- taking part in a school-organised or school-related activity (e.g. school trip);
- travelling to or from school;
- wearing school uniform; or
- in any other way identifiable as a pupil of the school.

Sanctions may also be applied where a pupil has misbehaved off-site at any time, whether or not the conditions above apply, if the misbehaviour:

- could have repercussions for the orderly running of the school;
- poses a threat to another pupil or member of the public; or
- could adversely affect the reputation of the school.

### **8.4 Malicious allegations**

Where a pupil makes an allegation against a member of staff, which is shown to have been deliberately invented or malicious, the school will discipline the pupil in accordance with this policy. The school will also consider the pastoral needs of the staff concerned, together with that of any pupils accused of misconduct.

### **8.5 Zero tolerance approach to child-on-child abuse**

The school recognises that children are capable of abusing their peers. This is referred to as child-on-child abuse. The school will ensure that all incidents are met with an appropriate response and that concerns are never ignored. It will never be passed off as 'banter' or 'part of growing up'. All victims will be listened to, concerns taken seriously and offered appropriate support.

Southend High School for Boys recognises that child-on-child abuse can take many forms, including but not limited to:

- bullying, including cyberbullying;
- physical abuse which can include hitting, kicking, shaking, biting, or otherwise causing physical harm;
- sexual violence and sexual harassment;
- 'upskirting' or 'downblousing' which typically involves taking a picture under a person's clothing without them knowing;
- nude or semi-nude image sharing; and
- initiation/hazing type rituals.

Pupils are encouraged to report anything that makes them uncomfortable, no matter how small they feel it might be. This can be in person to a trusted adult, or through the 'tellus' email address. The school's response will be proportionate, considered, supportive and decided on a case-by-case basis. In addition, support will be provided for pupils raising a concern.

Sanctions for child-on-child abuse may include, but are not limited to:

- internal seclusion;
- suspension;
- managed move; and
- permanent exclusion.

The school has procedures in place to respond to a pupil's safety or wellbeing. Further information can be found in the Child Protection Policy and Anti-bullying Policy.

Where a pupil makes an allegation of child-on-child abuse which is proven to have been deliberately invented or malicious, the school will discipline the pupil in accordance with this policy.

The school will consider the pastoral needs of all victims, together with those of any pupils accused of misconduct.

## **9. Behaviour Management**

### **9.1 Classroom management**

Teaching and support staff are responsible for setting the tone and context for positive behaviour within the classroom. They will:

- create and maintain a stimulating environment that encourages pupil engagement and motivation;
- display the SHSB behaviour poster in classrooms;
- develop a positive relationships with pupils, which may include:
  - greeting pupils in the corridor in the morning/ at the start of lessons;
  - establishing clear routines;
  - communicating expectations of behaviour;
  - highlighting and promoting good behaviour;
  - valuing the contribution of every individual – avoiding sarcasm or belittling correctives;
  - concluding the day positively and starting the next day afresh;
  - ensure that low-level disruption does not go unchecked;
  - use positive reinforcement.

### **9.2 Removal from Lessons**

A member of SLT will be called to remove pupils from the classroom once other behaviour strategies have been attempted, unless the behaviour is extreme and warrants immediate removal.

Removal may be used to:

- restore order if the pupil is being unreasonably disruptive; and
- allow the disruptive pupil to continue their learning in a managed environment.

The school will consider an alternative approach for pupils who are frequently removed from lessons, such as:

- working in the Pastoral Hub under supervision;
- working with a named member of senior staff;
- a planned reintegration timetable including some subject lessons alongside some time spent working in isolation;
- creation of a Pastoral Support Plan (PSP);
- referral to external agencies.

### 9.3 Physical Restraint

In some situations, the school recognises that staff may need to use reasonable force to prevent pupils from committing an offence, injuring themselves or others, or 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 seeks to maintain the dignity and safety of all concerned;
- **never** be used as a form of punishment;
- **always** recorded on CPOMs, reported to the Deputy Headteacher and notified to parents.

### 9.4 Confiscation

**Any prohibited items (listed in section 3) found in a pupil's possession will be confiscated.** Such items will **not** be returned to the pupil and may be handed over to the Police. The school will also confiscate any item which is harmful or detrimental to school discipline. Such items will be returned to a pupil or their parent after discussion with Senior Leaders.

All searching and screening of pupils is conducted in line with the DfE's latest guidance on searching, screening and confiscation.

### 9.5 Pupil support

The school recognises its legal duty under the Equality Act 2010 to prevent pupils with a protected characteristic from being at a disadvantage. Consequently, the school's approach to challenging behaviour may be differentiated to cater to the needs of the pupil.

The school recognises the varied needs of pupils with SEND, and the ways in which their behaviour may need to be managed. Where necessary, guidance regarding the behaviour management of individual pupils is shared with staff. The Director of Inclusion and Support is happy to offer additional support and guidance where required.

The Director of Inclusion and Support may be asked to evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs which are not currently being met. Where necessary, support and advice will be sought from an educational psychologist, specialist teachers, medical practitioners and/or others, to identify or support specific needs.

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

The school will anticipate likely triggers of misbehaviour and put in place support to try to prevent them.

### **9.6 Safeguarding**

The school recognises that changes in behaviour may be an indicator that a pupil is in need of help or protection. The school will consider whether a pupil's misbehaviour may be linked to them suffering, or being likely to suffer, significant harm. Where this may be the case, the school will follow the guidance within the Child Protection Policy.

## **10. Pupil Transition**

To ensure a smooth transition to the next academic year, pupils have transition sessions with their new teachers. In addition, staff members discuss transition at tutor meetings at the beginning of the year. To ensure behaviour is continually monitored and the right support is in place, information related to pupil behaviour issues may be transferred to relevant staff at the start of the term or year.

## **11. Training**

Training on behaviour management forms part of continuing professional development. Our staff are provided with training on managing behaviour (including proper use of restraint for selected staff) through staff training sessions, the Teaching and Learning bulletins and newsletters. In addition, all new staff receive support and guidance as part of their induction to school.

## **12. Monitoring Arrangements**

This behaviour policy will be reviewed by the Headteacher every two years, or more frequently, if needed, to address findings from the regular monitoring of pupil behaviour, rewards, sanctions and stakeholder feedback. At each review, the policy will be approved by the Headteacher (the Board of Governors will approve the Behaviour Principles).

## **13. Links with Other Policies**

This policy is linked to the following policies:

- Exclusions policy
- Child Protection and Safeguarding policy
- Allegations against adults
- Anti-bullying strategy
- CCTV policy
- Sanctions and Rewards guidance